



Parent Handbook

Session 2015-2016

City of Edinburgh Council

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.

Gillian Tee

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.

A WARM WELCOME TO COLINTON PRIMARY SCHOOL

Dear Parents and Carers

This booklet has been drawn up by the staff of Colinton Primary School in partnership with the Parent Council. It provides important information about Colinton School which I hope you will find useful both now and in the future. We would also welcome your feedback on our handbook. If you have any comments or suggestions, please let us know.

Please check our website or contact the school if you need any help or information.

Yours sincerely

Susan Imrie
Head Teacher

Contact Details

Name of Head Teacher	Susan Imrie
Name of School	Colinton Primary School
Address	Redford Place, Edinburgh, EH13 0AL
Telephone Number	0131 441 1946
Website	www.colinton.edin.sch.uk
E-mail Address	admin@colinton.edin.sch.uk

About the school

Stages of Education provided	P1-P7
Present Roll	168
Status of the School	Non-denominational

The School Day

Nursery:

Morning group Monday to Friday 8.20am - 11.30am

Afternoon group Monday to Friday 12.20pm - 3.30pm

School:

Primary 1 and 2

Monday-Thursday 8.50 am - 12.05pm; 1.00pm - 2.50pm

Friday 8.50 am - 12.15pm

Primary 3 to 7

Monday-Thursday 8.50 am - 12.20pm; 1.00 pm - 3.10pm

Friday 8.50 am - 12.25 pm

Agreed Term Dates for Session 2015-2016

Autumn

Term starts Monday 17 August 2015

Mid-term holidays

- Monday 21 September 2015, Autumn holiday
- Monday 12 October 2015 - Tuesday 20 October 2015

Term ends Tuesday 22 December 2015

Christmas holidays: Wednesday 23 December 2015-Wednesday 6 January 2016

Spring

Term starts Thursday 7 January 2016

Mid-term break

- Monday 15 February - Friday 19 February 2016

Term ends Thursday 24 March 2016

Easter holidays: Friday 25 March-Friday 8 April 2016

Summer

Term starts Monday 11 April 2016

Mid-term holidays

- Monday 18 April 2016, Spring Holiday
- Monday 2 May 2016, May Day
- Thursday 5 May 2016, staff only day to coincide with Scottish Parliament election
- Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016

Colinton School and Nursery

Colinton Primary School is situated in the South of Edinburgh, close to both Redford and Dreghorn barracks. All our classes, named after a common theme to encourage a united sense of identity and fun, make good use of a range of facilities that includes a gym hall, library, Support for Learning base and a beautiful garden. Our senior pupils act as buddies to our youngest children by providing support and assistance throughout P1 to help them settle into life at the school. We also operate a buddy system for all our new pupils. We have a house system for all pupils in which points can be earned by working hard and trying your best. At present the school roll is 168, split into two nursery classes and seven classes ranging from Primary 1 to Primary 7.

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:

- 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.

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 records

School records of home addresses, places of work, emergency contacts, telephone numbers etc. must be kept up-to-date and the school should be notified immediately of any change. This confidential information is vital in case of illness or accidents in the school. The importance of keeping these records up to date cannot be overstated. If an emergency does arise, or if a child feels very poorly, it is crucial that time is not wasted in trying to track down parents who may be needed urgently. This delay can be extremely distressing for the pupil concerned.

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. 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.

Colinton Primary's colour is blue. We encourage all our pupils to wear uniform and believe that children should be proud to be part of Colinton School. 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. While it may be kept in the classroom or carried to and from school, it should not be worn under school uniform. All clothing should be marked with the owner's name. School sweatshirts, polo shirts, fleeces, ties, reading bags and gym bags can be purchased from the school office.

Girls Boys

Skirt/trousers - grey or black Trousers - grey or black

Blouse - white or blue Shirt - white or blue

Polo shirts - white or blue Polo shirts - white or blue

School sweatshirt or cardigan School sweatshirt



Football strips and supporters' scarves should not be worn to school. Please keep fashion scarves, hair accessories and nail polish for weekend activities. Jewellery (particularly hoop earrings and anything of value) should not be worn to school as the school cannot accept responsibility for loss or damage of valuables.

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

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 £ 15,860
- Income support
- jobseekers 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 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.

Children who stay in school for lunch are not permitted to leave school during the lunch break. Children who go home for lunch must be signed back into school on their return. A sign-out sheet is situated inside the Administrator's office.

Free School Meals

All pupils from P1-P3 are entitled to a free school meal. Some families with children in P4-P7 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.

Travel to and from School Crossing guides

Crossing guides are on duty at most of the major road crossings near the school as children arrive in the morning and go home in the afternoon. Please insist that your child uses them. The roads around the school are busy and dangerous during these times.

Parking

Please do not park or double-park in the restricted yellow zig-zag areas around the school. They are there for the safety of your child. Outwith these areas, please park sensibly. A short walk is much preferable to a child being knocked down crossing between double parked cars. Please also respect our neighbours in the community and park thoughtfully.

Cycling

At Colinton we aim to encourage safe cycling and we provide cycle training for our upper school pupils. Cycle racks are available for children wishing to cycle to and from school but please note that for reasons of pupil safety cycling is not allowed in the playground.

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. However, our Breakfast Club, sponsored by APS Scotland and Aegon, runs from 7:45-8:30am. We offer a range of healthy foods to all pupils attending, asking only for a nominal donation of 50p towards running costs for each day your child attends. For further information, please contact the school office.

When pupils are at school the responsibility for their safety rests with the Local Authority, and the Head Teacher and staff undertake this responsibility on its behalf. Pupil Support Assistants have been appointed to look after the children during the break and lunch period. If an accident should occur they will report to a promoted member of staff for appropriate action to be taken.

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

Parents are requested to bring their child to school as near to 8.50 am as possible on wet days. Pupils will be allowed into the school building before the bell on very wet days. If it is particularly wet or snowy, appropriate footwear should be worn to school and a change of shoes e.g. gym shoes should be available to change in to. Although children remain inside over break and lunch time if it is raining, please make sure that children are suitably clad for the weather as it is important for pupils to get fresh air every day.

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.

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:-

- School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.
- The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

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 outwith 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.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics.

You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or 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.

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".

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 & Medical care

If your child uses an inhaler or needs to take medication regularly in school please let us know and we will issue you with a Health Care Plan form. This details the procedure and use of such medication within school time, and it must be completed by parents and discussed with school staff. Colinton, like most Edinburgh schools, has no member of staff with specific training in medical matters although all our Pupil Support Assistants and nursery nurse are trained in first aid. If your child requires medication during the school day, please contact the office.

If your child falls ill or is injured during play, we will contact you to make you aware of the accident and, if it is felt appropriate, we will ask you to collect him or her from the school. If you cannot be contacted and the Head Teacher considers the case to be serious, your child will be taken directly to the Royal Sick Children's Hospital. If your child has received First Aid at school he/she will be given a letter detailing what happened.

Food allergies

Due to allergies suffered by some of our pupils we ask that parents help by making sure they do not send food containing nuts to school and by discouraging children from sharing food. We would also ask you not to send in birthday cakes or sweets on 'special days' for the same reason.

Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

The Gaelic Medium Primary School is Taobh na Pàirce.

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 and Pupil 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 Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

All parent council chairs can attend one of the Neighbourhood Groups across the city.

Ethos & Values

We are a Rights Respecting School 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.

We aim to provide positive, inspiring and enjoyable learning experiences within a secure and caring school community.

We encourage children to be responsible and respectful citizens by valuing and caring for themselves, others and the environment.

As a school, we strive to involve parents and the wider community and value their contribution as our educational partners.

We aim to provide active learning experiences which promote achievement, attainment and creativity, to meet the needs of all learners.

At Colinton Primary School:

- We work hard and try our best
- We are responsible and independent
- We respect and work with others
- We care and share

We have a dedicated, supportive staff who work very hard to provide the best opportunities for all our pupils in a safe and happy school environment.

We very much value and appreciate the positive support of our parents and of the wider community and strive for an open and welcoming environment where we can work in partnership for the benefit of our children.

Better Relationships, Better Learning, Better Behaviour

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

Learning how to behave is part of the education process and this involves parents and teachers working together towards a common goal. We expect high standards of behaviour but if any problems arise, school staff will contact parents immediately. Parents are encouraged to come into school to discuss these concerns with the appropriate member of the teaching staff or the Head Teacher. Parent/teacher consultation meetings provide an additional opportunity for discussion of a pupil's behaviour as well as academic progress.

Parental co-operation in all aspects of behaviour is of the utmost importance. Any serious breaches of discipline, such as bullying, reckless behaviour or vandalism are reported to the Head Teacher and dealt with by her in the first instance.

A whole school emphasis on agreed behaviour provides consistency in approach, no matter where a child should find him/herself.

Many methods, including entry into the Colinton Primary Golden Book and the weekly award of 30 minutes of "Golden Time" are used to reinforce good behaviour.

Anti-Bullying Policy

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. 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. Punishment does 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

Parents Welcome

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

Parent Council

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.

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. Parent Teacher Association (PTA) / Parents Association (PA) - (delete this if your school does not have a separate PTA / PA). The PTA or PA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Mrs McGuigan at the school office if you want to join in.

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. 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.

Working With The Wider Community

The school has also developed close ties with our wider community, working in partnership to enrich the educational experience of all our children. With a significant number of our pupils coming from a military background where one or both parents are serving on active duty, we have developed close ties with the arm regiments based at Dreghorn and Redford Barracks. We work closely with the teams at each Unit Welfare Office to provide the best support possible for those families affected by the unique challenges of military life and have a mutually supportive role in social, formal and fundraising events. We also work closely with the Community Police Officers at Oxfords. They have played an active role in promoting the safety and general well-being of our pupils while the minister from Colinton Parish Church is a familiar face to our pupils and regular visitor to the school for assemblies. We have also developed close ties with local businesses, educational service providers and other schools to enable us to provide a high quality education for all of our pupils.

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.

Involving pupils

Our Primary 2 to Primary 7 Pupil Council is made up of two representatives from each class. The Pupil Council meets with a member of teaching staff to look at school activities, air pupils' views, discuss school improvements and issues affecting everyone. The results of these discussions are presented to the Parent Council for further consideration, with a member of the Parent Council reporting back the results of their discussion to the pupils. We also have an Eco-Team who discuss green issues and a fundraising committee who consider innovative ways to raise funds for the school and a selection of other good causes.

Room to Grow and Room to Be

In order to support our pupils we have created two nurture areas, our 'Room to Grow' and 'Room to be'. These areas focus on promoting our pupils social, emotional and academic education by acting as a vehicle to enable a smoother transition into the school and community and enable our pupils to support one another.

The 'Room to Grow' garden provides our pupils with areas to play and explore and to learn about wildlife and sustainability. It gives them a place to sit and chat to friends or show off their performance skills on the stage. They have the opportunity to carry out science investigations and enjoy the hands-on experience of learning outdoors and so much more.

The 'Room to Be' provides a space which can be used by individual pupils, groups or families who need some 'time out' to play, reflect or relax. It is a special, quiet space with a mix of different toys, games and activities. Our Cluster Play Worker also uses this space to work with pupils on a timetabled one-to-one basis.

The Family Room

Our Family Room is a first class facility that has multiple uses. We would like to invite you to attend all the events and use the services on offer. There are drop-in sessions for parents to meet one another every day, weekly sessions run by the school staff covering information on issues directly affecting your children as well as the "Raising Children With Confidence" support group (with childcare provided) and a parents and toddlers group.

Further information about Family Room events can be found on our website.

The Playground

We encourage traditional playground activities and the playground has been marked out for various games. As well as the 'Room to Grow' pupils can also use the playing field adjacent to the school in the spring and summer months. As an Eco-school, we pride ourselves in helping to keep our local environment eco-friendly. Since 2013 our pupils have also been able to make use of the school's playpark, a well-used resource at both playtimes and as a reward at Golden Time.

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.

Teaching methods

We recognise that children differ widely in personality, ability, speed and style of learning. At Colinton we make sure our teaching methods take account of these differences. Individual, group and class activities are planned to support every child as an individual. This makes sure that your child will be successful at his or her own level, will be motivated to learn and therefore gain self-esteem and confidence through a sense of achievement.

The Active Approach

We give children as much first-hand experience as we can by planning visits into the local and wider environment. We use high quality teaching and learning resources; structured materials for practical activities and use ICT hardware and software, interactive whiteboards; the internet and reference books to motivate and support effective learning and teaching. There is still a place for traditional class lessons but we know that children learn more effectively when they take an active, collaborative approach.

We also encourage children to work by themselves as well as in small groups - taking responsibility for and ownership of their work to develop good study habits for life.

The Curriculum

The curriculum followed in school follows the key principles of 'Curriculum for Excellence' (CfE) which has been developed in response to the National Debate on Education. Teaching and learning through CfE will provide opportunities to develop key capacities in pupils to become:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

The focus is on active learning approaches throughout the curriculum. The curriculum is a carefully planned programme designed to achieve the right balance of basic skills, essential knowledge and informed attitudes.

The Curriculum for Excellence also promotes interdisciplinary approaches to learning. The curriculum includes:

- languages & literacy
- mathematics & numeracy
- religious and moral education
- health and well being
- expressive arts
- science
- social subjects
- technology (including ICT)

THE NURSERY

Learning through play in the early years

The nursery is an integrated part of the school. In Colinton nursery, in common with most Authority nurseries, 'Curriculum for the Early Years' and 'The Child at the Centre' are followed. The key means of learning at this stage is through purposeful, active play where children are given the opportunity to take a lead in their own learning through investigating, exploring, developing skills and interacting with others.

The nursery class has 'areas', each with a different activity such as sand play, water play, painting corner, house corner, writing corner and the quiet corner. In each of these areas the children learn as they play. In a child's pre-school year, parents and nursery staff work together to draw up a pupil profile outlining the child's development.

A step in the right direction

Nursery children take part in both weekly and termly activities with other children and staff in the school. The nursery children make weekly use of the school facilities eg. the gym and the Room to Grow. Throughout the week the nursery children make a number of visits to the school including joining our assemblies. A formal induction meeting is arranged for parents and children to visit the school in June and meet their Primary 1 teacher.

THE SCHOOL

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.

Languages and literacy

This covers the skills necessary for communication: listening, talking, reading and writing. Children are encouraged to express their ideas and are given opportunities to develop this expression through speech and writing.

Phonics

In Primary 1 and 2 we use a phonics programme as the starting point for reading and writing. We teach children the sounds and then build on this learning to help them read and write words based on the sounds taught.

Reading

Reading is one of the most important skills required by children as they progress through education and life. The various skills of comprehension are developed to help your child to cope with reading across the curriculum. Children will also be encouraged to read for pleasure and enjoyment. Once a child can read well, the higher reading skills like skimming text, reading a reference book for information and reviewing books become more important. By developing active approaches to reading we try, at all times, to show children that books are great fun and encourage them to be critical and selective in the reading.

Through author visits, storytellers and visiting the annual Edinburgh Book Festival, children's interest in reading, as well as developing their knowledge of the process of writing, is encouraged

Writing

Children are encouraged to write freely and fluently to develop their language skills. From Primary 1 onwards, pupils are taught to develop skills in spelling, grammar and sentence construction. Throughout the school year, different styles of writing such as personal, functional and imaginative are introduced and developed each year through the use of Big Writing techniques that encourages children to build their vocabulary and improve their use of punctuation.

Modern languages

French language learning takes place throughout the school in line with the 1+2 language commitment of all schools in Edinburgh.

Maths and numeracy

Children learn 'mathematics' concepts gradually and the pace of learning is determined by the ability of the individual child. In any one class children may be working at different levels. Mathematics includes work on mental arithmetic, number, money, measure, shape position and movement as well as information handling and problem solving. There is an emphasis on active learning with concrete materials and working with peers. Throughout the school, pupils receive daily activities involving mental maths, learning different strategies and applying them to solve problems.

Science, social subjects and technology

Through these subjects, children gain knowledge and understanding of the world around them. These subjects begin in the early years with the children's known world, their families and their immediate

surroundings. As they progress through the school, their horizons are gradually widened and their knowledge extended and deepened. Their own world is then compared with other environments past and present. Children are frequently taken on outings related to their classroom work, including the zoo, outdoor centres, museums, theatres and art galleries.

Each has access to a bank of laptop computers and iPads which will be used to enhance learning throughout the school. Pupils are given opportunities to present and share their learning using a variety of applications on these devices. It is our intention that ICT is used as a part of daily life for all pupils, relevant in every area of the curriculum and not seen as a stand-alone subject.

Religious and moral education

At Colinton we believe that parents are responsible for the development of faith or beliefs of their child. Here at school, the major world religions are studied and compared. Pupils are encouraged to explore the natural world, relationships, moral values and 'ultimate questions'. Assemblies are held weekly where we celebrate the success of our pupils. The minister from Colinton Parish Church or The Padre may address the pupils or individual classes present topic work on a world religion or class topic.

Arrangements can be made in consultation with the Head Teacher for withdrawal of children from assemblies and from religious observance.

Health and wellbeing

At all stages of the school we encourage healthy living and healthy choices for life. As with all schools, we are a health promoting school where these skills and informed attitudes are an integral part of all learning and activities. Each year we organise a Health Week where all pupils experience new health promoting activities. The beginnings of health and well-being in education take place at the earliest possible stages, in the early years and in the home. Children are guided towards an awareness of the needs of others and they learn the importance of sharing, waiting their turn and co-operating with others. Much of this is covered through our City of Edinburgh Creating Confident Kids programme. The need for care of the body, cleanliness, fresh air and exercise is taught, not only for the child's own health, but for that of the community as well. Personal safety programmes covering a wide range of topics have been introduced throughout the school closely following Local Authority and National guidelines.

Physical education

Physical education can take the form of games, athletics and gymnastics. Through PE, we aim to give pupils an understanding of their body; to develop and apply skills; to design and create; work with others and develop fitness.

Our PE specialist teacher is Mrs Jeffrey.

In the summer term children take part in a Health Week which ends with our annual Sports Day. There are also annual sporting events in Edinburgh at which Colinton teams participate.

Groups from Primary 4 and 5 attend Bruntsfield Primary School for weekly swimming sessions throughout the year as part of the educational curriculum. A parents' rota is necessary to help teachers supervise the travelling and changing.

Our Active Sports coordinator organises after school clubs that cater for a variety of tastes and interests.

Expressive arts

The expressive arts include art & design, drama, music and dance.

Art & Design

The art and design curriculum will involve pupils in investigating materials and media; expressing ideas and solutions; and understanding, appreciating and sharing in the product of others.

Drama

Within the primary school, drama is used as a teaching aid for many other subjects as well as an expressive art form in its own right. Children learn and have fun through drama thus promoting self-expression and self-confidence. Each year every child is involved in a school performance, more information will be available throughout the year.

Music

Children are encouraged to enjoy and participate in all types of music making and music appreciation both with our music specialist and within their own class. Opportunities for this are given within general classroom work and through the various school productions which all pupils are involved in at some point during each school year.

Dance

Children are encouraged to participate with a variety of dance activities throughout the year.

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

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, with children involved in planning discussions with their teacher that recognises what they have learned, how they know they have learned it and what their next steps in learning will be. These discussions are recorded in each individual's Pupil Progress Jotter and targets are shared twice a year with parents

Homework

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.

Getting to school on time

It is important that your child gets to school for the start of the school day. Children who are late often become distressed and their late arrival upsets the child who may miss valuable teaching time. An Education Welfare Officer will be referred to for persistent offenders. If parents know they are going to be late collecting their child, please inform the school as soon as possible to avoid any upset. Any pupils not collected will wait at the school office until an adult comes.

After school club

We share an after-school club with two other nearby schools. A member of staff from the after-school club comes to the school at the end of the day to collect the children from Colinton and walk them to their facility. Parents/carers then collect their children from the club. It operates from school closing time to 5.30pm Monday to Friday. For further information, please contact our school office.

Extra-Curricular Activities

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. At Colinton we offer a range of active after-school clubs for all our pupils. Arranged by our active-schools coordinator, Lorna Norman, these clubs are well attended and feature activities like ball skills, dance, cross-country and gymnastics. Other activities offered after school include Music Club, Glee Club, and the Young Writers group. Detailed arrangements for the clubs are sent to parents shortly before a new block of activities begins. We do our very best to limit the costs of these clubs but a small charge is often necessary to pay for coaches.

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.

A programme of assessment takes place at various stages through the school. Edinburgh's Baseline programme is used at the beginning of Primary 1. Screening programmes take place annually for all pupils to measure progress in spelling, reading and maths.

Support for learning

Support for learning is available at Colinton, and support is given to gifted children as well as those with special educational needs or who may need extra help in certain subjects. The support for learning teacher can provide individual or small group tuition and works in close co-operation with the class teacher and the parents.

Consultation evenings

Parents are invited into school twice a year to discuss children's progress. The first meeting is held to talk about how your child has settled into his or her new class. However, if you wish to speak to us about any aspect of your child's education or welfare at any point in the year, we will be very happy to discuss it with you. A written report is given once a year with copies of these kept in your child's Pupil Progress Record which is eventually transferred to your child's next school.

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 Colinton Primary School, every child is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. Inclusion is about all learners and about taking action to remove barriers to participation and learning. Inclusion also involves eliminating discrimination and promoting equality. Barriers to participation and learning for individuals and groups usually involve multiple interacting factors, rather than just one.

One unique feature of Colinton Primary School is that due to our location, we provide an education and support for many service children and families. Our class sizes fluctuate and pupils often move on quickly to another setting. Given the evidence suggesting that children from service families may face many barriers to their learning including interrupted education and social and emotional difficulties, we recognise this in staffing where we have extra Support for Learning Teachers, a Play Therapist, and Outreach Worker. This helps allows the staff team to plan appropriately for pupils who may have a variety of needs which require support. At Colinton Primary School, everyone has a role in supporting children's needs. They include:

Class Teacher:

- to provide appropriate differentiated learning & teaching experiences
- to manage and support Pupil Support Assistants
- to ensure all children with Additional Support Needs are appropriately supported in class
- to maintain the class folder containing individual records for all pupils with additional support needs
- to keep Pupil Progress Jotters up to date
- to make referrals to Additional Support for Learning team as appropriate
- to liaise and consult with parents appropriate staff & external services

ASL Team Leader:

- to overview additional support needs in the school
- to be responsible for co-ordinating school support
- co-ordinating regular whole team meetings
- ensure regular monitoring of ongoing and new referrals / plans
- liaise with others eg external staff services re agreed action
- to support staff in ensuring ongoing Additional Support Needs records are maintained
- enable liaison with appropriate staff and external services
- plan strategy to liaise with parents

Pupil Support Assistants/Early Years Practitioners:

- to be fully aware of appropriate strategies for relevant children in their care
- to consistently implement the agreed appropriate strategies
- to liaise with appropriate staff & external services
- to consult with Additional Support for Learning Team on Additional Support Plans/IEPs for individual pupils

Parents:

- to share relevant information and to engage in partnerships and liaison with schools and external services to ensure clear understanding of the child's additional needs and learning targets at meetings, reviews and PSGs.
- to be fully aware of agreed appropriate strategies for their child.
- to consistently implement agreed appropriate strategies

Pupils:

- to engage with staff and external services, age and ability appropriately, to discuss additional support needs, and learning targets and strategies
- to be aware of agreed targets set
- to work to the best of their ability

Support for Learning Teacher:

SfL Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs

- Consultancy
- Direct Teaching
- Co-operative Teaching
- External Services
- Staff Development

These roles are inter-related and complementary.

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.

Sensitive Aspects of Learning

Parents are informed about any potentially sensitive aspects of learning (eg. relationships, sexual health, parenthood, drugs awareness) prior to their children covering this material. Should you have any issues you would like to discuss regarding any of these topics then you will be invited to discuss them with a member of staff.

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 20 morning and 20 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. At Colinton we also offer additional transition events in which children are invited to visit a P1 class and meet their "buddies" for the new year, while parents are given a tour of the school and an opportunity to meet the staff who will be working with their child. 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.

Moving On

Normally children transfer from primary to secondary after seven years of primary education. Parents are informed of transfer arrangements by December of the pupil's last year in primary school. During the transfer from primary to secondary we do everything we can to maintain continuity in the education of each child. Continuity in learning is key to successful transition and the secondary teacher will continue appropriate teaching and learning from the point where the primary teacher left off. We work hard to make sure that communication between the schools on individual pupil's ability and achievement is detailed and effective. Children who live in the catchment area for Colinton will normally go on to attend Firrhill High School. The Firrhill cluster schools work closely with the High School to ensure progression and continuity of learning from primary to secondary.

Throughout the year, High School staff visit the primary school to meet with staff and pupils and Primary 7 pupils attend workshops at the High School. In the summer term, guidance teachers from the secondary schools visit the primaries and relevant information is passed onto the High School. Primary 7 children take part in their Induction Days at the secondary school in June. They follow the timetable they will have in August and meet most of the staff who will teach them.

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 apply on line from mid-November. This should be done by 24 December. If you apply for a place after 28 February there is no guarantee that a catchment place will 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, and 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

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

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. There have been many notable events happen at Colinton in the past year, all of which give us reasons to be proud. Although we don't have the space to mention them all, we can acknowledge the endeavours of our pupils, staff and parents and congratulate them for:-

- The fundraising and purchase of new playground equipment by our Pupil Council and Fundraising Committee
- We are working towards our Rights Respecting School Award. Each class creates a Class Charter to help the children understand their rights as set out in the UN Convention on the Rights of the Child. Pupils know children have the right:-
 - To learn
 - To choose their friends
 - To be safe
 - To be healthy
 - To play and rest
- A series of varied and active after-school clubs organised for pupils at every stage from P1-P7
- A Colinton Pupil being runner-up in a poster competition for National Obesity Awareness week.
- All pupils learning French
- P7 pupils learning Mandarin
- A twice-a-year Community Litter Pick of the areas surrounding the school
- An annual Health Week featuring input from clubs and members of our wider community.
- Swimming lessons offered to every pupil from P4-P7
- Requests for our teaching staff to share their good practice with staff from other schools.

School Improvement Plan

A copy of the Colinton Improvement plan is available from the school office on request. School highlights include:-

- ensuring pupils have quality and consistent learning experiences with appropriate pace, challenge and differentiation
- implementation of the Rights Respecting Schools programme
- the formation of a clear and coherent pathway through each curriculum area
- the learning needs of all pupils, including those with additional needs, are met

Highlights for all schools in the cluster include:-

- Learners experience a smooth transition across all stages
- The implementation of the "1+2 Modern Languages" programme

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.parentzonestotland.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

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.

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.

Susan Imrie

Head Teacher, Colinton Primary School

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

COLINTON PRIMARY SCHOOL

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