

School Handbook



**Longstone Primary
School**

A Foreword from the Director of Children and Families

Session 2020-2021

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city -wide developments in education.

Parental involvement in the decision-making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2020/2021 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Children and Families Director

Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- **they are able to live safely and happily within their own families with the right kind of support as needed.**

- **they attend first class, inclusive schools and early years settings which meet their needs.**

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

Welcome to the Longstone Primary School Handbook.

This handbook offers an introduction to our school and a general overview of education in the City of Edinburgh.

If you have any questions ,or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use the information has been divided into five different sections:-

- **Section One – Practical Information about City of Edinburgh Schools and Longstone**
Primary School
- **Section Two – Parental Involvement in the School**
- **Section Three – School Curriculum**
- **Section Four – Support for Pupils**
- **Section Five – School improvement**
- **Section Six – Transferring educational data about pupils**

Contact Details

| | |
|-----------------------------|---|
| Name of Head Teacher | Angela Pearston |
| Name of School | Longstone Primary School |
| Address | Redhall Grove, Edinburgh, EH14 2DU |
| Telephone Number | 0131 443 4743 |
| Website | https://longstoneprimary.com |
| E-mail Address | admin@longstone.edin.sch.uk |

Organisation of the School Day

Longstone Primary School

Daily Routine

P1-P2

Monday – Thursday

8.50 – 10.30am

10.45 – 12.20pm

1.15 – 2.50pm

Friday

8.50 – 10.15am

10.30 – 12.15pm

P3-P7

Monday – Thursday

8.50 – 10.30am

10.45 – 12.30pm

1.15 – 3.20pm

Friday

8.50 – 10.15

10.30 – 12.05

Nursery

Full time 1140 hours

Monday-Thursday 8.30-3.00pm

Friday 8.30am-12.30pm

Section One

Practical Information about City of Edinburgh Schools and Longstone Primary School.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, and that is unexplained by the parent.

If your child is not coming to school please phone the school office (0131 443 4743) to let them know that your child will not be attending. The school office is open from 8.30am until 4.00pm Monday-Thursday and from 8.30am until 12.30pm on a Friday.

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school,

confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. The Head Teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Head Teacher before the holiday. If permission cannot be given before the holiday, it will be recorded as unauthorised absence. The Head Teacher can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to a Senior Education Manager who will decide if it will be recorded as authorised or unauthorised.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Education Welfare Service and/or the Children's Reporter to the Children's Panel, if necessary.

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, and the Parent Council. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

School Uniform can be ordered through Tesco at <https://myclothing.com/> (formerly uniform by tesco.com) or with the school logo from Borders Embroidery at <http://www.border-embroideries.co.uk/>

Ties can only be purchased from the school office.

*Hoodies can be ordered from the school office. PALS pay 50% of the cost of one hoodie for each P7 pupil.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes. Please ensure that pupils are equipped to participate in the PE lessons.

Please also ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which often get lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

- We ask that pupils are sensible about jewellery and do not wear long dangly earrings or very expensive or chunky jewellery.
- Make-up and hair dye are not deemed appropriate for school.
- Practical, black shoes should be worn; high heels are not appropriate.
- Pupils should bring indoor shoes as often their shoes get muddy from the playing field / woodland area.
- PE Kit: shorts and t-shirt.
- Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted.
- No Football colours.
- No jeans or jeggings.
- Black leggings may be worn P4-7.

SCHOOL UNIFORM



| PRIMARY 1-3 | |
|---|-------------------------------------|
| Item | Colour |
| Shirts/Polo shirts | White |
| Jumpers/sweatshirts/cardigans/blazers | Burgundy |
| Trousers/shorts/skirts/pinafores | Grey |
| Summer gingham dresses | Red and White |
| PRIMARY 4-7 | |
| Item | Colour |
| Shirts/Polo shirts | White |
| Jumpers/sweatshirts/cardigans | Burgundy |
| Trousers/leggings/shorts/skirts/pinafores (NO JEANS or JEGGINGS) | Black |
| PRIMARY 7 | |
| Item | Colour |
| Hoodie | Colour decided by the P7s each year |
| Trousers/leggings/shorts/skirts/ culottes (NO JEANS or JEGGINGS) | Black |
| FOOTWEAR across all years should be BLACK | |

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit.
- income support
- obseekers allowance[income-based]
- support under Par V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications forms can be picked up at the school office.

School Meals

Our school meals are cooked from fresh in the kitchen of neighbouring Redhall school. Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated in consultation with families and catering services.

School lunches are eaten in the dining hall. In the better weather, children will sometimes choose to 'picnic' outside in the grounds. If you are providing a packed lunch, we ask that you provide a healthy lunch box. We encourage all of our pupils to bring in healthy snacks (not sweets, crisps, chocolate or similar) and, unless there are health reasons, pupils should drink milk or water in school (not juice). Pupils are not permitted to bring glass bottles to school.

Meal prices are reviewed annually, the price for 2019/2020 is £2.25. School lunches for P1- P3 are free.

Free School Meals

Some families may be eligible for free school meals and/or a clothing grant.

Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

All pupils in P1 – P3 are eligible for free school meals; families can use the same application form to apply for free school milk and a clothing grant.

We have an online payment system, ParentPay, for the ordering and payment of school lunches. Please ask at the school office for more information.

Travel to and from school

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exits or in any location which causes an obstruction.

Parents are not permitted to park on or drive up the school drive at any time.

We encourage pupils to walk or take their scooters or bikes to school. There is a bike shed and scooter pods where pupils can leave bikes and scooters (they must have a lock). Bikes and scooters must not be cycled in the playground or in the school grounds, nor should they be left over night.

For safety, parents and children should enter/exit the school grounds by the playground gates and not the driveway gates. When walking on the driveway, parents, visitors and children must use the pedestrian walk way.

Periodically, our Junior Road Safety Officers and a member of staff survey the safety of travel to and from school, including parking around the school.

General supervision

Before school begins, the playground is not supervised; therefore, pupils should not arrive at school until as near to the school start time as possible.

During intervals support staff supervise the children. There is always access to the building and the children are made aware of this.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book and entry phone system. Anyone calling at the school for any reason will be asked to report to the school office. The school staff can then make the necessary arrangements for the visit. All staff wear passes so that they can be easily identified.

Wet weather arrangements

We are an 'all-weather school' and encourage our pupils to play out in all weathers. We live in Scotland and have many days of wet, cold weather! We therefore ask that pupils come to school 'dressed' for the weather so that they can enjoy the fresh air, in comfort, whatever the weather.

In very poor weather conditions pupils are allowed into school during breaks and at lunchtime.

Unexpected closures

In the event of an emergency, such as a power cut or severe weather, that prevents the school from opening in the morning or results in an early closure, a range of communications channels are used to let parents know.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Equality

The Council is an Equal Opportunities employer and has published guidelines for schools on its website about what schools have to do to prevent discrimination. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

All of our teaching staff receive training in supporting bilingual learners.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied with your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision or monitoring growth are provided to all children on a routine basis to discover which children may need further tests. Parents/carers will be informed and consent requested.

The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses/Health Care Assistants are involved with health promotion and education, prevention of ill health, health surveillance and screening. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil would benefit from support for identified health needs. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

Parents are sent a health questionnaire about their child at Primary 1 and 7 and asked if they would like their School Nurse to contact them.

The School Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Nurse should you require any further information.

Medicine administration

Where ever possible medication should be administered at home. If there is an occasion when medication needs to be administered by school staff, please come to the school office to complete the necessary paperwork.

Gaelic Education

There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school is in the former Bonnington Primary School Building. Pupils attending the school do not need to have prior knowledge of Gaelic. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

Section Two

Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership as well as information about the Ethos and Values of the school.

It also includes information about our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

Longstone Primary offers a warm, caring and welcoming atmosphere for all our families.

Teachers set high standards for pupils and work towards pupils achieving these.

Achievements are celebrated in a variety of ways; through class awards, displays, house points, Head Teachers' Awards, at assemblies, on Twitter and a variety of in class celebrations.

In 2018-2019, following consultation with families, staff and the community we created our Vision, Values and Aims and Curriculum Rationale. Our Vision, Values and Aims are outlined below. Our Curriculum Rationale is outlined in the curriculum section.

Longstone Primary School

Vision, Values and Aims



Our School Motto

***Good, better, best, we will never rest
until our good is better and our better is best***

Our school vision is for every child to reach their full potential, enabling them to have the skills and confidence to embrace the world we live in.

This vision is one based upon our core values:

- **Kindness**
- **Respect**
- **Resilience**
- **Pride**
- **Creativity**

At Longstone Primary School we aim for everyone to:

- *Be happy safe and secure.*
- *Be equal and included.*
- *Be confident and ambitious.*
- *Be responsible for themselves and their learning.*
- *Be creative and enquiring.*
- *Be healthy in body and mind.*

We want to develop skills that enable our pupils to:

- ❖ *Grow and learn through play.*
- ❖ *Learn effectively with confidence, collaboratively and with increasing independence.*
- ❖ *Know themselves as learners.*
- ❖ *Use digital technologies to enhance their learning.*
- ❖ *Live and work in the 21st Century.*

Promoting Positive Relationships and Behaviour

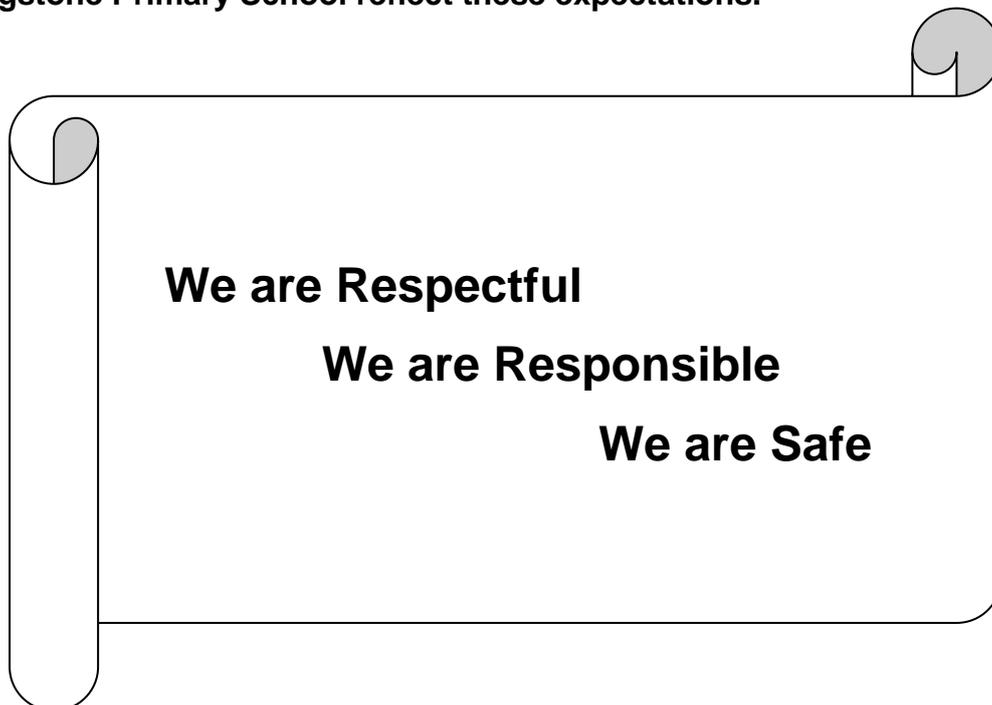
Our aim at Longstone Primary School is to work in partnership with you, our families, to ensure the best possible standards of conduct across our school community from everyone across the school staff, families and pupils alike.

We are a Rights Respecting School (Bronze Award Accredited) and as such, our approach, as well as impacted by wider policies and ethos, is particularly influenced by the rights of the child.

At the start of each school year, each class creates their own Class Charter which sets out rights and responsibilities in line with The United Nations Convention on the Rights of the Child (UNCRC) <https://www.unicef.org/child-rights-convention>. This framework sets out the fundamental rights of all children and young people and is consulted when making decisions to help guarantee that our children have a safe, healthy and happy experience at school.

We have consulted widely on the development of a school Positive Relationships Policy. We have used this process as well as the development of the school Vision, Values and aims to aid the development of the approaches and procedures within our school and in doing so, support our children to follow three clearly defined behavioural expectations.

We begin with three simple rules and strive to ensure that all our interactions at Longstone Primary School reflect these expectations.



In supporting children to make good choices and to be respectful, responsible and safe we follow the three rules and reinforce positive choices and interactions through a variety of systems.

House Point System – House points awarded by all adults in school, collated weekly by house captains and announced at assembly. There is a House Point Cup which is awarded to the winning house following sports day each year.

Green card system- Green cards are awarded to children exhibiting positive behaviour in the playground.

Recognition boards – In place in classrooms to allow teachers to recognise daily the efforts of children against the expected codes of conduct.

Positive notes – To be introduced in 2019-2020 as a means of recognising children observing and demonstrating respect, responsibility, or being safe in the class.

Hot Chocolate Friday – Children can be nominated by any adult for ‘over and above’ conduct. Three nominations result in participation in our Hot Chocolate Fridays with a staff member also nominated for this reward.

Positive interactions and developing positive relationships with children are supportive of better learning.

In supporting children, when they make mistakes or make poor decisions, every conversation is focussed around our three rules.

Most mistakes and poor decisions are managed effectively at the class teacher level. It might be necessary to facilitate discussion and develop a supporting plan with the child if they consistently make poor choices or continue to become involved in actions which impact on the safety of others. At this point parents will be contacted to work together to resolve any challenges.

Ultimately, everyone learns best when they feel good about themselves. Punitive approaches can reduce children’s self-esteem which can then hinder their ability to engage in their learning, including learning relating to behaviour itself.

Anti-Bullying Policy

At Longstone Primary School all incidents of bullying are taken seriously.

As a school we show strong commitment to Scotland's national framework, Getting it Right for Every Child (GIRFEC) and promoting the wellbeing of all our children, as well as The Children and Young People Act, The Equalities Act, seeking educational inclusion for all children and young people, promoting resilience, and restorative approaches.

A commitment to developing positive relationships across our school community is instrumental in our approach to getting it right for every child to create a school community that allows children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Our approaches and procedures in school are in line with those outlined in the City of Edinburgh (CEC) Policy – *Preventing and Responding to Bullying amongst children and young people*.

Our core practices at Longstone Primary School reflect our commitment to the development of positive relationships and we base practice on the 4 Rs:

- Relationships
- Rights Respecting
- Resilience
- Restorative

To prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

The Council has adopted the definition of Scotland's anti-bullying service, *Respectme* (2018) which we, as a school also use.

Bullying is an abuse of power that is defined by its effect on others, regardless of whether these were the intended effects.

'People who are bullied are hurt, physically or emotionally, by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it.'

It is similarly important to note that we know that children and young people will fall out and disagree with each other as they form and build relationships.

***"You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me."* (Respect Me, 2018).**

Bullying behaviours may include:

- **Name calling, teasing, putting down or threatening.**
- **Ignoring, leaving out or spreading rumours.**
- **Hitting, tripping, kicking.**
- **Stealing and damaging belongings.**
- **Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online bullying).**
- **Making people feel like they are being bullied or fearful of being bullied.**
- **Targeting someone because of who they are or who they are perceived to be. (This may include racism, sexism, disability or homophobia, as well as differences in socio-economic background.)**

Children will make mistakes and may behave in a way that is inappropriate but not every action that has a negative impact on someone else is “bullying behaviour”.

It is a normal part of development and most children and young people have the ability to bounce back from such experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

We cannot condone the overuse or misuse of the term “bullying” or react disproportionately to children and young people’s behaviours. To do so would be counterproductive.

Incidents may be perceived as bullying when they are, in fact, criminal in nature. Such incidents of hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying.

At Longstone Primary School, and in line with CEC policy our procedures ensure that anti-bullying and anti-discriminatory attitudes and behaviours are promoted through a range of preventative, proactive and responsive approaches. For detail information, see *Preventing and Responding to Bullying amongst children and young people*.

<http://www.edinburgh.gov.uk/downloads/download/56/bullying>

Whilst many believe that children who display bullying behaviours must face consequences for their behaviour, it is widely accepted that punitive types of responses serve only to breed resentment and can at times be ineffective or make the situation worse.

We believe that children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punitive consequences in isolation do not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

E-safety Policy – Mobile Phones

We are in the process of finalising our E-safety policy. This will be an extremely comprehensive policy covering all aspects of e-safety, including the use of mobile devices. Our current policy is

- Mobile devices must be switched off before entering the school building.**
- Mobile devices must be handed in by pupils to their class teacher at the start of the school day.**
- Mobile devices will be returned to pupils at the end of the school day.**
- If attending a club, mobile devices must not be switched on in the club.**
- Mobile devices must not be switched on at the end of the day until pupils have left the building.**
- If a pupil needs to use a phone during the school day or before attending a club, they must go to the school office and use the school's phone.**
- If a pupil does not follow the policy, their parent/carer will be contacted.**

Parents Welcome

We welcome parental involvement as we know that when parents are involved children do better in school.

There are many ways in which parents can be involved at Longstone. Some ways are listed below:

- Attending parent/carer information events
- Helping with activities in school
- Helping out with trips
- Helping with after school clubs
- Sharing expertise
- Joining the Parent Council (PALS – Parents at Longstone School)
- Attending class events/ presentations/assemblies

The Depute Head and Head Teacher try, at all times, to be available to parents, however if you are able to make an appointment this is often easier.

Two times in the year we send home a ‘Snap Shot Folder’. This contains a complete week’s work and allows you to see what your child has been learning in school and the progress being made.

Twice in the session we offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an appointment.

Please refer to the ‘Reporting Calendar’ on our website <https://longstoneprimary.com/our-school/documents/> for more information on the different ways, over a year, that we share with you your child’s learning and progress.

Parental Involvement

Parent views are gathered regularly, through a variety of methods such as discussion, parent council meetings and questionnaires.

There are many ways that parents can support their children in school, through helping with homework, talking about the school day and learning, helping with research about topics being studied, attending meetings and events in school.

For specific support in helping children parents should contact the class teacher in the first instance. Each term in the Term Planner sent home to families, there is a section all about how you can help the school. Sent home with this each term is a Parents and Planning sheet where we encourage you to share your ideas and contribute to your child's learning.

Parent Councils

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally.

Parents are welcomed to:

- be involved with their child's education and learning;**
- be active participants in the life of the school;**
- express their views on school education generally and work in partnership with their children's school.**

All parents are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;**
- hear about what partnership with parents means in our school;**
- be invited to be involved in ways and times that suit you;**
- identify issues you want the parent council, to work on with the school;**
- be asked your opinion by the parent council on issues relating to the school and the education it provides;**
- work in partnership with staff; and**
- enjoy taking part in the life of the school in whatever way possible.**

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. The Parent Council at Longstone is known as PALS (Parents At Longstone school). PALS have a meeting every month.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

Contact details for PALS can be obtained from the school office.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <http://www.educationscotland.gov.uk/parentzone>

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland.

Parent Councils can join too, and it runs an independent helpline service for all parents.

PALS have a Facebook page <https://www.facebook.com/Parents-at-Longstone-School-PALS-108986742593968/> and the group also launched an app called Class list on which parents and carers of children in the same class can communicate with each other.

Pupil Groups

Longstone Primary School has a number of pupil groups:

Pupil Council, Eco Group, Rights Respecting Schools Group, Digital Leaders and Agents for Change who help tackle inequality.

The groups meet regularly to discuss matters raised by the pupils.

Pupils are also also involved in organising social events as well as fundraising for charities and school funds.

The school has a House system with each child allocated one of four houses: Slateford, Kingsknowe, Redhall, Juniper Green. Each house has a House Captain and a Vice House Captain. Siblings are in the same house and each house competes for house points with the winning house getting the House Shield at the end of the year. Houses usually meet every term for a House meeting organised and led by the House Captains.

Section Three

School Curriculum

The Scottish Curriculum

The Scottish Curriculum for Excellence covers 8 curriculum areas which can be taught through any of the four Contexts for Learning: Discrete Learning; Interdisciplinary Learning; the Ethos and Life of the School; Opportunities for Personal Achievement.

The curriculum areas are:

- Expressive Arts
- Health and wellbeing (including P.E.)
- Literacy and English
- Numeracy and mathematics
- Religious and moral education
- Science
- Social Studies
- Technologies

There are three levels usually covered by the end of Primary School, with a fourth level being taught in the first few years at Secondary School.

The majority of children should be work on and achieve levels as described in this table below:

| CfE Level | Working On This Level | Achieved This Level |
|------------------|------------------------------|----------------------------|
| Early | Nursery and P1 | End of P1 |
| First | P2, P3 and P4 | End of P4 |
| Second | P5, P6, P7 | End of P7 |

Curriculum Rationale – Longstone Primary

Bringing learning to life and life to learning.

Our Curriculum at Longstone is based on the Curriculum for Excellence (CfE) Experiences and Outcomes organised through clear progression pathways across the three levels of Nursery and Primary Education.

In 2018-2019, we consulted all stakeholders (families, children, staff and community groups) to obtain their views on the development of the curriculum at Longstone, asking:

What learning, skills and qualities do we want children to have acquired and developed during their primary school experience at Longstone?

In doing so, we have built a bespoke curriculum which is tailored to our context and fulfils the needs of our families, children and wider community.

One important and unique feature of our context is our extensive grounds and Millennium Forest. This offers us a unique opportunity for enhancing children's experience of play in the outdoors. Through this we are able to develop skills and learning relating to children's emotional and social well-being, covering many experiences and outcomes across the core curricular area of Health and Wellbeing.

Research evidence is growing which supports the powerful and positive impact of play on learning and development in children. As such we, along with many CEC schools, have increased the play provision within the Early Years of primary at Longstone.

All children are now experiencing learning across many areas of the curriculum through play-based approaches, not only in free-flow child-led experiences in the nursery, but also in Primary 1 and 2 classes supported by our highly skilled and experienced teaching staff who work alongside Early Years Practitioners from our Nursery. Our approaches to play-based learning have been supported and guided by input from Edinburgh University.

Play is currently offered in P1 and P2 three sessions a week, including one session in the outdoors.

In P3-P7 all classes have Outdoor Learning sessions (100 minutes in total) each week led by our Forest Schools trained and highly experienced Outdoor Learning class teacher. In these sessions, children develop their social/emotional skills through self-directed play in our forest or through

activities such as fire-building, den-building and climbing trees. In their Outdoor Learning sessions, children can also choose to be creative in the Technology container, using the various tools and materials to design and create. Our learners consistently tell us that they love Outdoor Learning and it is the favourite learning experience of many of our children.

In Outdoor Learning sessions, the children also reflect on their wellbeing using the SHANARRI wellbeing indicators.

We have recently changed our curriculum content to reflect many aspects of our local context e.g. geography, history, community groups and business as well as our diverse school population which includes some Forces families.

Finally, we are also responding to a strong response from community, families and staff to improve our curriculum around food and health, and are using our recently- awarded 'Food for Thought' grant to support this.

More information about learning can be seen on our website <https://longstoneprimary.com> or contact the Head Teacher or Depute Head Teacher for more information.

More information about Curriculum for Excellence can be found at <https://education.gov.scot/parentzone/>

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

At Longstone Primary School teachers also plan collaboratively where possible to ensure consistency and progression for pupils.

Home Learning (homework)

Pupils are regularly given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning is usually set for Reading, Spelling and Maths. For full details, please refer to our new policy which is available on the website or via the school office.

We also run homework clubs throughout the year to support some pupils with the completion of their homework.

Health and Wellbeing

Learning in Health and Wellbeing covers pupils' social, emotional and physical wellbeing. Health Topics, such as Healthy Eating, are taught throughout the school, as well as all aspects of Physical Education. In addition, across the school, pupils are given special responsibilities such as running clubs and being a buddy, which help to develop their social and emotional wellbeing.

In P6 and P7, there are sensitive areas of learning taking place in Health and Wellbeing such as learning around relationships, sexual health and drug awareness. Teachers work hard to deal with such matters in a sensitive and informative way when they arise in day to day situations.

When particular programmes are being introduced e.g. Sex Education at P6, parents will be invited in to school and provided with information on the programme to be delivered.

An important part of our Health and Wellbeing curriculum is our Forest Schools-based Outdoor Learning programme. All pupils experience sessions in our millennium forest each week, with P3-7 being taught by a teacher who is

also a fully-qualified Forest Schools instructor twice a week. In P1 and P2, all children enjoy Outdoor Play in the forest, with their class teacher, as part of our play provision. In the nursery, over the course of a year, all children will experience a block of Forest Kindergarten weekly sessions with an Early Years Practitioner who is qualified in Forest Kindergarten.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Extra-Curricular Activities

There is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school.

In addition, throughout the year, classes make educational visits to enhance pupils' learning to many different places such as museums and galleries.

In P7, all pupils attend a week-long Outdoor Education trip which is an excellent opportunity for children to develop their confidence, their sense of personal responsibility and their social skills.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator – Lorna Norman 0131 441 4501

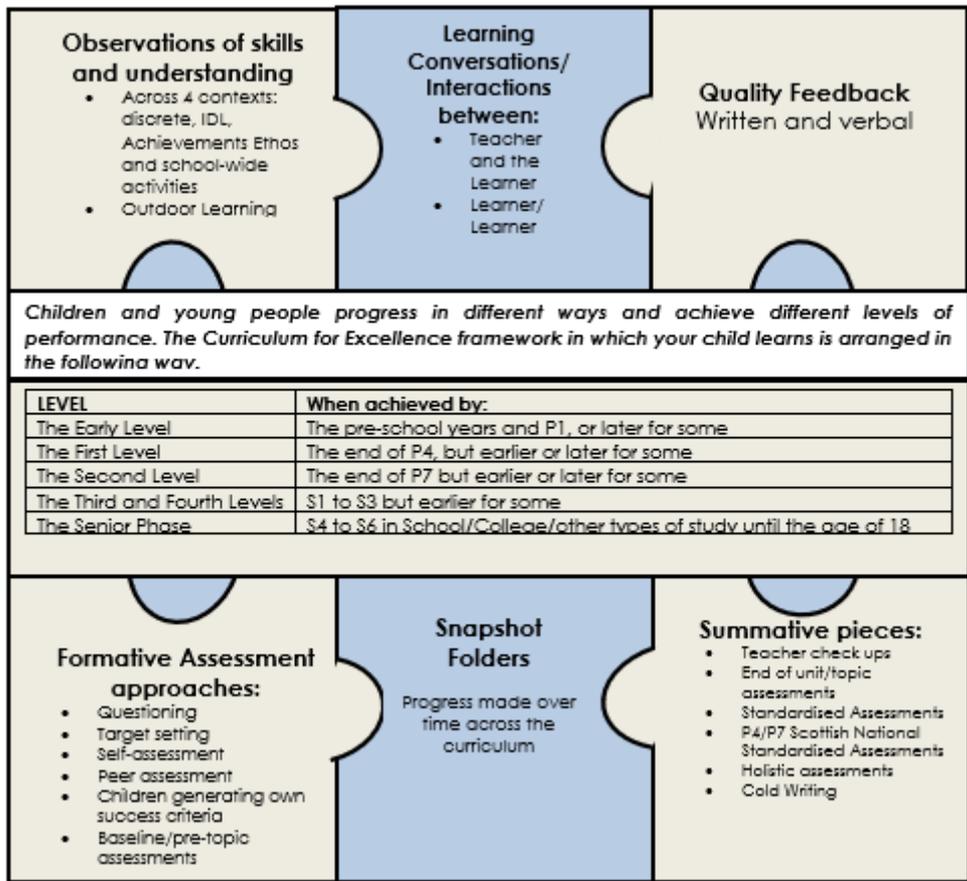
Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as in-class assessments. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

The most valuable form of assessment of pupils is teacher judgement, based on daily, ongoing assessments. We do also have a number of standardised assessments that we use at various points in a child's schooling which help us to assess progress achievement and areas for development.

The visual below shows the different ways we assess children's progress:



Section Four

Support for Pupils

Getting It Right for Every Child (GIRFEC)

Taking care of our children's wellbeing and making sure they are alright - even before they are born – helps us to ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it Right For Every Child (GIRFEC) in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it Right For Every Child (GIRFEC) aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families**
- enables children to get the help they need when they need it**
- supports a positive shift in culture, systems and practice**
- involves working together to make things better**

Getting it Right For Every Child (GIRFEC) is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

As part of the GIRFEC strategy, the Head Teacher is the 'named person' for every child in the school and for pre-school children this is the Health Visitor.

We hold Child Planning Meetings (CPMs) for a number of children across the school. CPMs are attended by all of the professionals working with a child and an action plan is agreed at these meetings to ensure that that everyone is working together, with the family, to get the best outcomes for the child. If you would like more information about the CPMs then you can pick up a leaflet from the school office.

Please contact the Head Teacher if you would like more information about Getting it Right For Every Child (GIRFEC).

Protecting Children and Young People

We place a high priority on the wellbeing and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse.

Where we have child protection concerns about pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

The Support for Learning teacher provides excellent support for staff, pupils and parents. She works in close partnership with teachers assessing pupils to identify any specific learning needs.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380 Take

Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

Longstone Primary school is very fortunate to work with the Place2Be service. This is a therapeutic service which works to support children's emotions in their primary years.

The MOD team (part funded and run by Children's 1st charity) also forms an invaluable part of our pastoral support. Members of the team work regularly at Longstone Primary School to support our pupils from Service families.

Seasons for Growth is a programme which can be run at Longstone Primary. This is a programme that helps pupils cope with, and understand, loss. This can be the loss of a friend who has moved away, separation from a parent through divorce, a bereavement or any other kind of loss.

The whole staff team at Longstone takes responsibility for the wellbeing of all pupils. If you have concerns about your child please do not hesitate to contact any member of staff.

To find out more about the range of supports we have for pupils, please look at the Additional Support Needs section of our school website.

Transitions – Moving to a new School or leaving School

Nursery class provision

The school's nursery class provides 56 places for children aged 2 - 5 years. All 3-4 year olds are eligible for a place at nursery from the term after their third birthday. There are separate eligibility criteria for 2-3 year olds. Please see the school office for more information.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. The Nursery class is not catchment based and placement in the nursery class does not guarantee a place in the primary school. Places for pupils aged 3 - 5 are allocated based on age. Please speak to our office staff for more information about nursery enrolment.

Transfer from nursery to primary

We aim to make the transition from nursery to P1 as smooth as possible. Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. In addition, in the summer term, a wide range of transition activities are planned for all nursery children from both Longstone nursery class and those from partner provider nurseries.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of parents choose their local, catchment school and the council plans education provision to ensure they can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake we offer an opportunity for you to visit the school. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum as well as seeing recent examples of pupils' work on display. All of this will help you understand our school's unique character and give you an insight into the learning environment that your child will enjoy here.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. Parents are also invited in to an information meeting where they have the opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to

secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

Firrhill High School
9 Oxfords Road North
0131 441 4501
admin@firrhill.edin.sch.uk

Longstone has a close relationship with Firrhill High School. Staff work together to ensure that pupils have the best possible transition. Pupils visit the High school on several occasions in P6 and P7 so that they can become a little bit familiar with the setting and meet some of the teachers.

There are several open evenings for parents and individual appointments to see round can be made. Pupils prepare a personal profile which goes with them to Firrhill High School and this tracks their learning journey so far. Staff meet with High School teachers to pass on all relevant information and all assessment information is passed on. In June pupils attend Firrhill for 3 days and have a 'rehearsal' of their first few days at High School. This is generally very successful and helps relieve any anxieties.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid-November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible.

When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five

School Improvement

Standards and Quality Report and School Improvement Plan

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The School Improvement Plan outlines the developments for the coming year.

These can be viewed on the school website. <https://longstoneprimary.com>

A summary of the School Improvement Plan is also written and sent home to all families. This can also be viewed on the school website. In addition, a pupil-friendly version of the plan is made and displayed in each class.

Section Six

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <http://www.education.gov.scot/parentzone/>
- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- http://www.childline.org.uk/Explore/Bullying/Pages/Bullying_info.aspx - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

Glossary – DC to check for more terms in our own glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Throughout this handbook the term ‘parent’ has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact the school.

Longstone Primary School

Longstone Primary School

Redhall Grove

EH14 2 DU

0131 443 4743

Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

| Did you find | Please tick | |
|----------------------------------|-------------|----|
| 1. the handbook useful? | Yes | No |
| 2. the information you expected? | Yes | No |
| 3. the handbook easy to use? | Yes | No |

Please tell us how we can improve the handbook next year.

Name of school **_LONGSTONE PRIMARY SCHOOL**

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Angela Pearston (Head teacher)

Longstone Primary School

Redhall Grove

EH14 2 DU