

# St. David's RC PS



## School Handbook

2020 - 2021

## A Foreword from the Executive Director of Communities and Families Session 2020 - 2021

Dear Parents/Carers,

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 an integral part of school life. We look forward to developing that partnership with your support.

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

Alistair Gaw  
Executive Director of Communities and Families

---

### Children and Families Vision

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

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

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

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

**In Edinburgh children and young people are at the heart of our vision for the future.**

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

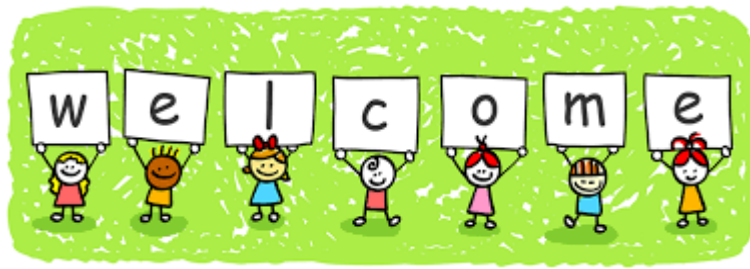
We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



**Alistair Gaw**

**Executive Director for Communities and Families**

## Head teacher



Dear Parents and Carers

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

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

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

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

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

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

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

I hope you find our St. David's RC PS School Handbook for session 2020/21 useful and we are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

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

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

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

Kind regards,

*Mrs Lorraine Cusack*

Headteacher



### **A Charter for Catholic Schools in Scotland**

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

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

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

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

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

## 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:

### 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.

<b><u>Contact Details</u></b>		
Head Teacher	Mrs Lorraine Cusack <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Depute Head Teacher	Mrs Angela Burgess <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Principal Teacher	Miss Nikki Wright <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Acting Principal Teacher	Miss Annabel MacWilliam <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Business Manager	Mrs Suzette Barclay <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Administrator	Miss Heather McGinlay <a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Address	4 West Pilton Crescent EDINBURGH EH4 4HP	
Telephone Number	0131 332 3500	
Website	<a href="http://www.saintdavidsrc.com">www.saintdavidsrc.com</a>	
E-mail Address	<a href="mailto:admin@st-davids.edin.sch.uk">admin@st-davids.edin.sch.uk</a>	
Twitter	@saintdavidsrcps	
Nursery Twitter	@nurserystdavids	
<b><u>About the School</u></b>		
Stages of Education provided for	Nursery to P7	
Present Roll	P1-P7 - 315	
Denominational status of the school	Roman Catholic	
<b>Organisation of the School Day P1-P7</b>		
	Mondays – Thursdays	Fridays
Start Time	8.50am	8.50am
Morning Break	10.45am – 11.00am	10.45am-11.00am
Lunch Time	12.15pm -1.15pm (P1 & P2) 12.30pm – 1.15pm (P3-P7)	
Finish Time	2.50pm (P1 & P2) 3.15pm (P3-P7)	12.15pm (P1&P2) 12.25pm (P3-P7)
Assembly is usually held on a Friday morning from 11.00am-11.45am		

**PE/Outdoor Learning Timetable with Mr. Creaney**

	<b>AM</b>	<b>PM</b>
Monday	P3a	P3b ( <b>P7</b> )
Tuesday	P4a	P4b
Wednesday	P5	Nurture class
Thursday	P7 ( <b>P3b</b> )	P5/6
Friday	Nurture class	

**Please note P7 and P3b alternate every second week.**

P1 and P2 teachers will let parents/carers know PE days separately.

**Term dates**

Term dates for the coming years can be found at: <https://www.edinburgh.gov.uk/schools/term-dates>

**School Session Dates 2020/21 – Updated June 2020**

Staff resume		Monday	10 August *	2020
Staff only		Tuesday	11 August *	2020
Pupils resume		Wednesday	12 August	2020
Autumn Holiday	Schools closed	Monday	21 September	2020
All resume		Tuesday	22 September *	2020
Mid-term	All break	Friday	16 October	2020
Staff resume		Monday	26 October *	2020
Pupils resume		Tuesday	27 October	2020
Term ends		Tuesday	22 December	2020

Staff resume		Tuesday	5 January *	2021
Pupils resume		Wednesday	6 January	2021
Mid-term	All break	Friday	5 February	2021
All resume		Tuesday	16 February	2021
Term ends		Thursday	1 April	2021

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	2 April	2021
Easter Monday	Schools closed	Monday	5 April	2021

All Resume		Tuesday	20 April	2021
May Day	Schools closed	Monday	3 May	2021
Staff only		Tuesday	4 May*	2021
Pupils resume		Wednesday	5 May	2021
Victoria Day	Schools closed	Monday	24 May	2021
All resume		Tuesday	25 May	2021
Term ends		Friday	25 June	2021

\* Five In-Service days for all schools.





## 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](http://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 Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You can also leave a message at any time on the school answer phone machine 0131 332 3500.

**If you do not call the school, you will get a text from the school.**



**You should update the school on each day of your child's absence.** Please give your child a note on their return to school, confirming the reason for absence. This can be written in your home-language. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.





## Attendance



Pupil attendance at school is very important and pupil absence is monitored closely. The aim of the council is that pupil attendance is 95% or above. The Education Welfare Officer (EWO) meets monthly with the Head teacher to look at attendance. Regular absence may result in the school or EWO contacting you. We want to work with you to help ensure your child's attendance is very good and if there is anything we need to be aware of or can help you with then please contact the school office in the first instance.



shutterstock.com • 260916077

## School Day



shutterstock.com • 260916077

It is important that pupils arrive to school on time so that they do not miss the start of the school day and learning. It is also important that you collect your child on time at the end of the day of the day to allow staff to attend meetings, training or to prepare for lessons. If you know you are going to be late at the start or end of the school day, then please phone the school office to let them know. This is something that is monitored and may result in the school contacting you to discuss.



## Holidays

**Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.**

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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 Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.



## School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council. 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.

### Primary 1 – 6

We ask pupils to wear;

- royal blue sweatshirt, jumper or cardigan
- white polo shirt, shirt or blouse
- grey trousers, skirt or pinafore
- blue checked summer dress
- school tie (optional)
- black shoes

**BE SCHOOLWEAR**

If you want to buy our labelled school uniform is available to purchase online at:  
[www.beschoolwear.co.uk](http://www.beschoolwear.co.uk)

These items without the school logo can be bought at many of the local supermarkets.

## P7 School Uniform

To recognise our senior pupils and in preparation for High School pupils in will be provided with a specially designed P7 tie. We request that they wear this with a white school shirt and grey school trousers/skirt or pinafore. This will also be a requirement if they wish to apply for a Prefect and/or House Captain role.



## Physical Education



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.

Football colours are not appropriate for PE as they can lead to incidents of rivalry.

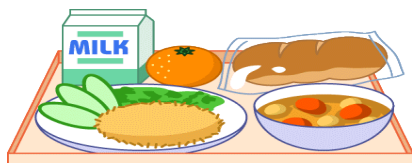


Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, outdoor learning, school trips; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

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



## 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 accommodated in consultation with parent/guardian and catering services.

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

**See appendix 1 : Sample Menu**



All P1-P3 children are currently entitled to a free school lunch

All lunches MUST be booked online

ParentPay activation letters will be given to your child once they have enrolled in school

### **Session 2020-21 P4 – P7 School Lunches - £2.25 per day**

All lunches MUST be booked & paid online

ParentPay activation letters will be given to your child once they have enrolled in our school.

All school lunches must be booked by the Wednesday prior to the week needed.

Menus will be provided with a meat and vegetarian option.

If your child has any dietary requirements, then please speak to the school office.





## Packed Lunch

You may provide your child with their own packed lunch from home.

We would suggest ....

- a sandwich
- a yoghurt
- fresh fruit or vegetables
- water to drink



## Morning Snack

St David's is a Health promoting school, if you wish to send in a small snack, please make sure it is something healthy.

It is also helpful if you can provide your child with a bottle of water with their name on it.



If you would like your child to drink milk at school, you must pay via ParentPay.



## Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

**Information on free school meals and clothing grants and how to apply is available on the website:** <https://www.edinburgh.gov.uk/schoolgrants>



### Travel to and from School



We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

Please note the school car park is out of bounds to parents/carers and will be locked during school start and finishing times.



## General Supervision

**Before school begins supervision is parental responsibility**, therefore pupils should not arrive at school until as near to the school start time as possible.

During break and lunchtime, support staff supervise the children in the playground. There is always access to the building and toilets, and the children are made aware of this.

Some schools offer Breakfast Clubs which have their own supervision arrangements prior to the start of the school day.



### Breakfast Club

We currently run a free breakfast club from Monday to Friday from 7.50am where children can have a healthy breakfast and socialise with friends. At 8.40am pupils in P3-P7 go into the playground and P1 – P2 pupils are supervised until the bell rings at 8.50am.

Please note places are very limited and the club is over-subscribed, so your child will probably go on a waiting list until a space becomes available. Applications are reviewed and offered on a need basis by the Head teacher.

Please complete an application form at the school office.

### After school club

This is available for parents/carers and is a paid service provided by North Edinburgh Childcare. The club is based in Pirniehall Primary School. Please contact the school office for more information or call the after-school club manager Keiran Gallagher 07957823325.





## School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, 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. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff, then please come to the school office where we shall be happy to arrange this for you.



## Wet Weather Arrangements

When the weather is bad, pupils will be brought into the school hall from 8.40am and will be supervised by staff until 8.50am.

Pupils will be supervised in their classrooms by support staff during school break and lunchtime.



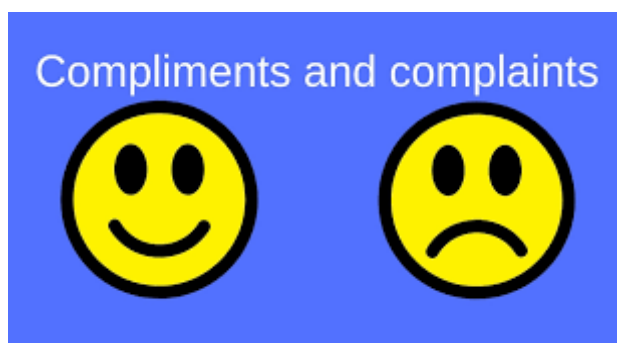
## Unexpected Closures

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.

We will aim to let you know as soon as possible through Group call and by putting a message on our website and school twitter account.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil).

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.



### **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 Headteacher. 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 dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

If you remain dissatisfied 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 Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

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.



## Collecting your child from school



If a parent decides their child in P4-P7 is responsible enough to walk to and home from school on their own, then they can do so. Pupils in P1, P2 & P3 will always be handed over to a known adult. If someone new or different will be picking up your child can you please let the class teacher know in writing or inform the school office who will pass the message on. If you do not do this the school will not hand over your child until they have contacted you.



## **Information about how we manage pupil data in schools/ELC settings**

St. David's RC PS and Nursery has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

### **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

### **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

### **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support

our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins St. David's RC PS and Nursery and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at St. David's RC PS and Nursery

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City of Edinburgh's Privacy Notice](#).

### **Sharing personal data to support Wellbeing**

In addition to the above, St. David's RC PS and Nursery has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these

occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

### **Sharing educational data with the Scottish Government**

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

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 (2018). 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](http://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 out with the Scottish Government.

### **Parental Requests for class lists**

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto: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.





## School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

### Services provided

#### **:Universal Services for All School Age Children:**

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

#### **Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:**

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

#### **School Nurse Services for Children/Young People with Increased Needs:**

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice

- Young Carers
- Sexual Health
- Transitions

### How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

### Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

### Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral-based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.



### Head Lice

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

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

- The only way to be sure that your child has head lice is to find a live louse.
- If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist.
- Shampoos and other treatments are not effective.
- One treatment is two applications of the treatment lotion, seven days apart. If this is not followed, then re-infection is likely.
- Advise family members and close friends that your child has head lice and that they should check their own hair.
- Only treat if live lice are found.
- Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.
- Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.



### Medicine Administration



If a pupil becomes ill or is injured at school treatment will be given by a member of staff in school. If the occasion demands, the parent or if necessary, the emergency contact will be called. If no contact can be made, the school will take the further step of consulting the pupil's GP surgery or will take the pupil to hospital for attention.

After an accident any necessary council paperwork will be completed and filed in school and a copy will be sent home if required.

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

Parents must inform the school about illnesses such as diabetes, asthma, epilepsy or migraine which could affect the child in the school so that necessary health care plans can be made.

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

If your child is in P4-P7 they will be responsible for carrying their inhaler at all times. P1-P3 inhalers will be kept with the class teacher.

Staff in the school are first-aid trained and/or allergy and asthma trained.



## Use of social media



St. David's RC PS understands the benefits of using social media; however, if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense



## Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however pupils will not be able to use them during the school day and will be expected to give their phone to their class teacher at the start of the day and collect it at the end of the day. If you need to get a message to your child during the school day, please call the school office. **Please note the school will not be responsible if any phones break or go missing during the school day.**



## School Policies

We are currently reviewing and updating a number of our school policies with pupils, staff and parents/carers.

A copy of our policies are readily available in the school office and are on our school website.

Where relevant a parent/pupil friendly edited copies of policies will be written, and a paper copy will be sent home.

## Section Two – Parental Involvement in the School

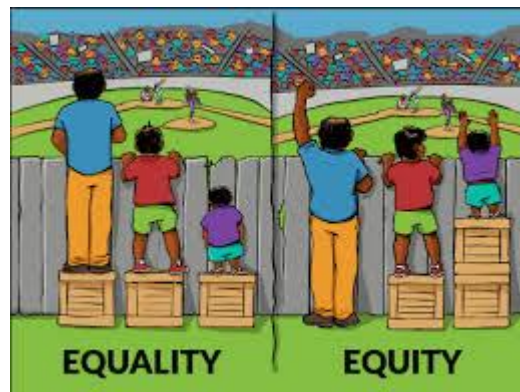


Parental involvement is very important as we know it helps children do better in school.

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

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

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



### Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation,

religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.



Our curriculum is characterised by the highest standards of teaching and learning and by a constant search for continual improvement. Learning and teaching experiences are planned, purposeful and matched to the needs, abilities and readiness of our pupils. Our relationships with everyone reflect our Christian values, and we emphasise patience, forgiveness and reconciliation. Prayer and worship are an important distinctive feature of our school and our values are evident in our staff's interactions with pupils and each other. Expectations are high for all. We recognise skills and talents in each other and celebrate success and achievement in many ways.



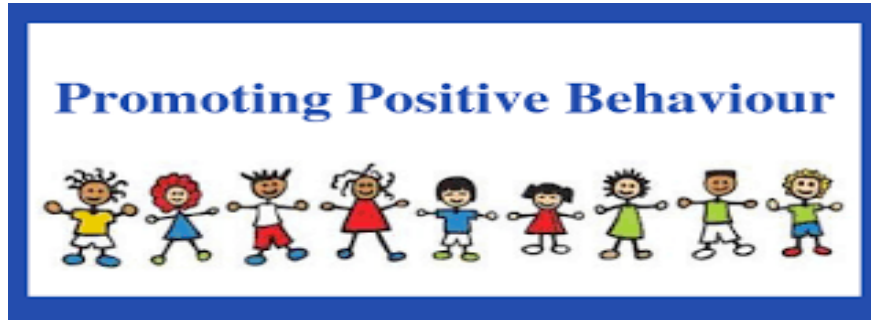
We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be

given to responses to basic questions relating to the meaning, value and purpose of human life.

- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.



We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:

1. Ready
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

See appendix 2 for our Positive Behaviour Policy for Parents and Pupils





shutterstock.com • 670729330



dreamstime.com

## **Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People**

City of Edinburgh Council have recently updated their anti-bullying guidance. The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

## Parental Involvement



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

All parents are welcomed and encouraged 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.

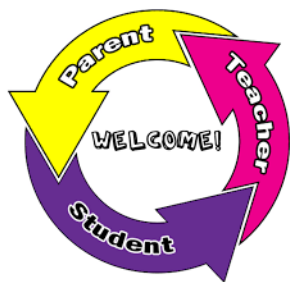
We provide many opportunities for parents to be part of the community of St. David's including open-evenings, Sharing our Learning mornings, school assemblies, parent consultations, family learning, translation surgeries and other school events.

We also communicate regularly with parents via email, text, newsletters, Learning Leaflets etc. This information is also put on our school website and twitter if appropriate.



## Volunteering

We are always looking for parent volunteers to help in a variety of ways. This includes story-telling, school trips, sharing your own skills/knowledge, helping in the class or with small groups of pupils and helping at events. If you are interested in volunteering in any way, please contact the school office.



## **Home-school partnership**

We always value your opinion on school and educational matters and we provide opportunity to gather your views in different ways. This includes feedback evaluation forms, parent surveys, opinions on school improvement plan, policies and school matters by meeting with the senior leadership team. This helps to inform us of the school strengths, areas of development and next steps.

### **Parental Consultation/Reporting to Parents Throughout the Year**

We have parent consultations twice a year usually in October and March. A full written report is also issued in June which informs you of your child's progress and next steps in their learning.



### **Parent Forum and Parent Councils**

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. It is important to us that our Parent

Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the 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.

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 support the school to host events
- To raise funds for the school for the benefit of pupils

The chair of the Parent Council is Mr Richard Clohessy. He can be contacted via his email or mobile.

[richardclohessy4@hotmail.com](mailto:richardclohessy4@hotmail.com) or 07866 476739

The Parent Council have a noticeboard outside the main office where they post the agenda and minutes of meetings and any other relevant information. Please check this regularly. The Parent Council also put this information on the school website.

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](http://www.parentzonescotland.gov.uk).

Connect 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.





## **Pupil Voice**

Pupil voice is very much sought after and valued in many ways in St. David's. The Senior Management team meets termly with a number of pupils in P1 – P7 to have a learners' conversation. The focus of the conversation is on an aspect of school improvement. This helps to inform strengths in the school and next steps.

In the classroom pupils have many opportunities to discuss their learning and next steps. Teachers also seek their views on what they already know and what to learn and how lessons have gone and what would help them the next time.

All pupils in P3-P7 are part of St. David's Dens. The Dens meet regularly to discuss aspects of school, strengths and next steps and have the opportunity to lead improvement.

These Dens include; Young Interpreters, Justice and Peace (including Equality), Health & Well-being, ECO, Pupil Council, Playground, Digital Leaders, ICT etc.

All pupils are part of a House Group – Holyrood, Jedburgh, Melrose, Dunfermline. These are led by P7 House and Vice House Captain. Pupils can voice opinions to these pupils who can bring this information to the senior leadership team.

## **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 is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

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 is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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.



Curriculum for Excellence is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school). Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence.



### **St. David's Learning Journey**



Our school's vision, values and aims are central to our learning journey.

Learners will be given the opportunity to develop skills for learning, life and work including Literacy, Numeracy and Health & wellbeing both in and out of the classroom.

The Curriculum has 8 main subject areas:

- Expressive Arts – Art, Music and Drama
- Languages and Literacy – including Spanish
- Health and Wellbeing – including food technology and PE
- Mathematics and Numeracy
- Religious Education
- STEM – Science, Technology, Engineering and Maths
- Social Studies – History, Geography and Modern Studies
- Digital Learning

Subjects are sometimes taught on their own but are often taught together. This is called inter-disciplinary learning or IDL.

For example – a piece of writing (Literacy) about a science experiment that they have done (Science) and includes measure (Maths and Numeracy).

Teachers plan the curriculum carefully and meet regularly across a level and stage to ensure progression and coverage.

Learners are encouraged to be 'leaders of their own learning' including choosing the way they learn, the way they present a task and level of challenge of task that they complete.

Learners are involved in their own learning and are given regular feedback so that they know their strengths and next steps.

We work with many outside agencies to enrich the curriculum and learners will have opportunities to go on school trips to enhance their knowledge and understanding of a subject.

Wider achievements are very important in St. David's and learners have lot of opportunity to celebrate success.

Pupil voice is very important in St. David's and learners will have lots of opportunities to participate in school decisions, strengths and next steps. This also informs areas of the school or curriculum that we need to improve.

We hold regular Sharing our Learning events where you can see how the curriculum is taught in St. David's and pupils can share their learning with you.

St. David's also participate in curriculum themed weeks including Science, Maths, Health and Well-being.

You can find out more about the National Curriculum on

<https://education.gov.scot/education/parentzone>



And aspects of the school curriculum on our website



[www.stdavidsrc.com](http://www.stdavidsrc.com)





## **Blended Learning**

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.

Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Blended learning in each school will include a balance of face to face learning, outdoor learning and digital learning. This will look different in each school. Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.



## **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.



## Learning Through Play

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.



## 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. Teaching staff meet termly to plan across a level to ensure progression and all experiences and outcomes are taught.

Class teachers involve learners in planning by finding out what they already know about a subject, the gaps in learning and what they want to learn.

Learners are also encouraged to choose the level of task to complete and to the way they want to complete the task to demonstrate their learning.

Learners are informed of what the need to do to achieve the learning i.e. the learning intention, what they are learning and the success criteria, the steps they need to take to achieve the learning.

Parents are informed of planning and what learners will be learning through termly learning leaflets.



Learning is also shared termly with parents at Sharing Our Learning events.

Parents are consulted through an evaluation form of what they would like to see at future Sharing Our Learning mornings.



Parents are encouraged to leave feedback and comments on the School Improvement display to comment on strengths and to inform next steps.



### **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.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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.

In St. David's pupils are assessed regularly by class teachers to inform them of progress and next steps and a range of strategies are used including formal and informal tasks including;

Formal – written, online

Informal – questioning, feedback

Parents will have the opportunity to find out how their child's learning is progressing at the parent consultations in Term 1 and Term 3.

A formal written report is issued in June. This will report on pupil progress and strengths including next steps.



## Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. It is also available on the school website.

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 and will be in line with your school's homework strategy.

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

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



## **Religious Instruction and Observance**

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

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

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

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

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

The school uses 'This is our Faith' to teach R.E. and other world religions.

Our relationship programme is 'God's Loving Plan'.

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

We also use the City of Edinburgh 'Resilience' Programme and 'Keeping Safe' to teach other aspects of Health & Well-being.



## **Extra-Curricular Activities**



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

St. David's provide a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.



## **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. Booking information is sent out termly and classes are booked online. For further information contact the Active Schools Coordinator Fiona Damen through the school office.

## **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: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>



It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
  - a) have additional support needs,*
  - b) require, or would require, a co-ordinated support plan,*
  - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
  - d) the mediation services provided*
  - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

## **Literacy Difficulties/ Dyslexia**

*Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.*

*The Authority also recognises that there may be **associated difficulties***

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

*Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.*





## Support for Learning

In St. David's we have a full-time Support for Learning teacher (SfL) who works alongside class teachers to identify and support learners with a barrier to their learning or who may require an intervention to support learning. The range of support is varied and includes short- and long-term targets.

If class teachers have concerns, they gather evidence and making a referral to the SfL teacher and the necessary support is provided.

If the pupil's needs can not be met by staff in the school, then a Child Plan Meeting will take place. Parents and carers are always involved in this process and pupil views are sought.

If you have any concerns about your child's learning, then please speak to the class teacher in the first instance.

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](http://www.enquire.org.uk) Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk) Telephone 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](http://www.sclc.org.uk) Telephone 0131 667 6633.





## English as an Additional Language



*“At St David’s Primary, we strive to develop English while continuing to value, maintain and encourage all home languages. We take pride in the diversity of our school community.” (School language guidance statement - see school website).*

We encourage all our learners to achieve the highest possible standards and we do this by taking account of each child’s life experiences, needs and potential.

The majority of our learners have particular learning and assessment requirements, which are linked to their progress in learning English as an Additional Language (EAL).

Children who are learning EAL have skills and knowledge similar to those of monolingual English-speaking children. These range from those who are working in advance of their peers to those who have other additional support needs. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. (see EAL policy for further information – currently in development)

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers and Bilingual Support Assistants (BSAs) work with schools to support developing bilingual learners’ English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

# Pastoral CARE

## Pastoral Support

This support takes many forms in St. David's RC PS from Nurture to working with outside agencies to ensure pupils and families receive the support that they need.

### 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

Our Nursery capacity is 32 full-time places. The number of places and hours are currently restricted at the moment due to Covid-19.

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.

In St. David's we have a structured transition programme into P1 including a Meet the Teacher Event in June.

### Primary School Admissions

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

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools offer a high-quality educational experience and hope to work with parents and carers to support their children.

### **Primary to Secondary Transfer**

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.



**Our catchment High School is St. Augustine's RC.**



St. Augustine's provide a varied transition programme for P5-P7. This includes visits to the school to participate in a range of curricular activities.

The High School also attends our Meet the Teacher Event and parent consultations to provide parents with information about the school and to meet new parents.

St. Augustine's also have an annual Open Evening for parents to visit and meet staff and pupils.

P7 pupils will have a 3-day transition visit in June to familiarise them with their new school.

Any pupils requiring additional support with transition to High School will be invited to take part in an enhanced transition programme. This will allow them extra visits and activities at the High school before they start.

St. Augustine's staff always visit St. David's staff to do a hand-over of pupils.

P7 teaching staff also complete a detailed transition form for every pupil.

P7 pupils complete a pupil profile on My World of Work and use this when they go to High School.

### **Placing Requests**

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: [school.placements@edinburgh.gov.uk](mailto:school.placements@edinburgh.gov.uk)

post: School Transactions  
P1/S1 Placements,  
PO Box 12331,  
EDINBURGH  
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be considered.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

### **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.

### **Further information**

Further information on school placing requests can be found on our website at: [http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_requests](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests)

## **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.

### **Achievements 2020-21**

- All staff have a greater understanding of restorative practice and increased confidence in using these approaches to manage behaviour.
- Increased knowledge of assessment data, what it means and how to use it to inform planning and next steps.
- A more consistent approach to marking pupils work across the school including self and peer marking.
- Increased instant feedback to learners and a greater understanding of next steps
- Weekly feedback from learners about learning.
- A more consistent approach to the teaching of writing including expectations of writing across stages.
- Moderation opportunities have ensured increased teacher understanding and accuracy when reporting Curriculum for Excellence levels for learners.
- Greater knowledge and understanding of Stages of English and gaps in individual pupils learning.
- Increased teacher confidence and ability in meeting the learning needs of all learners particularly bi-lingual learners.
- Variety of after school clubs and opportunities for pupil wider achievements and successes.
- St. David's Dens and pupil participation including the Young Interpreter playground buddy scheme and lunchtime club.

### **School Improvement Plan**

The school writes an annual plan highlighting areas for improvement, how will be achieve this, who will help us and how will we know. This is shared with the Parent Council and their opinions and views are asked for.

The areas for improvement are gathered from attainment data, pupil, parents and staff views.

We have a school improvement working wall in the school and we encourage pupils, parents and staff to add comments to it.

**Green** – for things going well

**Pink** – for things to think about

This session we will produce a parent and child friendly version and share this with all parents via email and school website.





The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.



The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>



## Websites

You may find the following websites useful.

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





## Glossary

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	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

## Appendix 1 – Sample lunch menu

### Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Lentil soup (v)	Carrot and corriander soup (v)	Vegetable soup (v)	Potato soup (v)	
<b>Main</b>				
Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken
Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)
Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna
Macaroni pot (v)	BBQ chicken wrap	Pasta Bolognaise	Plain omelette and potato wedges (v)	

### Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Lentil soup (v)	Vegetable soup (v)	Potato soup (v)	Tomato soup (v)	
<b>Main</b>				
Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken
Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)
Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna

Monday	Tuesday	Wednesday	Thursday	Friday
Tomato and basil pasta pot (v)	Sweet chilli chicken noodle pot	Pork sausages	Chicken supreme and rice	

### Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Carrot and corriander soup (v)	Lentil soup (v)	Vegetable soup (v)	Potato and leek soup (v)	
<b>Main</b>				
Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken
Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)
Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna
Quorn mince chilli (v)	Turkey burger in a bun	Creamy chicken pasta pot	Cheese and tomato pizza (v)	

### Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Potato soup (v)	Tomato soup (v)	Lentil soup (v)	Minestrone soup (v)	
<b>Main</b>				
Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken	Sandwich with chicken
Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)	Sandwich with cheese (v)

Monday	Tuesday	Wednesday	Thursday	Friday
Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna	Sandwich with tuna
Cheesy pasta (v)	Peri peri chicken wrap	Meatballs in a tomato sauce	Fish bites	

**Appendix 2 – Positive Behaviour Policy**

**Appendix 3 – Homework Policy**



The information in this school handbook is considered to be correct at the time of publication October 2020, however, it is possible that there may be some inaccuracy as the school year progresses



## Parent Feedback

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

*Tell us what you think*

Your feedback will help us to improve our handbook.

Name of school: **St. David's RC PS**

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

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

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

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.

*Mrs Lorraine Cusack*  
Head Teacher  
St. David's RC PS

