

Welcome to Gorebridge Primary School

School Handbook 2018/2019



'Caring, preparing for life'

“Join us on our Journey to Excellence”



“Caring, preparing for Life”

Introduction by the Head Teacher

Dear Parents/Carers

This handbook has been written to provide you with information about our school and how we aim to provide the highest possible quality of education for our children. Our vision is to become a learning community renowned for our excellence through the quality of our learning experiences, care and welfare, high expectations and support that we provide to allow our children to develop their full potential.

We strongly believe the best way to do this is to work in close partnership with our families and the local community. We are continually looking at what we do as a school and how this can be improved. This year we are working to improve our partnerships in the local, wider and global communities. Citizenship is closely linked with children’s rights and these rights and responsibilities are at the heart of everything we do. In Gorebridge Primary we promote a caring, nurturing ethos and encourage everyone in our school family to focus on solutions, effort and self-improvement. All teachers have high expectations of all children and strive to raise attainment and achievement across the school.

Potential barriers to learning are quickly identified and supported, using partner agencies when appropriate. The quality of learning and teaching is continually evaluated through teaching approaches and learning tasks to ensure quality learner’s experiences.

There is so much to be proud of in Gorebridge Primary School and we look forward to building a strong partnership with you and to continually build on our successes and improve opportunities and achievements for our children.

A handwritten signature in black ink that reads "Steve Wood".

Head Teacher

Hi

We are the Learning Council and we want to tell you a little bit about our school. First of all we would like to tell you about how **proud** we are of our school - it is an amazing place to learn and teach in. Everyone involved in our school is part of our School Family and we think that this is very important.

As part of our family we have a lot of things to do...

'We look after each other'

(Billi)

'We keep each other safe'

(Eve)

'We are excellent at everything we do'

(Lucy)

Our Gorebridge Family

'We encourage each other'

(Jessica)

'We help each other'

(Alyssa)

'We welcome new members'

(Dylan)

'We respect each other'

(Erin)

'We work as a team'

(Ewan)

'We get the job done!'

(Dylan Thomas)

About our school

Name: Gorebridge Primary School
Address: 2C Barleyknowe Lane, Gorebridge, EH23 4XA
Phone: 0131 271 4595 (Office hours 8.30am – 3.30pm)
Email: gorebridge_ps@midlothian.gov.uk
Website: gorebridge.mgfl.net

Gorebridge Primary School is a non-denominational, co-educational school for children in the nursery and primary stages. The school is situated in a central position of Gorebridge near the Leisure Centre, Church and Library. The main entrance is accessed via Barleyknowe Lane with alternative entrances for pupils being sited at the rear of the school. The school is part of the Newbattle Learning Community.

Gorebridge Primary is a new community school and as such we aim to develop and promote links within the community. We believe that our B.O.A.T.S. (Bring our adults to School) events have been one of the successful ways in which parents and carers can become involved in how, why and what our pupils are learning. As a health-promoting school we place great importance on developing the social, emotional and physical health of every member of our school community and place great emphasis on positive behaviour and relationships.

We firmly believe our school mission statement - 'Caring, preparing for life' captures our ethos and family values. We aim to prepare our pupils for life in the 21st Century in a nurturing and caring environment. We aspire to support our pupils in being all they can be and fulfil their potential through their achievements both in and out of school. We recognise and celebrate achievements of all pupils and members of our 'school family'.

There are currently 295 children on the roll in P1-P7.

Classes by stage -

P1	38 children
P2	31 children
P3	40 children
P4	57 children
P5	52 children
P6	38 children
P7	39 children

Our nursery has provision for 120 children on a part-time basis. Children are admitted from the age of three; usually in the month after their third birthday. The nursery is situated at the Barleyknowe Lane end of the school with the entrance situated next to the main door of the school.

GOREBRIDGE PRIMARY SCHOOL

“Caring, preparing for Life”

Our Aims

We aim to provide a broad education for each child.

To ensure a broad, general education that provides young people with well planned experiences and outcomes and a continuous focus on literacy, numeracy and health and wellbeing and provides opportunities to develop skills for learning, skills for life and skills for work.

We aim to make sure that each child does his/her best at school.

To challenge each child to achieve his/her own potential, experience personalisation, choice and success through a coherent, progressive and relevant curriculum.

We aim to provide high quality teaching so that each child has a desire for learning.

To use a range of high quality teaching methods to share expectations and standards, set challenging goals and provide engaging, active learning experiences which motivate each child to engage in effective, collaborative and independent learning.

We aim to identify needs and provide support to meet the needs of every child.

To review learning and planning of, next steps and opportunities for personal achievement and to allow each child to gain access to learning activities which will meet their needs.

We aim to make every member of the school community feel important and valued.

To provide an inclusive curriculum which is a stimulus for personal achievement, broadens experience of the world and is an encouragement towards informed and responsible citizenship.

We aim to encourage respect in all areas.

To provide a welcoming, safe, happy and nurturing environment in which each pupil is valued and supported.

We aim to work together with families and the community for the benefit of each child.

We aim to give the best value with the money allocated.

To improve the quality of learning and teaching through the effective organisation and management of resources: people, equipment, time and space.

We aim to manage the school to bring about success for all.

To ensure that management provides the leadership which encourages and supports the teamwork necessary to achieve our aims.

School Ethos

Our mission statement “caring, preparing for life” captures the culture and ethos of Gorebridge Primary and we have worked together as a school family to create our “Gorebridge Learning Hero” powers which, along with our culture, ethos and values help our children become learners who are equipped for life in the 21st Century.



The Learning Heroes are Resilient, Relating, Resourceful and Reflective. Each Learning Hero has different learning powers.

Relating

- I am kind to others.
- I collaborate well.
- I can understand how other people feel.
- I listen well.
- I magpie ideas and let other people magpie my ideas.

Resilient

- I persevere even when things are difficult.
- I manage my distractions.
- I learn from my mistakes.
- I am completely absorbed in my learning.
- I am good at noticing details

Resourceful

- I use the resources around me to help.
- I ask questions and find out more.
- I question what I have learnt.
- I make links with my learning.

Reflective

- I learn from my mistakes.
- I can follow my plan.
- I can change my plan if things aren't quite working.

- **Determination**
Never give up: do what you set out to do and achieve it.
- **Respect**
Value the rights of others and expect the same back.
- **Compassion**
Help and care for other people, including those we don't know.
- **Excellence**
Achieve the best you can and always do better than the last time.
- **Equality**
Give everyone the same rights regardless of their race, colour, gender, nationality, religion, politics social class or disability.

We have assemblies every Friday and each week we talk about what is happening in the school and our community, celebrate success, talk about any whole school issues and have a focus which can range from stories with a moral to cultural or global issues.

All children in Gorebridge belong to a 'house'. Our houses are named after castles in our area and each house has 2 captains who are selected through an interview and presentation process.

The school enjoys partnerships with other organisations and agencies including:

- Gorebridge Parish Church including supporting the local foodbank
- Active Schools staff and SFA coaches who provide training for staff and support extra-curricular activities and tournaments.
- Children's services and our Home School Practitioner who provide a range of resources and support to the school
- Collegiate work with other schools in the Newbattle Learning Community to share ideas and work on joint ventures
- Gorebridge Community Cares and Newbyres Care Home where the children will sing

Current Staff Team

Head Teacher
Depute Head Teacher

Mr S Wood
Mrs J Binnie

Admin Assistant

Miss L Lockhart

Support for Learning/Principal Teacher Lisa Hobson

Teachers

P1A
P1/2
P2L
P3E
P3L
P4K
P4M
P5HM
P5M
P5/6
P6A
P7P
P7GP

Mrs Sture
Miss Smith
Miss Low
Miss Edmunds
Miss Landells
Mrs Kapturska
Mr McLean
Miss Hunter & Mrs Meier
Miss McConnell
Miss Hughes
Miss Allan
Mrs Penman
Mrs Gowans & Mrs Paton

Nursery

Senior CDW

Mrs McManus
Miss Chalmers
Mrs Burns-Clark

Child Care and
Development Workers

Mrs Paul
Mrs Martin
Miss Morris

Learning Assistants

Mrs Miller
Ms Smith
Mrs Patterson
Mrs Johanson
Mrs Mees
Mrs Denver
Mrs Gavin
Mrs Tait
Mrs Cranston
Mrs Crawford

Visiting Specialist Teachers

PE	Mrs Tait
Music	Ms O'Connor & Mrs Callaghan
Art	Mrs Heneghan
Drama	Mrs Aird
Brass Instructor	Mr Fernie
Woodwind Instructor	Miss Docherty
Cook	Mrs Irvine
Dining Hall Supervisor	Mr Seath
Janitor	Mr Donaghy

Note: Information on staff is subject to change since personnel and staffing complements vary from year to year.

Responsibilities of Senior Promoted Staff

The Head Teacher

It is the Head Teacher's overall responsibility to manage the school and nursery on behalf of the local authority. This includes seeking to provide the best possible education for all pupils and promoting the corporate life of the school. After Consultation with appropriate stakeholders, the Head Teacher is responsible for:

- 1 Devising policies on all aspects of the curriculum
- 2 Ensuring the safety and good conduct of pupils
- 3 Supporting the staff of the school to promote their professional development
- 4 Organising and administering the school efficiently
- 5 Overseeing the life of the school generally.

Depute Head Teacher

During the present session, the DHT is responsible for assisting the Head Teacher with the overall management of the school and in particular in the areas of Discipline, Curriculum and Staff Development. She is also responsible for deputising for the HT in her absence and for providing support for teaching staff. Specific responsibilities during the current session include overseeing and managing school policy and practice in Early Years and Literacy.

In her role as Principal Teacher, Mrs Tocher has responsibility support for learning.

The School Day

Monday to Thursday

P1-P3	8.50am-12.10pm	12.55pm-3.15pm
P4-P7	8.50am-12.30-12.40pm	1.15-1.25pm-3.15pm

Friday

P1-P7	8.50am-12.25pm
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Children are expected to be punctual and in their lines at 8.50am when the bell rings. They should arrive in the playground between 8.40am and 8.50am. If it is raining the doors will be opened **no earlier than 8.45am** to admit pupils where the children will be supervised by promoted staff.

Morning Break

There is a morning break of 15 minutes each day. Children may bring one small item of food to eat at break. A piece of fruit or healthy snack is recommended if you feel your child needs food at this time. Each child has a named beaker in class and is encouraged to drink water throughout the day.

It is important that your child has time to play and enjoy the fresh air and we encourage all pupils to play outside. With this in mind please make sure your child is appropriately dressed for the weather conditions.

School Policies and practical information

Free School Meals

Children of parents/carers who receive the following benefits are entitled to a free lunchtime meal for their child: Income support, universal credit, job seeker's allowance (income based) Employment and Support Allowance (income related) Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6420 as assessed by HM Revenues and Customs) Child Tax Credit only (where your gross annual income does not exceed £16,105 as assessed by HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum act 1999.

We strongly encourage parents of children who are in receipt of any of the above benefits take up this opportunity of having a meal provided for their child when they are at school Children in receipt of free school meals are in no way singled out.

We support healthy eating and a range of meals are available at lunchtime that meet the schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in schools (Scotland) Regulations 2008.

All meals include fresh chilled water and milk. Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break as well as lunchtime. Milk is also available for purchase at morning break for all other pupils and is provided free to all nursery children.

Please note: Since January 2015 each P1-P3 pupil has an entitlement to a free school meal. For pupils in P4-P7 during 2018-2019 session, a school meal costs £2.

Transport

The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the district school and who are not normally entitled to free transport; however a charge may be made for this service.

Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the district school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, eg where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available.

Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

School Uniform

All pupils of the Gorebridge Primary School Family are expected to wear school uniform. We aim for high standards in all aspects of school life including uniform. It is smart, hard wearing and good value for money and gives our pupils a sense of belonging to our school family, and we ask all parents/carers to support the school by encouraging your child to wear school uniform.

School uniform can now be ordered online: www.beschoolwear.co.uk

School uniform can also be ordered from the school office.

PE kit consists of:

Shorts , T-shirt
and gym rubbers

School uniform consists of:

Grey/navy/black plain trousers or skirt
White/light blue shirt, polo shirt, blouse
Navy sweatshirt/cardigan
Black Senior Pupil sweatshirt in P7
Black shoes, Tie Optional

Our PTA has a stock of “pre-loved” uniforms which can also be purchased at a very reasonable cost.

All items of clothing should be clearly marked with your child’s name.

In school, we ask that each child has a pair of indoor shoes, which will be stored in their own personal shoebox within the cloakrooms. Children will change into these shoes when entering the building.

All items of clothing should be clearly marked with your child’s name.

Assistance with Provision of Clothing and Footwear

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance, on Income Support or Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI of the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG

ARTICLES OF JEWELLERY ARE DISCOURAGED, AS THEY CONSTITUTE A SAFETY HAZARD DURING P.E. LESSONS. WE CANNOT ACCEPT RESPONSIBILITY FOR ACCIDENTS CAUSED BY THE WEARING OF JEWELLERY.

Family Holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school office as soon as possible if your child is unable to attend school for any reason. Family holidays should, where possible, be avoided during term time as this disrupts the child's education and reduces learning time. If holidays are taken during term time, parents should inform h school in advance by letter. If your child is taken on a family holiday during term time then, in line with Scottish Government advice, this will be classified as an unauthorised absence. Absence with no explanation from parents will also mean that the absence will be recorded as unauthorised.

Attendance

Good attendance is important, if children are to become successful learners, confident individuals, effective contributors and responsible citizens. Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Headteacher will, in the first instance, contact you personally by telephone or letter. If unsatisfactory attendance persists, the Headteacher will invite you into school to discuss ways in which school can help your child's attendance improve. These may include involving other partner agencies.

Absences whatever the reason should always be explained. Parents should contact the school office by telephone, before 8.45 am on each morning of absence, to inform the school of the reason for their child's absence. If you contact the school by phone before 8.30am an answering service is available.

Punctuality

It is important that children reach school in time to enter when the bell rings at 8.50 am. Late arrivals miss valuable teaching, learning and social time, for the whole class.

In our approach to raising attainment, it has been recognised that both attendance and timely arrival at school have a huge impact. We all have a part to play in stressing the importance of this.

Appointments

Cards for hospital and dental appointments will excuse a pupil from school.

A child going for an appointment must always be collected by a responsible adult over the age of 16. Children may not leave school during the day without an adult.

Child Protection

The Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils that include having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh and Lothians Child Protection Committee's "Child Protection Guidelines" which are used by all Midlothian schools and our partner agencies.

In circumstances where a school has a significant concern that a child or young person has been, or is at risk of being, harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

The School Health Service

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education and Communities Division staff will be seeing him or her from time to time to make sure that he or she benefits as much as possible from all that school has to offer, and help prepare him or her for life after leaving school. The School Health Service is part of the Community Child 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 and with others who are caring for your child both at school and in other branches of the Health Service. Some of the services, eg testing of vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are notified 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 for your child, you will be informed and consent requested. Some of the staff concerned and the parts they play are as follows:-

School Nurse - the lead health professional in mainstream schools in Midlothian. 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** and have close working links with **community paediatricians**. The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition she may review children who are referred either by parents, the school or other health professionals at any stage in their school life.

- If you have concerns about your child's hearing the school can refer him or her to the appropriate specialist directly.
- **Speech and Language Therapist** - can provide assessment and, if necessary, support if you, a teacher, your GP or the school nurse feels that your child may need help with communication.
- 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 (Telephone: 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 nurse or the health visitor if you want any information.

Illness or Accidents during School Hours

In the event of a child being taken ill, parents are informed by telephone, and the parent asked to collect the child.

It is important to give the school details of an emergency contact e.g. grandparents, aunt, neighbour who can be contacted if the parents are not at home. Please inform the school at once of any change in the emergency contact.

In the case of a minor accident a child is attended to in the school by our qualified First Aider and parents are informed by a note home. In more serious cases the parent is contacted immediately so that the child may be taken to the GP.

Parents must inform the school of any special medical condition or requirement which may require essential or emergency administration of medication.

Parents must complete a permission form if medication is to be given to their child during the course of the school day. Forms are available from the school office.

Where a child has a contagious condition which may lead to others being affected, parents must inform the school as soon as possible.

Enrolling Your Child

Arrangements for Parents offered/seeking a place in the school.

Primary 1 Induction

Announcements are made by the local authority to indicate when parents should make application to enrol their children in their local school, or in accord with the "Parents Charter" the school of their choice. Please note that unfortunately, attendance at our Nursery does not necessarily guarantee a Primary 1 place in school.

Parents of "district pupils" will be advised by letter of a date and time to enrol their child in school. Parents of "non-district pupils" seeking a place in primary one should contact their "district school" in the first instance. Following this a "placing request" form should be completed and returned to The Pupil Placement Section, Education Division, Fairfield House, 8 Lothian Road, Dalkeith, Midlothian. The authority will acknowledge receipt of a "placing request". It would be helpful if parents completing a "placing request" also informed the school of their wish to secure a place in the following session's P1 class. For "placing requests" for other than primary one pupils, parents should contact the school direct.

During the month of June, there will be several opportunities for parents and children enrolled in Primary 1 to meet with the Head Teacher, other staff and to see around the school. Information regarding these visits will be sent to parents during the month of May.

Should you wish to see around the school or discuss any matter with the Head Teacher prior to this, please do not hesitate to telephone the school to make an appointment.

At the beginning of the new session in August, Primary 1 pupils come into school for mornings only for a short period so that their “journey” into primary school is as positive as possible.

Primary 1 Admissions

Initial enrolling of children due to start school each year in August is during November/December of the previous year. You should contact the school at this time.

When you come along to school to enrol your child please bring with you your child’s birth certificate or passport and proof of address. You will be asked for the following information:

- **Names, addresses and telephone number of child’s parents.**
- **Names of parents’ places of employment and telephone numbers.**
- **Name and telephone number of an emergency contact (friend, relative or neighbour).**
- **Name and address and telephone number of family doctor.**
- **Confidential health information concerning the child, which might affect education.**

Parents and carers seeking a place for their child in a P2-P7 class should contact the school office requesting an appointment with the HT. During this meeting a tour of the school will be made available.

Nursery

Monday to Friday

Morning Session	8.30am – 11.40am
Afternoon Session	12.25 – 3.35pm

Nursery Enrolment

In school we have a large open plan nursery, which caters for 60 children in the morning and 60 children in the afternoon.

Children are admitted from the term after their third birthday. Please contact the school after your child’s second birthday if you wish to put your child’s name down on the nursery list.

The nursery staff promotes development in five key areas – emotional, personal and social, communication and language, knowledge and understanding of the world, expressive and aesthetic development and physical development in accordance with the 3-5 curriculum document. In their pre-school year, strong links with P1 children are forged.

When you have put your child’s name on the nursery list you will be contacted by the school regarding enrolment and starting date and times.

Curriculum areas and interdisciplinary learning

Our curriculum has literacy, numeracy and health and wellbeing at its core but also covers languages, expressive arts, religious and moral education, sciences, social subjects and technologies. Interdisciplinary learning is based upon experiences and outcomes drawn from different curriculum areas or subjects within them. This gives the children the opportunity to make connections between different areas of learning. Curriculum for Excellence is a flexible and enriched curriculum that provides our young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

Literacy

There are four areas within Literacy - Reading, Writing, Talking and Listening.

Children learn to read at their own pace using a structured scheme as a basis. We will explain our teaching strategies to you and how you can best help your child, when your child begins school.

As soon as your child becomes a competent reader we can develop reading skills, which are fundamental to life long learning. We want children to develop a real love for reading and we encourage them to read all kinds of books and texts.

Children begin to write from the earliest days when they are encouraged to make up simple stories to accompany pictures. The children have many opportunities to develop a variety of writing styles. Spelling, punctuation and grammar are taught in a progressive way throughout the school. A variety of teaching strategies and resources are used to ensure progression in all areas of literacy.

Literacy skills are very important as they are used in all other curriculum areas.

Mathematics/Numeracy

Numeracy and mathematics are an important part of everyday life. They give our children vital skills for life at home, at school and in the world of work as they develop into adulthood.

At Gorebridge Primary School we will

- Use a variety of learning styles, including an active learning approach, to give our pupils a wide experience of numeracy and mathematics.
- Use Midlothian Understanding Mathematics Pack (MUMP) as a resource, SEAL (Simple Early Arithmetic Learning) and Basic Facts.
- Use a variety of other resources, including computer and other technology, as we demonstrate how numeracy and mathematics is necessary in other subject areas
- Use a variety of assessment techniques to enable our pupils to identify their next steps in learning.

Numeracy skills are also used in all other curriculum areas.

Health and wellbeing

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing both now and in the future. Children in our school should feel safe, happy, active, nurtured, respected, responsible, included and have a sense of achievement in the school environment and we promote positive behaviour in the classroom, playground and wider school community.

The six aspects of Health and wellbeing are:

- Mental, emotional, social and physical wellbeing
- Planning for choices and change
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Health and wellbeing in Gorebridge Primary is enhanced by resources such as “Keeping Myself Safe”, Kerbcraft, swimming lessons in P4, outdoor learning, visits from the local Police, dental health staff and also by BOATS events with a health focus. At present we have visiting PE specialists 2 days per week.

Modern Languages

In Gorebridge Primary School our pupils have the opportunity to learn French from P1 – P7 in a fun way. Learning other languages enables children and young people to make connections with different people and their cultures and to develop an understanding of global citizenship.

Expressive Arts

Art and design, dance, drama and music play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. In Gorebridge our children’s experiences are enhanced by working with visiting specialists in music and art, through the opportunity for instrumental tuition (brass and wind instruments) and our school choir. Class teachers look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

Spiritual, social, moral and cultural values (Religious Observance)

Rights of Parents/Carers

Scottish Government ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which children can learn about, and so learn from, what is important in the lives of themselves and others. In Gorebridge Primary, we recognise and welcome diversity and promote respectful understanding.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be given to the school. Appropriate requests will be granted and the pupil noted as an authorised absence on the register.

Equality

Our school aims to provide a curriculum suited to the aptitude and ability of each pupil so that all children may realise their potential. Through our commitment to inclusion and equality we hope to develop capacities for all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

All learners are encouraged to develop 'can do' attitudes regardless of gender, disability etc. and all teachers take the needs of all learners into account during the planning process to ensure children are appropriately supported especially at particularly vulnerable times such as transition.

In Gorebridge Primary, policy and practice are designed to ensure we meet our statutory duties under any current disability legislation and we strive to take steps which take account of the abilities or disabilities of all stakeholders.

Religious and Moral Education

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Assemblies are held weekly and have a focus on religious observance. Assembly topics include a focus on children being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included and on our school values. We have close links with Gorebridge Parish Church.

Sciences

The 5 areas of science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Our teaching and learning in science has been enhanced by a science focus week, visits to the Scottish Mining Museum and Dynamic Earth and working with our colleagues in Newbattle High School.

Social Subjects

There are 3 areas within this curriculum area:

- People, past events and societies
- People, place and environment
- People in society, economy and business.

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and how it has been shaped. In Gorebridge we take account of the local context when planning teaching and learning in this area of the curriculum and use aspects of our local area to enhance learning.

Technologies

The curriculum area of Technologies is divided into 6 sections:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

In Gorebridge Primary we are fortunate to have a computer suite, access to computers in either the classroom or atrium and SMART boards in every classroom to enhance all areas of learning and to teach the skills required by modern day technology.

Teaching and learning within Technologies involves research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products with real meaning. Children will develop their creativity and entrepreneurial skills and be encouraged to be innovative and critical designers of the future.

Extra Curricular Activities

A variety of extra-curricular activities is made available to pupils throughout the school session. At present, pupils can take part in, homework club, gardening club and choir club.

Activities currently available however, cannot be guaranteed in future years since the pattern of activities depends on the changing expertise and interests of staff and pupils

School Improvement Planning and Standards & Quality Reporting

There is an expectation for every school in Scotland to publish both a Standards and Quality Report and a School Improvement Plan as part of a continual cycle aimed to improve outcomes for all children. In Gorebridge Primary, both of these documents are finalised in August every year as evidence of what we have done and how well we are doing to achieve improved outcomes for our children.

Both documents are based on our own self-evaluation and, equally as important, on the views of our children, parents and other partners. These documents will be uploaded to our School Website by September each year.

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence is now embedded 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 enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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 the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenges 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 teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to every day life, and Health and Well-Being.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world, and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. In secondary education there are new qualifications for literacy and numeracy National 4 and 5 qualifications. The well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

Each child is entitled to personal support to help them fulfil their potential and make the most of their opportunities with additional support wherever it's needed. There is an 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 is 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.

Homework

Homework is an important part of school life and we would encourage you to help your child make time and space for homework. Sometimes homework will involve finding things out or doing something practical and you can do this learning together as part of family life - cooking, reading, playing. Help establish good 'study' habits as they grow older and this will help as they go through the system, helping them to become independent and successful learners. Give praise for putting time and effort into work, not just for getting the right answer.

Just showing that you are interested matters most. Often, asking children to explain what they have learned helps a great deal to reinforce their learning.

At the beginning of each school session your child's class teacher will inform you which nights your child will receive homework and when it should be returned.

Support for Pupils - Getting it right for every child

Getting it right for every child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing.

Support for All (Additional Support Needs)

All children are entitled to support with their learning and staff at Gorebridge Primary use a range of teaching and learning strategies to support different abilities and needs. Some children may require targeted support at any stage in their school life and this may be long or short term.

In Gorebridge Primary the head teacher co-ordinates additional support along with the principal teacher and support for learning teacher. Identifying needs is a priority for class teachers and we have a system of staged intervention which is monitored by the head teacher. At all stages we would involve parents and our support for learning teacher. The needs of the child will be assessed and depending on the nature of support required, we may call on specialist support or the educational psychologist.

Once a decision has been made as to the nature of support required, a plan is created and discussed with the child and parents/carers. Regular communication between home and school is encouraged and children, parents/carers are actively involved in setting and reviewing their targets.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and the local authority to ensure children get the right support.

Enquire offers independent, confidential advice and information on additional support for learning through:

Helpline: 0345 123 2303
Address: Enquire
Children in Scotland
Roseberry House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

The Education and Communities Division has a policy of promoting the inclusion of pupils with additional support needs.

The school's Learning Support Teacher and Learning Assistants work with individuals, small groups or team-teach with class teachers to meet the needs of these pupils. This support is sometimes provided within the class but at other times within the Learning Support Base.

For pupils recognised as having significant support needs, after appropriate assessment by the class teacher and Support for Learning Teacher, an Individual Education Plan (IEP), setting out targets and time frames, will be prepared. Parents and pupils will be involved in planning and renewing the IEP targets. The school may request permission to refer a child to the Educational Psychologist for further assessment. Such a referral would only be made after full consultation with parents.

Pupils identified as possessing special aptitudes would be supported via a programme of work drawn up in consultation with the Support for Learning teacher and class teacher and may be supported by a Learning Assistant where appropriate.

Any additional support needs are identified and assessed using Midlothian's Assessment and Planning Staged System (MAPSS).

Referrals for support from services external to the school are made via a multi-agency forum. Parents are always consulted before referral.

Parents are entitled to request additional assessment by contacting the school in the first instance. A request can also be made in writing to the ASN Officer (asnofficer@midlothian.gov.uk), Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZGF.

Assessment and Tracking progress

Assessment is an integral part of teacher's planning and in Gorebridge Primary we use a range of strategies to ensure we track and monitor progress.

We have 3 main approaches to assessment.

Ongoing

Ongoing assessment is carried out in class as part of day to day learning. Children may be asked to write, make, say or do something to show their learning and teachers will use this information gathered to plan next steps in learning. In addition, teachers have learning discussions with children about how well they have learned and what they feel is their next step.

Periodic

Periodically, teachers will set tasks to assess progress. This may include end of topic assessments, check-ups, class talks etc. Information from these assessments will be kept in STAR (Student Teacher Assessment Resource) folders and again, used to plan next steps in learning.

Other assessments

At other times within the school year we gather evidence to monitor progress within Literacy (reading and spelling) and Numeracy/Maths.

In Primary 1 we assess the children's literacy skills in November, February and March and in all classes we carry out reading, spelling, maths and numeracy assessments in March using GL assessments, SWST (Single Word Spelling Test) PiM (Performance in Maths) and NGRT (New Group Reading Test).

In March 2018 the SNSA (Scottish National Survey Assessment) will be carried out in P1, P4 and P7 classes.

Reporting

Reporting will be ongoing and comprise of a range of activities, which can include newsletters, children presenting their learning and ongoing discussions.

We will provide parents with a report so that you can see how your child is progressing. There will be parents' meetings in November and March which give you the opportunity to discuss your child's progress and in addition you can contact the school at any time for further information. You will be able to book appointment times online so that you can visit in person to discuss your child's progress.

Pupil reports will describe your child's achievements, the Curriculum for Excellence level they have achieved, their strengths and areas for development.

We welcome any comments from parents to help us provide the best possible education for your child.

CURRICULUM FOR EXCELLENCE LEVELS:

Below are the Curriculum for Excellence levels -

Level	Stage
Early	Achieved by most children in the pre-school years and P1 or later for others.
First	Achieved by most children by the end of P4, but earlier or later for others.
Second	Achieved by most children by the end of P7, but earlier or later for others.
Third/Fourth	Achieved by most children in S1 – S3, but earlier or later for others.
Senior Phase	S4 – S6, college or other settings

Behaviour and Discipline

The school operates a positive behaviour policy based on respect for -

Self, others and property

Standards of behaviour at Gorebridge Primary School are high making it a safe and secure place to learn. We assume you will wish to assist us in sustaining these high standards. Serious persistent breaches of discipline in the classroom or playground will be reported to parents who will be asked to help in preventing any repetition.

The school has an anti-bullying policy and you will receive a copy of our anti-bullying charter at the start of each school session. We do not tolerate bullying and look for your co-operation in this matter. There is an anti-bullying focus in the first week of each term.

In an extreme case, a child may be excluded where parents, child and staff have failed to help improve a child's behaviour after discussion and interviews.

Our School Golden Rules

- 1. We listen attentively and follow directions first time.**
- 2. We keep our hands, feet, objects and unkind words to**
- 3. ourselves.**
- 4. We stay on task.**
- 5. We use the appropriate noise level.**
- 6. We always walk in the classroom and corridor**

Golden Time

This is a very special 30 minutes each Friday morning.

Golden time is a reward for the children who keep the golden rules and class rules. Each teacher is responsible for establishing class rules and a class charter with the pupils and agreeing the sanctions. If a child breaks a golden rule or class rule s/he is given a warning and reminded of which rule s/he is breaking. If a child breaks a golden rule again that session then s/he loses five minutes of Golden Time.

Children may earn back lost time by showing more positive behaviour throughout the week.

Incentives

Children are praised whenever possible. Certificates and congratulatory letters are awarded on a regular basis. Children receive merits for –

- An excellent piece of work (for the individual)
- Being a good ambassador of the school
- An outstanding sporting or other achievement out of school

Merits can be exchanged for bronze, silver and gold balloons to be placed on the Gorebridge 'Soaring to Success' board as well as earning house points for the child's house. Achievements both in, and out of school are celebrated during regular Celebration Assemblies, and are displayed on our Proud Wall.

School Councils

Representatives from P4-P7 form school councils. This session we have 5 councils. Gorebridge Primary aims to develop and promote respect of Pupils and parents as partners in education. Children better understand the role that they have and the positive impact and change they can make through their role in a "council".

Learning Council

The Learning Council is the pupil Voice of the school and prepares our Learners to participate in a democratic society. They contribute ideas to ongoing school improvement and these feed into the yearly School Improvement Plan and to School Policies. The Learning Council is involved in Fundraising Activities for the benefit of the school and the wider community.

Community Council

The Community Council is responsible for developing our School Community Garden and promoting links with the community. This council aims to enhance and develop skills for life and work such as working effectively with other people in our wider community.

Eco Council

Gorebridge Eco Council aims to empower our learners to encourage and contribute towards ensuring our community is more economically and environmentally aware. The Eco Council aims to provide opportunities to develop a range of skills and attributes that enable our learners to consider and promote a more sustainable world in which we live and contribute to.

Global Citizenship Council

Gorebridge Global Citizenship Council aims to equip our learners with the knowledge, skills, values and attitudes to ensure a more inclusive and fair society. Through understanding and recognising our Rights and Responsibilities, learners will begin to understand, question and creatively resolve complex issues that may be happening in the world around us.

Communication Council

ICT impacts on many aspects of everyday life from how we communicate to accessing information and how we learn. Gorebridge Website Council further provides our learners with relevant opportunities to develop life skills which allow us to effectively participate in a constantly evolving world.

Developing Leadership

Pupils have the opportunity to develop important life skills by becoming Playground Pals, Reading Buddies, House Captains, Junior Road and Rail Safety Officers etc.

Playground Supervision

While pupils are at school, responsibility for their safety rests with the Education and Communities Division, the head teacher and staff, including playground supervisors. Pupils must stay within the school grounds. Permission must be sought from the head teacher if you wish your child to leave the school boundary during the lunch break. Your child's safety is then your responsibility until the start of the afternoon session.

Road Safety

We teach this to our pupils. Entrance to and exit from our car park is a one way system (entrance is at the end nearest the school building). We have three parking spaces for the disabled at the front of the school. We would appreciate it if you could help us by leaving these vacant for visitors with a disability. **The Drop-Off Zone is for dropping off only and is not designed as an additional car park area.**

PLEASE PARK WITH THE SAFETY OF OUR SCHOOL FAMILY IN MIND.

However, when possible, please walk your child to school rather than come by car. As you bring your child to school please talk about road safety and the rules of the road. Try to choose the safest route as this is important training for when your child eventually comes to school unaccompanied. If you must come by car, please make sure your child wears a seat belt. If you are in any doubt concerning the new legislation regarding under 12s in cars please ask at the school office.

School and Community

Many of the public services such as the police, the fire service, library and church continue to have useful and positive links with the school.

The school also has access to and utilises the facilities provided by many of the museums in and around Edinburgh as well as sports facilities in the local area.

Often via outings connected to learning, links are made with local businesses and industries in the Midlothian area.

The school boasts a good-sized activities hall which doubles as an assembly hall. As a community school, the building will be used each evening (Monday-Friday) for activities organised by the Community Learning Team and Community Groups. Any group wishing to use the school should contact either the School and Community Facility Lets, Fairfield House, or the School Office.

The school is an important and integral part of the community. Children from Gorebridge Primary participate in community activities such as the local gala day, sporting events, and through visits to the local church and care home. Parents and friends are welcome to attend school assemblies and concerts and a number of events arranged by the School's PTA.

Home School Practitioner

The role of our Home School Practitioner is to support children and their families in school, at home and in the community. The Home School Practitioner will work closely with families, school and partner agencies and create opportunities for children and families in school and the community. For further information you can contact the school office and ask for Brenda Ferguson.

Parent Councils and Parent-Teacher Associations

Guide to the Legislation

The Scottish Schools (Parental Involvement) Act 2006 requires the Education Authority to support the establishment of a Parent Council for every primary, secondary and special school.

The Act aims to help all parents to be:

- involved in their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work partnership with the school.

Parent Council members are selected from the members of the Parent Forum which is made up of all the parents with children in attendance at the School. Midlothian Council has developed guidance for Parent Councils including a support pack to assist with the establishment of a Parent Council.

We have a very supportive and active Parent Council in Gorebridge Primary.

The Chair of the Parent Council is Mrs Carey Fairgrieve. If you wish to contact the chair, you can do so via the school office.

Parent/Teacher Association

Gorebridge Primary School has always enjoyed a thriving and active PTA. Because of the Parental Involvement Act of 2007 this group has now become a sub-committee of the Parent Council but will essentially continue to work in the same way, both raising funds and organising social events for pupils, parents and staff. We encourage you to become involved by contacting the Head Teacher or one of the aforementioned office bearers. You can also email the PTA at gorebridge-pta@community.mgfl.net.

Parental Involvement

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share our vision and agree that by working together we can be partners in supporting our children's learning.

As parents and carers we want you to feel:

- Welcomed and given the opportunity to be involved in the life of the school
- Fully informed about your child's learning
- Encouraged to make an active contribution to your child's learning
- Able to support learning at home
- Welcome to learn alongside your child through our B.O.A.T.S. (Bring Our Adults To School) events
- Encouraged to express your views through questionnaires, meetings, forums and discussions

To find out more on how to be parent helper or member of the Parent Council and/or the PTA (Parent Teacher Association) please contact the school office.

Some useful information for parents and carers to find out more on education are:

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone

School Security

All doors are locked from the outside when the children are in school. Access to the school can only be gained by means of the entry phone at the main entrance. All visitors must enter and leave the school building via the main entrance and sign in before proceeding elsewhere in the school. It is important on grounds of Health and Safety that we know exactly who is in the school at all times. Visitors to our School will be issued with a visitor's badge

Once you have buzzed the door entry system, please state your name and business clearly. Children who are late for school must also enter by the main office door.

Fire Drills

These are held once a term and fire alarms are tested weekly.

School Excursions

These are an important part of our pupils' learning experiences. Teaching staff will take pupils on visits out of school on a regular basis. **The school requires written permission to do this.** Please make sure you sign and return the consent form to avoid your child being disappointed.

Occasional and Emergency Arrangements

In emergencies, when it becomes necessary to close the school or part of the school for any reason whatsoever, children who have no emergency contact will be kept at school until dismissal time. It is the responsibility of the parents, and in the interests of their children, to supply the school with up-to-date information regarding emergency contacts. These should include names, addresses and phone numbers.

Newspapers and Local Radio can be helpful in times of emergency by informing the community of heating failure or the like. Radio Forth and Black Diamond Radio is particularly helpful in this regard.

In cases where parents wish their children released from school outwith the normal closing times, a note should be sent to the class teacher. The adult must always sign the child out at the school office

Health and Safety

The Education and Children's Services Division has prepared policy statements on Health and Safety 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 in promoting good practice in health and safety matters is of great importance to the school.

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

Further details can be obtained from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3AL

Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements by January of the pupil's last year in primary school. A letter, along with a copy of the information booklet about the secondary school names in the letter and a copy of the information booklet on placing in school, will be sent to the parents of each Primary 7 pupil.

We will also provide you with information at this time on 'events' designed to let P7 children visit the secondary school and meet with P7 children from other primary schools so that the transition is as smooth as possible.

Normally, children attend the High School in their catchment area. However, if you wish your child to go to another High School, you may make a 'placing request'. Please contact the school office for more information on placing requests.

Our pupils normally transfer to:

***Newbattle Community High School
64 Easthouses Road
Dalkeith
Tel No 0131 663 4191***

Head Teacher: Mr Gib McMillan

There is a strong link and close liaison between Gorebridge Primary School and Newbattle Community High School.

In October, March and June, P7 children due to transfer to Newbattle High School the following August, visit the High School for two days to meet their new class, school staff and become familiar with the school. Newbattle High School also organise a soccer sevens and basketball tournament for pupils of associated primaries, as well as inviting pupils to a variety of events organised by the school. Newbattle High School staff are closely involved in the annual P7 camp held in May each year, where pupils from all the associated primary schools enjoy a week long residential experience together.

Fast Track and Pathfinders transition programmes have also been established to meet the varying needs of pupils.

Complaints Procedure

The Education and Communities Division has approved the following statement of principles and procedures.

PARENTS AND THE SCHOOL

Parents and schools separately can do a great deal to assist children's educational development, together, they can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

If you are concerned about ...

... a particular aspect of our work, please arrange an appointment to discuss the matter with the Headteacher in the first instance. Where appropriate, the Headteacher may nominate another senior member of staff to act on her/his behalf.

The Headteacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately, other matters may require more extended investigation.

In any event, the Headteacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

If you are dissatisfied with the school's response

please notify the Head Teacher that you wish to pursue the matter further.

He/she will either review the proposed action or notify you of the appropriate officer of the Education and Communities Division whom you should contact.

Contact the named officer by telephone or by letter at Education and Communities Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2, he/she will review the situation and/or indicate what other avenues are open to you.

In all cases, final appeal can be sought through the Chief Executive's office.

If you require any further information about the school, please do not hesitate to contact the Head Teacher.

By working together with you, we will do all we can to make sure your child is very happy and successful at Gorebridge Primary School.

At the time of going to print all information provided in this booklet is considered to be correct.

CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engaging_parents/toolkit/index.asp

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support –

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experienceandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Our Standards and Quality Report with details of our attainment data and, our School Improvement Plan can be accessed via the school website -

<http://www.gorebridgeprimary.com>

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>