



# Royal Mile Primary School

## 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**

## Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Royal Mile Primary School Handbook for session 2020/21 - 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: -

- |                        |   |
|------------------------|---|
| ➤ <b>Section One</b>   | <b>Practical Information about the School</b> |
| ➤ <b>Section Two</b>   | <b>Parental Involvement in the School</b>     |
| ➤ <b>Section Three</b> | <b>School Curriculum</b>                      |
| ➤ <b>Section Four</b>  | <b>Support for Pupils</b>                     |
| ➤ <b>Section Five</b>  | <b>School Improvement</b>                     |

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,

Nicola Jessop  
Headteacher

## 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	Nicola Jessop	
Principal Teacher/s	Katie Rush and Eve Murray (acting)	
Business Manager	Graeme Greig	
Administrator	Mandy Masterton	
Address	86 Canongate EDINBURGH EH8 8BZ	
Telephone Number	0131 556 3347	
Website	<a href="https://royalmileprimary.com/">https://royalmileprimary.com/</a>	
E-mail Address	admin@royalmile.edin.sch.uk	
<b><u>About the School</u></b>		
Stages of Education provided for	Early Years to Primary 7 Language and Communication Classes	
Present Roll	190	
Denominational status of the school	Non- denominational	
<b>Organisation of the School Day</b>		
	Mondays – Thursdays	Fridays
Start Time	8.50am	8.50am
Morning Break	10.30 -10.45am	10.30 -10.45am
Lunch Time	12.30 – 1.15pm	-
Finish Time	3pm/3.15pm	11.55am/12.25pm
P.E. days for pupils are advised by Class Teachers – see Class Blog		
Assembly days for pupils - Thursdays		

## 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 or phone 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 should update the school on each day of your child's absence**

Please telephone the school on 0131 556 3347 Option 1 and leave a message clearly stating why your child is absent. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

We will send a text message to the main contact whenever there is an unexplained absence.

### **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.

### **WHAT TO WEAR:**

Red Sweatshirt (with or without badge) - P7 only Black Sweatshirt

White polo shirt

Grey/ Black Trousers, pinafore dress, skirt

Footwear – sensible walking shoes (black)

Uniform can be ordered from [www.myclothing.com](http://www.myclothing.com). Please ask for a leaflet from the school office.

Pre-Owned uniform is available from the school on enquiry.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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

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

A protective apron or an old shirt should be worn for art and craft activities.

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 including suitable footwear. Please tie back hair and limit the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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.

### **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.

The school operates a Walking Bus (currently suspended) details are in on the website.

## **Transport for Primary and Secondary School Children (Excluding Placing Requests)**

Pupils who attend Language and Communication Classes will be contacted regarding arrangements.

## **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.

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

Breakfast Club is available 8 am – 8.30am at a small charge. Application forms are available on request.

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

## **School Security**

The safety and security of pupils and staff when attending or working in a school is very important to us. 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**

In wet weather pupils are brought into school promptly at 8.45am. It is especially important that they exercise so they should always bring a waterproof coat. If the weather is very severe during breaks and at lunchtimes children remain indoors.

### **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 send a text message to the main contact as soon as possible.

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.

**IT IS VERY IMPORTANT that you inform us of any changes to your contact information – especially if you change your mobile phone number.**

Pupils may bring a mobile phone to school however the following limitations will apply in our school:

They are the child's responsibility

They must be switched off during the school day

They are not used in class or in the playground

If your child fails to follow these rules they will be asked to leave phones at home

### **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.

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

Royal Mile Primary School 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 Royal Mile Primary School 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 Royal Mile Primary School.

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, Royal Mile Primary School 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 from 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 data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

## Concerns

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

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

Forms are available for pupils to receive long term medicines, such as inhalers or short term prescribed medicines such as antibiotics.

All medicines must be in the original packaging and have your child's name and the dosage on them.

It is the parent/carers' responsibility to ensure all medicines in school are in date and advise of any change in treatment.

For more serious health conditions we will agree a CARE PLAN with you and the health professionals treating your child and ensure staff receive appropriate training.

Forms can be downloaded from our website or obtained at the school office.

## Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pairce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

## Use of social media

Royal Mile Primary School 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 commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

### **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.

### **Other School Policies**

Our School has a number of policies and position papers that set out the work of the school in more detail. These can be found on our school website.  
[www.royalmileprimary.com](http://www.royalmileprimary.com)

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

### **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.

### **Ethos**

The pupils, staff and families worked together in September 2019 to update our school's vision, values and aims and these reflect our school ethos.

#### **Our Vision**

To promote ambition, creativity and responsibility in a safe and happy environment; to create supportive, happy, healthy and collaborative lives for everyone in our community.

#### **Our Values**

Be kind and gentle    Be positive    Be friendly and welcoming  
Be responsible    Be resilient    Included    Respectful

#### **Our Aims**

Everyone at Royal Mile Primary should feel happy and safe!

We celebrate achievement at every level across the school. Children are encouraged to record and celebrate their achievements both at school and home in their Profile Jotters, on the class Blog, at class news time and in their Golden Five Minutes chat with their teachers each term. Around the school are displays showing our pupils participating in a range of activities like the opening of Scottish Parliament and outdoor adventures. We display WOW work from every class and we have a Celebration of Achievement Board at the front of the school.



We have 4 houses at Royal Mile Primary. Each House has a staff mentor, House Captain and Vice Captain. All the children belong to a house and can collect house points that will help their House to win the HOUSE CUP and children also earn points towards prizes for themselves.



Achievements are celebrated every week with pupils awarded Star Pupil of the Week certificates by their class and Playground Stars, as well as House Card Certificates and Certificates of Merit for special events



Pupils play an active and responsible role in the life of the school as part of the Pupil Council and Eco Committee. They also support each other in a variety of ways including being Buddies in P5, 6 and 7 for Nursery, Primary 1 and 2 children. The Dynamites are a group of children from P5 who train to support positive relationships and promote play in the playground.

## Values

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

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 role 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.

## **Promoting Positive Behaviour**

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.

Pupils are directly involved in discussing our Better Relationships, Better Learning Policy and have recently made changes to encourage reflection and restorative conversations to support pupils in making better choices about their behaviour.

## **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 hold an open morning in October for prospective parents so that they can view the school building and get a feel for the school. The Headteacher conducts these tours and answers questions visitors may have. We hold an information session for families seeking an enhanced provision in our Language and Communication classes each year. Outwith these events, appointments can be made to visit the Early Years, school and Language and Communication classes at the discretion of the Headteacher.

In the Early Years staff and parents work together to complete a Learning Journal, electronically, that records and reflects the learning experiences their child is having in the ELC setting and at home. All of our classes share their learning journey and termly overviews on a class blog, accessed via our school website. Families and carers are encouraged to leave comments and send in pictures to add to it.

Homework and learning tasks are shared here. The Head teachers blog is used to share local information and opportunities as well as celebrate success across the school.

In Early Years families are encouraged to attend celebrations across the year such as Burns Supper, Diwali as well as groups; Rhyme Time, Stay and Play, PEEP groups and we host parenting courses.

There are workshops in every class to support numeracy, literacy, and home learning tasks so parents and carers can support their child at home. Each class invites their family along to a Showcase Assembly in their classroom. This is a summary of their learning and a chance for them to share an activity with their families and carers.

Families are invited to whole school events such as a social evening with traditional Scottish dancing, the opening of our Art Gallery, Health and Wellbeing week workshops and activities, learning fairs, book week café, singing and seasonal shows to share in the life of the school.

For pupils transitioning from Early Years to P1 we have a transition programme and meetings for families in May and June. We collaborate with the High Schools so our young people feel confident about moving on.

Information is shared on the website, by newsletter, emails and texts. The school telephone number and admin address are on all our correspondence. In addition a member of staff is always available at the school gate at the start of the day.

We use a variety of ways to gather stakeholders views including questionnaires, electronic and paper, visitors books and exit polls at events. The Parent Council uses our newsletter to publicise meetings and seek the opinion and views of the Parent Forum. The Pupil Council also seek pupils views and often work with the Parent Council to improve the life and work of the school.

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

Parents receive a short interim report in October and March that summarises their child's progress so far.

Children complete a full week's work in their Profile Jotter as well as evaluating their progress and setting personal targets at this time as well.

An appointment with the class teacher allows parents to discuss these reports with the class teacher. They can also spend time looking at their child's profile jotter and selected pieces of work. Parents are encouraged to leave feedback for their child in their profile jotter.

A summative report, or Learning Profile in Early Years, is issued in June each year.

Parents can contact the school at any time to discuss their child's learning and progress by telephone or email.

## **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 raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

Parent Council Officers:

Chair – Dan Hertzfeldt

Vice Chair – Maria Zachariades

Treasurer – Anna Glazier

Secretary – Hanna Wesemann

Members: Michelle Goring, Sarah McLuckie

Contact: [royalmileparentcouncil@gmail.com](mailto:royalmileparentcouncil@gmail.com)

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 Groups**

Elections are held across the school for House Captains and Vice House Captains for the four Houses: Holyrood Royals, Parliament Pandas, Arthur's Seat Dragons and Castle Lions. The House Captains organise assemblies, host visitors to the school and act as school ambassadors.

Every class from P1 – P7 including Language and Communication Classes elects and sends a representative to:

Pupil Council - They meet regularly and seek views from their classes on a variety of topics including charities to support, playground issues, learning and teaching, state of the building etc.

Eco Committee – encourage recycling, sustainable practices, raise awareness of environmental issues

Health and Wellbeing – oversee health and safety, snacks and food in school, active schools clubs and hold a targeted week of events

Art Representatives – are responsible for running, curating and supporting the school art gallery and creative activities throughout the school.

Buddies –pupils become buddies to younger pupils starting with P5 and the pre-schoolers.

### **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.

Longer-term planning also takes place in a variety of forms. Including the school's Improvement Plan and Teachers overall yearly plans, these often identify themes that the whole school may work on and cluster projects. Staff use the Curriculum for Excellence Experiences and Outcomes across the 8 areas of the curriculum to plan progressive and engaging learning experiences. These plans are used to inform medium term plans and then weekly plans. These are evaluated and used to ensure progress and breadth for all our pupils. Children contribute to the planning process by defining the questions they want to answer and identifying the skills they will need to answer them. Pupils are given the opportunity to choose which areas of a topic to focus on and how to present their learning in a variety of ways.

Parents/carers can view class yearly overview and termly overviews on the class blog. Hard copies are available. It also gives information about when PE will take place, when Homework will be issued and what equipment children will need to bring with them to be ready to learn. Some classes will study sensitive aspects of learning such as relationships, sexual health and drugs awareness and parents will always be informed about this and given an opportunity to view the materials to be used.

In addition to discrete teaching of the curriculum areas: numeracy, literacy, science, social studies, religious and moral education, health and wellbeing, technologies and expressive arts, across the school pupils learn Spanish and we offer Gaelic from P5 – P7. Many topics and projects are taught as interdisciplinary learning and this 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. As a school we have developed links with Fruitmarket Gallery, Talbot Rice Gallery, University of Edinburgh and the Canongate Kirk so that we can engage with experts and local organisations to make learning relevant and engaging. We take advantage of our geographical position to look at local and national places of interest, engage in outdoor learning in Holyrood Park and the Johnston Terrace Nature Reserve. We offer a residential outdoor experience in Primary 7 as well. In this way we also seek to develop our community identity and fulfil the four capacities: responsible citizens, effective contributors, confident individuals and successful learners.

The whole school follow the Health and Wellbeing programme 'Be Resilient' and explore themes such as kindness, expect the unexpected and transitions. We also use metacognition and the 7 Learning Heroes to support pupils to think about their learning and how they can move on and progress. Pupils celebrate success in learning using this language and our House Captains and Vice Captains help to define the other qualities we celebrate. The pupils have made an equalities policy

and contribute to Anti Bullying week and other national campaigns that promote awareness of equality and diversity.

The start of the academic year finds us looking at our locality as we welcome new pupils, and leads us towards St Andrews Day, with Scottish Maths and Book weeks as well. We present our learning at a Fair for our parents and carers. There are opportunities to look at Scottish and world history across the ages, consider our contributions, our government and future developments in a global setting. Each class has topics across all 8 curriculum areas to ensure progress and a broad scope. In addition topics are added at pupils request or in line with national or international events such as the Olympics, environmental issues and sustainable developments. We engage in financial education by using Virgin Money Make £5 Grow and explore advertising, persuasive language, market research and budgeting. Classes get to keep their profits and consider what to spend them on. In January our Art Representatives reach out to local artists and parents, as well as pupils to gather exhibits for the gallery on a theme, then curate and run the gallery opening for local people and our families. There is a focus on our physical and mental health and wellbeing in this term as well. The school invites and embraces opportunities for our young people to experience as wide a variety of learning as possible, and work with experts and enthusiasts around us. During the next term classes will be looking to the future, for some that means preparation and transition to school or High School. For others it means moving on in the school. Pupils are involved in the evaluation of the work of the school and planning for the next year.

The children set themselves targets and work with their teacher to identify their own personal next steps in learning. In this way there is personalisation and choice in children's experiences at school. All planning is designed to provide support and challenge for all pupils at an appropriate level.

Your child's school will share information regarding how the curriculum is delivered in the school.

More information about the Curriculum for Excellence is available from <https://education.gov.scot/parentzone> including a summary in here: [https:// npfs.org.uk/downloads/cfe-in-a-nutshell/](https://npfs.org.uk/downloads/cfe-in-a-nutshell/)

Our Staff use the Experiences and Outcomes for each Curricular Area to inform their planning, sometimes this will be interdisciplinary learning experiences that cover combine areas, in order to provide rich and engaging learning experiences as part of the broad and general education.

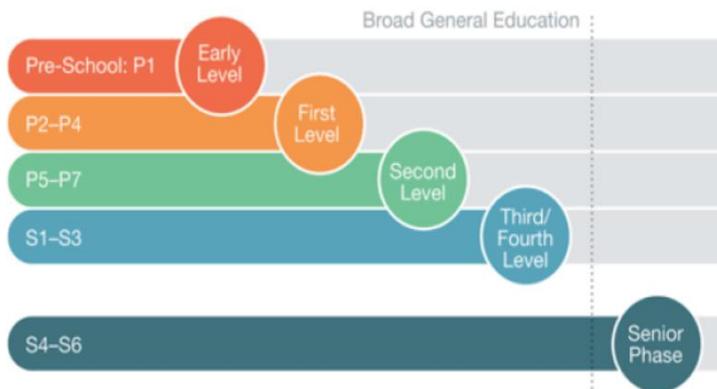
The Benchmarks allow staff to make professional judgements about pupils achievements, supported by formative and summative assessments. Staff will differentiate the experiences offered and the assessment criteria so that each child receives appropriate support and challenge in their learning journey. Pupils are part of this process, setting their own targets and evaluating their own progress so that

they have identified their next steps and know how to improve and progress in their learning.

At the end of each session staff report to parents using the levels of the Curriculum for Excellence. This table summarises how we share that information

## Curriculum for Excellence

The diagram below shows the five curriculum levels:<sup>[1]</sup>



### Achievement of Curriculum for Excellence (CfE)

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.

Staff will report that pupils have:  
Achieved a Level

They have achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum area and responded consistently to the challenge set out in the experiences and outcomes.

They have moved forward to more challenging learning in some aspects and have applied what they have learned in unfamiliar situations.

They may comment that children are:  
Working Within a Level

They have started to engage in the work at this level

Making Progress in a Level

They are making progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes and are beginning to apply what they have learned in familiar situations.

## 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. Including the school's Improvement Plan and Teachers overall yearly plans, these often identify themes that the whole school may work on and cluster projects. Staff use the Curriculum for Excellence Experiences and Outcomes across the 8 areas of the curriculum to plan progressive and engaging learning experiences. These plans are used to inform medium term plans and then weekly plans. These are evaluated and used to ensure progress and breadth for all our pupils. Children contribute to the planning process by defining the questions they want to answer and identifying the skills they will need to answer them. Pupils are given the opportunity to choose which areas of a topic to focus on and how to present their learning in a variety of ways.

Parents/carers can view class yearly overview and termly overviews on the class blog. Hard copies are available. It also gives information about when PE will take place, when Homework will be issued and what equipment children will need to bring with them to be ready to learn. Some classes will study sensitive aspects of learning

such as relationships, sexual health and drugs awareness and parents will always be informed about this and given an opportunity to view the materials to be used.

## **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.

Parents receive a short interim report in October and March that summarises their child's progress so far. It gives information about the learning and focus across the curriculum areas and outlines the next steps for progress. There is a teacher comment about the child's attitude to learning as well as a comment by the pupils.

Children complete a full week's work in their Profile Jotter twice yearly in October and March. This allows them and their carers to see their progress and development as learners. Children evaluate their own progress, after discussion with their teacher, and set personal targets. They will use these targets to evaluate their progress over time. These are given to the pupil when they leave school in P7.

An appointment with the class teacher allows parents to discuss these reports with the class teacher. They can also spend time looking at their child's profile jotter and selected pieces of work. Parents are encouraged to leave feedback for their child in their profile jotter.

A summative report, or Learning Profile in Early Years, is issued in June each year. This records the level the child has achieved and their progress towards the next level. There is a teacher comment on attitude and progress.

Parents can contact the school at any time to discuss their child's learning and progress by telephone or email.

## **Homework**

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. Information about the homework can be found on the school website [www.royalmile.com](http://www.royalmile.com) and on individual class blogs. Our senior classes are also using TEAMS to set and discuss their work as a class.

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**

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

## **Extra Curricular Activities**

We offer as wide a range of sporting and cultural activities as possible. There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

## **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator *Eliot Ambrose* on [eliot.ambrose@ea.edin.sch.uk](mailto:eliot.ambrose@ea.edin.sch.uk) 07825842971

## **Progression Pathways in the Senior Phase (S4-S6)**

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

## **Career Information, Advice and Personal Support**

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk) is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com) *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work. <https://www.myworldofwork.co.uk/secondary-school-pupils>

**The Scottish Credit & Qualifications Framework (SCQF)** helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils: <https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here: <https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

### **Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College**

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

#### **How are the courses delivered?**

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based

qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

### **What is a Foundation Apprenticeship (SCQF Level 6)?**

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

### **What qualification does the FA provide?**

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## **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 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.*

*If you have concerns please speak to your child's class teacher in the first instance.*

## English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers 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.

Where any concern is expressed, by staff, pupils or parents, about a child's learning or failure to progress the school will act quickly to offer support and to look for solutions. A proactive partnership model where parents are fully informed and consulted at every stage is followed.

Initially this may involve discussions between staff, pupil and parent and observations in the classroom. The Support for Learning Teacher may carry out some assessments and a programme of support, which may include small group work, in class support from our Pupil Support Assistant team or 1:1 learning with the Support for Learning teacher, will be put in place for as long as it is needed. Its effectiveness and appropriateness will be reviewed and evaluated regularly to inform future planning.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service who may act in a consultative capacity or provide training to staff supporting pupils or work directly with the child. Child Planning Meetings (CPM) are held to ensure everyone is fully informed of the supports being put in place for these pupils and to support parents and share strategies that they use successfully or can try at home to support their child.

Where necessary an Additional Support Plan, which is reviewed annually or an Individualised Education Plan, which is reviewed termly, may be agreed. This will be reviewed and new targets will be set in consultation with all those involved in the child's learning as well as the parents and the child.

Our school has two classes that are for children with specific communication difficulties, our Language and Communication Classes (LCC), and children are referred to this service from across the city. These pupils have enhanced provision and a programme of therapy and support that is reviewed each term and monitored through Individualised Educational Planning.

If you have any concerns at all about your child's progress and their learning at school please do not hesitate to arrange a meeting with your child's teacher or Mrs Jessop via the school office (0131 556 3347) to discuss your concerns.

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.

### **Pastoral Support**

All staff at Royal Mile Primary School have been trained to use the Emotions Talk programme. Classes use Circle Time and the Be Resilient programme to look at a range of issues such as Friendships and Moving on. As a school we have focus weeks such as health and road safety. Parents are informed of these weeks in our Calendar and our newsletter and how they can get involved.

Additionally some staff are trained to use other resources such as Talking Mats and Seasons for Growth. Pupils can also choose to take part, with parental permission, in this short 6 week programme run by trained staff which supports them to explore any concerns or issues.

We encourage pupils to share any concerns with a friend or a teacher. There are worry boxes in all classrooms and the Head Teacher has an open door policy for all pupils. We encourage and facilitate restorative conversations and solution focussed discussions between pupils to air issues.

### **Transitions – Moving to a New School or Leaving School**

This section also gives information about transition.

There are also details about making a placing request to another school.

### **Nursery Class Provision**

The school's nursery class provides 60 full time places for children aged 2, 3 - 5 years.

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

### **Transfer from Nursery to Primary**

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

## **Primary School Admissions**

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

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

All our schools 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.

There are a number of opportunities for parents and pupils to find out about their new school.

This includes open evenings, parents will receive invitations to these, and information on websites, letters and handbooks.

There will be a number of opportunities for pupils to visit their school including a 3 day experience in June. Pupils will also have opportunities during P7 to work with other pupils in cluster schools and get to know staff from their new school.

School staff will complete transition paperwork and share information about achievement and attainment, friendships and learning styles to support transition.

Pupils with additional support needs will have an opportunity to access an enhanced transition programme. Support for Learning staff will share relevant information and a Child Planning Meeting may be held with input from partner agencies, both schools, parents and pupils to plan a supportive transition experience. Young people may be asked to complete a "passport" so staff at their new school will know and understand the way they prefer to be supported.

### **Catchment Secondary School**

James Gillespie's High School

57 Lauderdale Street

Edinburgh

EH9 1DD

0131 447 1900 [admin@jamesgillespies.edin.sch.uk](mailto:admin@jamesgillespies.edin.sch.uk)

### **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 taken into account.

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.**

- Ongoing Involvement in the Garcia Foundation Art Programme at the Fruitmarket Gallery
- We did not carry out SNSA for p1, 4 and 7. However our own Teacher Judgements and Formative Assessments suggested that the P4 maths would have improved by our 5% improvement target
- Introduction of JASS to support pupils to develop their study skills around their personal interest, take part in an adventure, develop citizenship in our locality and experience a sense of achievement

- Taken part in Edinburgh Heritage school programme to develop materials
- Revised our Spelling Strategy across the school and will evaluate at the end of this session
- Introduced a Mental Maths Progression that we will evaluate at the end of this session
- Made links with our local community that have included whole school craft mornings, regular knitting and craft sessions in P7, tours of the kirkyard and local history walks which have enriched learning and built multi generational links
- Started to use Johnston Terrace Nature Reserve in our outdoor learning programme
- Revised and reviewed our Vision, Values and Aims with our whole school community
- Undertaken whole school training for Better Relationships, Better Learning and positive relationships
- Whole school training with EAL colleagues to support families where English is not their first language and develop inclusive practice

## **School Improvement Plan**

### **In the next three years we aim to**

- Continue to develop writing across the school and raise attainment so that a further 5% of pupils at P1, P4 and P7 achieve the appropriate CFE level
- Continue to embed our spelling programme and look for improvements in Standardised scores across the school in the next sessions
- Develop capacity in our Pupil Support Assistant Team through training with Speech and Language Therapy Colleagues to develop communication skills that support literacy skills for all
- Continue to develop outdoor learning using JASS and staff development with input from Active Schools and Outdoor Education staff
- Continue to develop community links that offer opportunities for enriched learning experiences and active citizenship
- Revisit with our whole school community our Equalities Policy and further develop inclusive practice
- Work with our EAL service to embed and develop support for families for whom English is not their first language.

## 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)

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: \_\_\_\_\_

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.

*Nicola Jessop*  
Headteacher  
Royal Mile Primary School