

Welcome to St David's RC Primary School



School Handbook

(Session 15/16)

In St. David's R.C. School, we regard an effective partnership of home, school and parish as an essential and distinctive feature of this Catholic School. Our pupils are held in high regard and their dignity, worth, and individuality is respected. Conditions and learning experiences are provided in order that a purposeful, planned and appropriate curriculum is available to all our pupils. An atmosphere of welcome and encouragement pervades the school promoting security and confidence in pupils.

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A Foreword from the Director of Children and Families

Session 2015-16

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 2015/16 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.

Alistair Gaw
Acting Executive Director of Children and Families

Children and Families Vision

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

Dear Parent/Guardian

All at St. David's Roman Catholic Primary School in Edinburgh offer you a very warm welcome to our school. It is with great pride that as Head Teacher of St. David's I extend this welcome to you.

St. David's is a family school. We recognise that each child is unique and that each child has the right to achieve his or her full potential. We understand that you are entrusting us with the education of your child.

We have a broad and balanced curriculum, which is delivered by a team of caring and committed professionals.

As a Catholic Primary School, Christ and the Gospel values are at the heart of all we do. It is our mission to ensure that our pupils are secure and safe in their learning environment and that they receive the kind of education which offers them opportunities to maximise their talents and potential, encouraging them to be life long, successful and confident learners and responsible citizens of the future.

Partnerships are vital to the work we do. Partners share, plan and deliver together. We work hard at developing partnerships with our parents; you as a parent in our school have an important role to play in our community.

We have good working partnerships with our parish family. We work in partnership with our cluster schools and our neighbouring schools and the many multi-disciplinary professionals and groups who help us offer the kind of service which is necessary and important to our pupils. Our school community—pupils, parents and staff are the heart of our school.

I am sure that your son or daughter will have a positive learning experience and enjoy their time with us at St. David's Primary School.

Yours sincerely

Mrs Siobhan Kellock
Head Teacher

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 I've divided the information into five different sections :-

- Section One - Practical Information about the School
- Section Two - Parental Involvement in the School
- Section Three - School Curriculum
- Section Four - Support for Pupils
- Section Five - School Improvement

Contact Details

Name of Head Teacher	Mrs Siobhan Kellock
Name of School	St David's R.C Primary School
Address	4 West Pilton Crescent, Edinburgh, EH4 4HP
Telephone Number	0131 332 3500
Website	www.st-davids.edin.sch.uk
E-mail Address	admin@st-davids.edin.sch.uk

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About the school

Stages of Education provided for:	Nursery to P7
Present Roll:	275
Nursery:	30 am & 30 pm
Denominational Status of the School:	Roman Catholic

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Organisation of the School Day

Start Time: 0850

Morning Break: 1045

Lunch Time: P1 & P2 12:20 P3-P7 12:30

Finish Time: P1 & P2 14:50 P3-P7 15:15

Gym days for pupils are:

P1A - Monday & Thursday

P1B - Wednesday & Thursday

P2 - Monday & Friday

P3 - Monday & Thursday

P3/4 - Wednesday & Thursday

P4 - Monday & Wednesday

P5 - Monday & Thursday

P5/6 - Tuesday & Thursday

P6 - Monday & Friday

P7 - Monday & Tuesday

School Assembly is held on a Friday

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STAFF LIST	
Head Teacher	Mrs Kellock
Depute Head Teacher	Mrs Cusack
Principal Teacher	Miss Fallon
Business Manager	Ms Barclay
School Administrator	Mrs Scully
School Support Assistant	Mrs Owens
P1A	Mr Creaney
P1B	Mrs Murphy
P2	Mrs Magill
P3	Miss Lambert
P4/3	Mrs Ruthven
P4	Mrs Hughes
P5	Miss Folan
P5/6	Mrs Dunn
P6	Miss Fallon
P7	Mrs Hamilton
RCCT Teacher	Mrs Young
Support for Learning Teacher	Mrs Burgess
Nursery Teacher	Mr Innes
Early Years Practitioner	Mrs Doran
Early Years Practitioner	Miss Fraser
Early Years Practitioner	Mrs Rafferty
Early Years Practitioner	Mrs Singh
Pupil Support Asst/Playground Supervisor	Mrs Cooper
Pupil Support Asst/Playground Supervisor	Mrs Guthrie
Pupil Support Asst/Playground Supervisor	Mrs Lenaghen
Pupil Support Asst/Playground Supervisor	Mrs Machowiack
Pupil Support Asst/Playground Supervisor	Mrs McCulloch

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Pupil Support Asst/Playground Supervisor	Miss McGinlay
Supervisor Assistant - Dining Room	Mrs Llewellyn
Service Support Officers	Mr Reid & Mr Gilchrist
School Chaplain	Father Peter Kelly
Visiting Specialist (Drama)	Mrs Burdon
Visiting Specialist (P.E)	Miss Spence
E.A.L. Staff	Ms Almond, Ms MacWilliam & Miss Mika

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Term Dates for Session 2015 - 2016

- Thursday 13 August 2015 - Staff
- Friday 14 August 2015 - Staff only
- Monday 17 August 2015 - Pupils return
- Schools closed Monday 21 September 2015 - Autumn Holiday
- Tuesday 22 September 2015 - All resume
- Friday 9 October 2015 - Mid-term, All break
- Tuesday 20 October 2015 - Staff resume
- Wednesday 21 October 2015 - Pupils resume
- Tuesday 22 December 2015 - Term ends

Spring term

- Wednesday 6 January 2016 - Staff resume
- Thursday 7 January 2016 - Pupils resume
- Friday 12 February 2016 - Mid-term, All break
- Monday 22 February 2016 - All resume
- Thursday 24 March 2016 - Term ends

The Easter break incorporates the following holidays:

- Friday 25 March 2016 - Good Friday
- Monday 28 March 2016 - Easter Monday

Summer term

- Monday 11 April 2016 - All resume
- Monday 18 April 2016 - Spring Holiday
- Monday 2 May 2016 - May Day, schools closed
- Tuesday 3 May 2016 - All resume
- Thursday 5 May 2016 - Staff Only (Scottish Parliament)
- Friday 6 May 2016 - Pupils resume
- Monday 23 May 2016 - Victoria Day, schools closed
- Tuesday 24 May 2016 - All resume
- Friday 30 June 2016 - Term ends

P7/S1 Transition Days - Tuesday 21 June, Wednesday 22 June and Thursday 23 June 2016

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school (*and our nursery*). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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, that is unexplained by the parent (truancy).

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.

St David's use Truancy Call to alert parents to pupil absence. When receiving an alert from Truancy Call, parents should respond in order to update school regarding absence and prevent additional contact being attempted.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I 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 me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I 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 me on this basis is regarded as authorised absence.

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

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 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.

It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

St. David's school uniform is attractive and reasonably priced. To prevent fashion competition and conflict between pupils, all pupils are asked to support the wearing of school uniform. Some second hand uniform items are available from the school auxiliary. The school colours are royal blue and yellow. School sweatshirts, cardigans, polo shirts, jackets, school bags, PE kits, school ties and badges are on offer throughout the year from the school.

Boys: Grey or navy trousers, grey or white shirt, school sweatshirt (royal blue), white polo shirt/blue trim, grey or black socks, black shoes, black/white plimsolls/indoor shoes, school tie (blue and gold) blue blazer

Girls: Grey skirt or pinafore dress, white or blue blouse, school sweatshirt (royal blue), white polo shirt/blue trim, white or grey

Socks/tights, black shoes, black/white
plimsolls/indoor shoes, school tie (blue and gold)
blue blazer

Please note black skirts or trousers are not considered school uniform.

St David's also have a **PE kit** for both boys and girls—yellow tee shirt, blue shorts and navy bag. St David's School bag (optional)

We ask parents to ensure that all garments are either named or marked in a way that can be identified. This is particularly important with coats, anoraks, gym shoes and wellington boots. Parents are encouraged to hand in any school clothing items that their child has outgrown.

At the Induction days in May/June, orders will be taken from parents of new entrants.

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.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

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

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

If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

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

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105

- income support
- jobseekers allowance[income-based]
- support under Part 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 for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals

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 subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Current School Menu in English and Polish - please see appendix 1. Menus are also available to download from our school website on www.st-davids.edin.sch.uk

Free School Meals

Some families may be eligible for free school meals. 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.

- *lunches should be paid weekly by giving pupil money in an envelope on a Monday.*
- *packed lunches can be eaten in our gym hall*
- *we have a breakfast club at St David's. Places are limited and based on needs, but parents can apply by completing a form which is available in our school office. Those who do not get a place will be held on a Waiting List until a space becomes available.*

- *arrangements for pupils staying for lunch- after finishing their meal pupils go out to play in the playground, where they are supervised by school staff.*
- *pupils should not bring bottles of fizzy juice to school.*

Travel to and from School

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol. Parents should not enter our car park either by car or walking.

General Supervision

Before school begins supervision is very limited, 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, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is

especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know. Parents will be sent a text message using Call Parents.

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

Council has published an Equality Scheme, which can be viewed on the council's website. 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.

Complaints, Comments and Suggestions Procedure –

We all hope that you will be completely satisfied about 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 specialist Health Service and Children and Families Department 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, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's 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 are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Nurse may be helped by a Health Assistant. 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 has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from out with the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

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 Doctor or School Nurse should you require any further information".

Psychological Services

From time to time, your child may experience difficulties in specific areas of the curriculum or have emotional or behavioural problems. On these

occasions the Head teacher will consult you and suggest an appointment with the Educational Psychologist.

School Health Service

It may be helpful for you to know about the people who may see your child during his/her first year at school, and from time to time thereafter.

School Nursing Personnel – The School Nurse

From time to time the School Nurse will:

- (a) Test your child's vision and you will be notified of any significant untreated difficulty found,
- (b) assist the school medical officer at medical inspections,
- (c) act as liaison between home and school (Health Visitor).

The School Dental Officer

Your child will be regularly examined and if dental treatment is required, you will be informed, and given the choice of seeking treatment from your family dentist, or having treatment given in a Health Board Clinic.

The Physiotherapist and Speech Therapist

Children referred to the Physiotherapist or Speech Therapist from the School Medical Officer will be sent an appointment to attend, with their parents, at the School Clinic or at their local Health Centre or Clinic. In some instances domiciliary visits may be arranged.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine administration

If a pupil becomes ill or is injured at school, the School will initiate treatment. If the occasion demands, the parent or if necessary, the emergency contact will be called. If no contact can be made, the School will take the further step of consulting the Family Doctor or taking the pupil to hospital for attention.

It is necessary to have an emergency contact number on file in the school and so it is important that parents notify the school of any change of phone numbers of these contacts or of themselves and any change of employment.

It is very helpful if parents inform the school about illnesses such as diabetes, asthma, epilepsy or migraine which could affect the child in the school.

The administration of prescribed medicines in a school is at the discretion of the Head Teacher. If your child takes a prescribed medicine, then a medicine administration form must be completed and signed by the parent. These forms are available from the school office. Medicine containers must be clearly labelled with child's name, name of medicine, the required dosage and timing.

No peanuts or food with peanut extract are encouraged in school.

Other School Policies

See our website for up to date school Policies. www.st-davids.edin.sch.uk

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.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

Our curriculum is characterised by the highest standards of teaching and learning and by a constant search for continual improvement. Learning and teaching experiences are planned, purposeful and matched to the needs, abilities and readiness of our pupils. Our approach to discipline reflects our Christian values, and we emphasise patience, forgiveness and reconciliation. Prayer and worship are an important distinctive feature of our school and our values are evident in our staff's interactions with pupils and each other. Expectations are high for all.

Our Aims:

- To provide a balanced curriculum that is committed to raising attainment and recognising achievement.
- To improve learning and teaching using the evaluation process and appropriate resources, thus encouraging pupils to become successful learners.
- To provide effective support systems for all pupils which promote confident individuals and responsible citizens.
- To provide a welcoming, safe and caring environment in which all pupils, staff and parents feel valued and supported.
- To improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Our pupils are held in high regard and their dignity, worth and individuality is respected within the welcoming and encouraging ethos, which pervades our school promoting security and confidence in our pupils. An effective partnership links our pupils' home family, school family and parish family, whilst all at St. David's foster close links with the local community enjoying a positive community profile.

Our curriculum is characterised by the highest standards of teaching and learning and by a constant search for continual improvement. Learning and teaching experiences are planned, purposeful and matched to the needs, abilities and readiness of our pupils. Our approach to discipline reflects our Christian values, and we emphasise patience, forgiveness and reconciliation. Prayer and worship are an important distinctive feature of our school and our values are evident in our staff's interactions with pupils and each other. Expectations are high for all.

A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact the Scottish Catholic Education Service (SCES). Phone: 0141 556 4727; Fax: 0141 551 8467; E-mail: mail@sces.uk.com.

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

Discipline/School Rules

Our aim is that the discipline of the school will allow the educational experience to proceed in a harmonious working atmosphere. We have produced a positive discipline approach, and each class from nursery upwards has an established list of rules, rewards, behaviour checks and sanctions.



These rules and codes of conduct therefore, are set for the child's safety and in order that a good working atmosphere will be maintained.

We try to encourage self-discipline and an understanding of acceptable and unacceptable behaviour and consistently strive to support and counsel. However, when a child fails to respond to these measures, parents will be informed and asked to call at school to discuss the situation.

As a Staff we offer a programme called "Circle Time" which fosters security and trust of each other. Bullying is also addressed within this programme and at weekly assemblies. However, the outcome of continued indiscipline which interrupts the education of others or puts others at risk in any way, could result in exclusion involving agencies (e.g. Educational Psychologist) out with the school itself. Every effort will be made with the pupil's parents and the pupils to prevent such a situation happening.

Part of our positive behaviour programme includes "Golden Time". Children are given 30 minutes weekly of "Golden Time". During this time they can choose from a variety of special activities led by the staff. These include dance & drama, computing, art, games etc. "Golden Time" can be lost if a child chooses to break the Golden Rules in either the classroom or playground. Time can be won back by special effort.

We believe that with co-operation between parents and school many disruptive situations can be avoided. There is always a reason why children manifest behavioural problems and a good support network can help address these areas.

School Rules—Golden Rules

While there are a number of rules applicable to the school situation, the following ones will be greatly strengthened by parental co-operation.



Additional Important Rules for Safety

Children must be collected by an adult, during the school day, if attending the dentist, doctor etc.

A Health form, **must** be filled in **before** a child is given medication during the school day.

Please avoid peanuts or food containing peanut extract in school. We have certain pupils who are allergic to peanut substance and as such, the safety of all is paramount.

Anti-Bullying Policy

We strive to create a friendly and secure environment where pupils treat each other in a friendly and courteous manner. In this positive situation, pupils will be able to build up their own self esteem and confidence.

Bullying is the prolonged and continued use of aggression, both verbal and/or physical, with the intention of hurting the same person and so causing pain and distress.

Bullying can be:-

- Physical** pushing, kicking, hitting, or any use of violence.
- Verbal** name calling, sarcasm, spreading rumours, teasing etc.
- Emotional** Tormenting, threatening, being unfriendly, racial taunts, graffiti, gestures etc.
- Sexual** unwanted physical contact or abusive comments.

The prevention of bullying should be the corporate responsibility of the whole school community, all of the staff and of all parents.

Attitudes of all adults in our community should be conducive to anti bullying.

Positive praise and encouragement of pupils will lead to high self esteem of pupils.

Pupils should always be encouraged to treat each other in a positive and kind manner.

Pupils should be encouraged by all adults to report any incident of bullying whether as a victim or as a witness. Any incident should be immediately referred to the Depute Head Teacher or Head Teacher.

Time will be given to resolve an incident and if necessary, parents will be informed by letter or phone and asked to come to school.

**Bullying is never
Acceptable.**

Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school.

Parent Council

Every parent is now a member of a Parents Forum. From this forum a Parent Council has been developed.

Parental Involvement

Parental involvement is an essential element within our school community. The fostering of good communication and having a real partnership with parents is always at the heart of our policies and plans. There are several ways in which parents can become more involved in the life of our school.

Parent Workshops

There is a selection of workshops offered every year to help parents share and appreciate the curriculum provided for their children. These are practical, varied and, believe it or not, **FUN! PLEASE, PLEASE** come along.

Parent Helpers

We encourage parents, grandparents, or friends of the school, to help with activities such as baking, craftwork, outings, story-telling, making costumes etc. We also have parents who help with football training and escorting our classes to swimming lessons. Anyone interested in joining a rota for these activities would be most welcome. Please obtain the necessary Disclosure Scotland forms from the school office.

Parents' Room

There is a Parents' Room available for parents to meet together and have a chat during our parent groups.

School Library

We are very fortunate to have a school library, which can be used by children. This is a fabulous resource and a great support in our quest to promote the enjoyment of reading to all our pupils. Classes are timetabled to use the library and parents are most welcome to help if they can.

Parental Consultation

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 interview. Please see section two of this handbook for more details on home / school partnership.

Parental Involvement

St David's encourages the involvement of parents in all aspects of their children's school life. We encourage parents to become Parent Helpers etc.

Parent Councils

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

Parents are welcomed to be:

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

All parents / carers 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. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- 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.

Parent Council (contact details)

Chair - Leigh Mowat : leimow1@sky.com Tel: 07921 378 248

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 www.parentzonescotland.gov.uk.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

School Prefects, Pupil Council and Eco Committee

St. David's have P7 School Prefects who undertake a series of duties including monitoring, assisting staff at lunchtime and helping to supervise classes at wet intervals. They meet with Mrs Kellock, Head Teacher, regularly to discuss future activities.

The Pupil Council and Eco Committee have representatives from all classes and meets regularly with the Depute Head Teacher, Mrs Cusack and Principal Teacher, Mrs. Macintosh. They elicit views from their class and form these views into proposals.

All groups provide a very strong and successful pupil support to the school.

Equal Opportunities and Social Justice

In every aspect of school life at St. David's equal opportunities exist for both boys and girls and all adults. It is the aim of the school through personal and social education to foster in our pupils positive regard for self and for others and to develop life skills to enable them to participate effectively and safely in society.

No child or adult will receive less favourable treatment than any other on any grounds, including race, colour, national origins, religion, sex, creed or social circumstances.

This practice is an integral part of St. David's Life.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons

to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

As a school we are offering opportunities and sending home materials to explain the changes in our school as they happen.

The new Curriculum has 8 main areas:

- Expressive Arts - Art, Music and Drama
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious Education
- Sciences
- Social Studies - History, Geography and Modern Studies
- Technologies - including food technology and ICT

During this transition time from 5-14 to A Curriculum for Excellence, we are ensuring that all children have quality learning experiences and working towards meeting their full potential.

Please contact the head teacher if you would like any further information about the curriculum within our school.

Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase. The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school and secondary school, and finally to moving on to positive and sustained destinations.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

Formatted Table

Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

Language

Language is at the heart of children's learning. Through language, children receive much of their knowledge and acquire many of their skills.



In St. David's we teach children to:-

Listen carefully

Read with understanding

Write with expression and accuracy

Talk confidently and fluently

In doing this our pupils will gain a sound knowledge of how language works and will become familiar with the many ways in which it is used.

Emphasis is placed on legible handwriting, accurate spelling, correct

punctuation and presentation.

Reading

All children have **set reading** (reading that the teacher sets for homework) and are encouraged to read some pages of their **library book** each day.

In our library we have many new books, both fiction and non fiction, have been purchased. Pupils borrow these regularly.

Each pupil will have a reading record sheet to fill in. Over the year, reading is promoted in a variety of ways.

On occasion, visiting authors are invited to the school and pupils visit the library to hear story tellers.

Reading for enjoyment and for information is actively encouraged and pupils greatly benefit from this.

Language

Spelling

Emphasis is placed on learning the rules of spelling and how they can be used.

In the earlier stages phonics are taught.

The method used throughout the school is:- **Look** at the word
Cover the word
Spell the word
Check the word

Pupils are grouped according to their spelling ability.



Writing

The writing skills are taught using a variety of teaching methods and resources. Pupils are encouraged to work in pairs, groups and individually to discuss ideas and plan for writing. Ideas for writing are initiated through a variety of curricular areas.



Listening and Talking

Listening and Talking consistently permeates throughout the language. Pupils focus on working toward class presentations. This may be based on the class topic or some other aspect of the curriculum.



Mathematics

Mathematics play an important role in our lives and in the lives of the children. For pupils to use Maths effectively, our aim is to give all children a sound grounding in the basic number skills and the opportunity to develop Mathematical concepts throughout pupil activity in the area of:-

Problem Solving

Number, Money and Measurement

Information Handling

Shape, Position and Movement.

Computers, calculators, and structured play all contribute to widen pupils' mathematical horizons.

In P1 we use the Early Intervention Programme of Total Numeracy, P2 to P7 pupils use the Scottish Heinemann Programme and Active Maths as the main resources. A variety of teaching methods are used so that teaching and learning are effective.

It is still very important that all children learn their tables and are able to carry out mental calculations.

Mental calculations play a large part in the Maths curriculum and strategies are taught to the pupils to increase speed and assist with understanding of the processes.

Pupils who are involved in Individualised Education Programmes and have additional support needs follow their own tailored programmes using a variety of resources and CD Roms for their appropriate level of learning.

Assessment is ongoing in maths and is incorporated in our Maths Planners. After a particular section of work has been covered, the teacher administers a check up/round up to assess pupil's understanding, knowledge and ability to apply skills and techniques.

In May, a more formal assessment, using Nfer Assessment tools, is carried out.

Religious Education

Pope John Paul, on his visit to Scotland, reminded us that parents are the first teacher of their children in the ways of Christ. Now we are happy to share this task.

The young child has a great capacity for awe and wonder and this is the first step to worship. The teacher will build on the child experience of joy and love in life.

The class teacher shares your child's faith. Together they will explore God's wonderful world and with the eyes of faith, your child will be helped to develop a Christian vision of life and learn of his uniqueness in the eyes of God.

Children learn other World Religions and it is hoped that this and the ethos of a Catholic school will enable them to have a greater understanding and tolerance of other religious beliefs and practices. There are strong and natural links with the church and school. Catholic parents are encouraged to share the programmes for the Sacraments of Reconciliation, Holy Communion and Confirmation when children are presented for these sacraments. The parish and school work together in partnership.



School Masses are regular events in our calendar and children of other religions share in these experiences. Worship within their own faith however is understood and celebrated.

The school uses 'This is our Faith' to teach R.E.

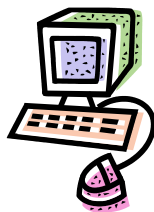


In **Science** children investigate living things and the processes of life. They should develop an understanding of energy, forces, earth and space. Each class has a programme to follow and cover over 3 terms.

In **Social Studies** children will learn about important people and events in the past. They will study transport and communication. They will also investigate their community and discover how it is organised.

In **Technology**, children learn about the impact of technology in the home, school and in the wider community.

ICT will involve all pupils undertaking a programme in Word Processing, Data Base, Spread Sheets and use of CD Roms. ICT is integrated into all areas of the curriculum. Pupils make use of the internet as appropriate for learning



Expressive Arts—play an important part in pupils' development. There are three components which make up this area of the curriculum.

Art and Design

Drama

Music

Each of these components deals with developing creativity, imagination and personal response of each child.

Programmes are set up for Art and Music to ensure that there is progression and continuity throughout the school. Much of the pupils' art work is displayed throughout the school.

ART

Our aim is for pupils to be able to select and organise materials and media; and to develop knowledge of techniques, processes and skills appropriate to the activity and to the pupils' own stage of development. We have a progressive whole school programme in place.

Over and above this, Art is carried out through topic work and seasonal activities.

MUSIC

Our aim is for pupils to take an active part in music making, to invent music and to listen and respond to music.

A visiting Woodwind Instructor takes selected pupils for instruction.

The progressive skills programme "The Sounds of Music" is the main resource of our Music Curriculum.

DRAMA

Our aim is for pupils to communicate ideas and feelings through language, expression and movement in real and imaginary contexts.

To develop confidence and self-esteem.

To develop a range of dramatic skills and techniques.

HEALTH & WELLBEING (including P.E.)

In **Health** Education children learn about physical, emotional and social health. This involves their own health and wellbeing, relationships and health and safety in the environment. We have an annual Health Promoting Week. During this week children are given the opportunity to sample new healthy choices.

We are working in partnership as a Health Promoting school.

Community Police visit the school and discuss with pupils various topics such as vandalism, safety in the community and use and misuse of drugs.

Road Safety Officers support our Junior Road Safety Officers who speak with pupils about safety issues in the community.

PE

Our aim is for pupils to engage in purposeful and enjoyable physical activities, and to develop physical skills. To acquire confidence and to develop co-operative relationships with others and develop positive attitudes to health and fitness.

Gymnastics, dance, games and body conditioning are the core part of our progressive skills P.E. programme.

The pupils of P4 & P5 have the opportunity to swim.

Our annual Sports activity Day takes place in June.

New Playground resources have been purchased for use at playtime. This greatly encourages physical interaction and helps to promote team spirit among the pupils.



Homework is given to reinforce class work and to give parents the opportunity to see what is happening in class. It may also initiate discussion with your child as to how he/she is coping at school. Each parent is asked to complete a partnership contract annually when they include their children into our homework partnership.

Reading—There are two main types of Homework Reading.

Set Home Reading—The teacher sets reading for the children to read aloud a part of this to an adult at home.

Library Reading—All children are actively encouraged to read outwith school daily. Parental support in this area is much appreciated.

You can help by encouraging your child to read as much as possible and by discussing what has been read as homework. Reading from different sources (including books, magazines, newspapers and comics) adds variety and interest. Visits to the library will also encourage the reading habit.

Language

Children are given spelling weekly. In the future there may be some phonic sounds to practise, a report to write, spelling to learn, written language, a poem to learn, a talk to prepare or some Topic research to carry out.

You can help by discussing the work given and by encouraging your child

to work on their own, giving help where and if necessary.

Maths

In Primary 1 and 2 children will be given home number bonds (6+5, 8+7 etc.) to learn. As children grow older, knowing Tables is an essential part of maths and children are expected to have a sound knowledge of all tables.

You can help by encouraging your child to practise tables and asking them mental calculations. Children learn to see the relevance of mathematics if they are encouraged to handle and count money while out shopping, help plan routes for a journey, use timetables, help measure for home decorating, weigh food, set the video etc.

Homework is given Monday to Thursday and the homework diary should be signed by a Parent. At the weekend, some home reading would be sufficient.

Assessment of the children's work is a continuous process. Assessment can take the form of observation of work, discussion with the child, looking at samples of work and short tests. Assessment allows the teacher to plan appropriate work and material for the children.

National Assessment

We now use the National Assessments Resource Bank as part of overall assessment in Maths, Reading and Writing. As we move forward with a Curriculum for Excellence, these assessments help to ensure teachers assessments are in line with nationally agreed standards.

We use Formative Assessment on a daily basis. This encourages the children to be more involved in the learning and teaching process.

Parent Consultations: The Child, Parent and Teacher

Parents are very welcome to make an appointment to visit the school to enquire about their child's progress at any time throughout the year. If the class teacher feels that a child is not making the necessary progress, parents will be informed as early as possible and discussion will take place to help remedy the situation.

In St. David's R.C. Primary School we give the pupils the opportunity to review their learning through the personal learning planning process, (how am I doing, how do I know, what will I need to do next, how will I do this?). We also have 3 way meetings between the child, parent and teacher. These meetings occur twice during the session. During these meetings individual targets are reviewed and next steps are identified. At the end of the session the 'record' of these meetings (known as the PLP) is sent home.

Additional Needs

It is our policy to provide an appropriate curriculum for pupils with additional learning needs. If at any time, a teacher is concerned that a child is experiencing difficulty, this is investigated, assessed and if necessary, the child is given support.

The City of Edinburgh Specialist Peripatetic Service comprises of teams of teachers who work with schools to provide support for a number of children identified as having additional support needs.

This service is allocated to work in both Primary and Secondary schools in Edinburgh based on an annual audit of needs. Other agencies liaise closely with staff in school to plan aspects of work undertaken.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

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.

Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. Our homework policy can be found on our school website www.st-davids.edin.sch.uk - Parental Information - Policies.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Extra Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

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 to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

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.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. 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.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us 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 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 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 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.

Protecting Children and Young People

We place a high priority on the well-being 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 concerns that a child about the possible abuse of 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/carers.

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

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes -

(a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

b) require, or would require, a co-ordinated support plan,

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

d) the mediation services provided

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such 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.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Nursery class provision

The school's nursery class provides 30 morning and 30 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from nursery to primary

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.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we 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 each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools do offer a high quality educational experience.

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. While the children are participating in classroom activities and meeting their class teacher, parents will have an 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.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12 so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The School which St. David's pupils will normally attend is:-

**St Augustine's High School
Broomhouse Road
Edinburgh
EH12 9AD Telephone: 0131 334 6801**

There is a strong link between St Augustine's High School and St. David's.

An effective transition programme is in place to support a smooth transition from primary to secondary. In June each year the P7 classes will visit St Augustine's High School for two days and will follow a first year timetable.

During May and June, the Guidance staff from St Augustine's will visit St. David's Primary and will discuss with the children various items of interest.

Curricular areas are discussed with Secondary staff and liaison work is carried out between P7 staff and the appropriate Secondary staff.

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 28th February 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.

For Primary Schools -- 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

Our improvement priorities for 2015-2016

- To ensure all pupils have an opportunity to develop leadership, team-working, problem solving and organisational skills
- To develop a progressive Reading programme to ensure progression and depth
- To engage all learners in planning
- To develop forms of ICT through various planned experiences including use of 1:1 devices
- To embed the Talking and Listening programme including the assessment of these skills
- At cluster level to moderate and assess in all areas of Numeracy and Maths
- To ensure consistency in teaching and learning practices including Aifl (Assessment is for Learning).

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

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.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). 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.parentzonescotland.gov.uk>- 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.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.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

- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - 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

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

Formatted Table

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

Name of school: St David's RC Primary School

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

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.

I hope you find all of the above information helpful and self-explanatory. 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 me.

Siobhan Kellock (Head Teacher)

St David's R.C Primary School

The information in this school handbook is considered to be correct at the time of publication (Oct 2015), however, it is possible that there may be some inaccuracy by the start of the school term in August 2016.