

School Handbook

2023-2024



A Foreword from the Executive Director of Communities and Families

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 2022-2023 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.

Amanda Hatton

Executive Director – Education and Children's Services

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.

Lorna French Acting Head of Schools and Lifelong Learning and Chief Education Officer



Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Davidson's Mains Primary School Handbook for session 2023/24 - we are delighted to share information about our school with you.

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

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

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

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

Kind regards,



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.

Contact Details	
Head Teacher	Mrs Astrid Gracie
Depute Head Teacher/s	Miss Anne Houliston Ms Victoria Fair
Principal Teacher/s	Mrs Nicola Bonnar
Business Manager	Mrs Lynne McGrath
Administrator	Ms Carolyn Thomson
Address	Corbiehill Road Edinburgh EH4 5DZ
Telephone Number	0131 336 1184
Website	https://dmainsprimary.com/
E-mail Address	admin@davidsonsmains.edin.sch.uk
Twitter	@MainsDavidson

About the School

Stages of Education provided for	Nursery – Primary 7
Present Roll	521
Denominational status of the school	Non-denominational
Gaelic Medium Education (if relevant)	n/a

Organisation of the School Day (2022/23)

	Mondays – Thursdays	Fridays
Start Time	P1-7: 08.50 (doors open 08.45)	08.50 (doors open 08.45)
Morning Break	P3-7 10.30 – 10.45	P1-7 10.30-10.45
Lunch Time	P1-2 12:10 – 13:15 P3-7 12.30 – 13:15	
Finish Time	P1-2: 15:00 P3-7: 15.15	P1-2: 12.15 P3-7: 12.25

Term dates

Term dates for the coming years can be found at:



YOUR COUNCIL – YOUR FUTURE

<https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2023/24

Staff resume		Monday	14 August *	2023
Staff only		Tuesday	15 August *	2023
Pupils resume		Wednesday	16 August	2023
Autumn Holiday	Schools closed	Monday	18 September	2023
All resume		Tuesday	19 September	2023
Mid-term	All break	Friday	13 October	2023
Staff resume		Monday	23 October*	2023
Pupils resume		Tuesday	24 October	2023
Term ends		Friday	22 December	2023

Staff resume		Monday	8 January*	2024
Pupils resume		Tuesday	9 January	2024
Mid-term	All break	Friday	9 February	2024
All resume		Monday	19 February	2024
Term ends		Thursday	28 March	2024

The Easter break incorporates the following two holidays

Good Friday	Schools closed	Friday	29 March	2024
Easter Monday	Schools closed	Monday	1 April	2024

All Resume		Tuesday	16 April	2024
May Holiday		Monday	6 May	2024
Staff only		Tuesday	7 May*	2024
Pupils resume		Wednesday	8 May	2024
Victoria Day	Schools closed	Monday	20 May	2024
All resume		Tuesday	21 May	2024
Term ends		Friday	28 June	2024

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	86	89
Term 2	53	54
Term 3	51	52
Total	190	195

You should update the school on each day of your child's absence, by phoning the school absence line (after 8am) on 0131 336 1184. Please give a reason for your child's absence. Please email the school at admin@davidsonsmains.edin.sch.uk on the day they return to school confirming the reason for your child's absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

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

Pupils who do not enter school by 8:50am will be marked as late. Children arriving after 8.50am must first report to the school office where arrangements will be made to get them to class.

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 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 Education and Children's Services 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 encouraged to support with the wearing of school uniform.

The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council and is strongly supported by our school community. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

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

Sweatshirts, polo shirts and PE shirts embroidered with the school badge in our school colours, can be purchased online from <https://www.border-embroideries.co.uk/> Children sometimes wear a shirt and blue tie when representing the school on special occasions, for example the school choir. A school tie is royal blue with the school badge.

Clothing vouchers can be exchanged in school for items of school uniform.

Please note that royal blue tops and grey bottoms are the official school colours.

The Davidson's Mains Primary school uniform is as follows:

- Royal blue sweatshirt or royal blue cardigan
- White or blue polo shirt or white regular shirt
- Charcoal grey trousers, shorts, skirt or pinafore
- Blue checked or striped summer dress
- Blue hijab, blue hair ribbons or headbands
- Charcoal grey or black tights, white or charcoal grey socks
- Black plain school shoes or black boots in winter (low heeled and well-fitting)
- A school branded royal blue fleece (optional) or branded royal blue waterproof (optional) are available to purchase from <https://www.border-embroideries.co.uk/>

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. At Davidson's Mains, children regularly take part in outdoor PE activities and running for fitness at all times of year. In session 2023/24 we ask children to come to school on PE days, dressed for indoor and outdoor PE: sports trousers/joggers/cycle shorts, a warm, plain sweat top, light waterproof jacket and outdoor trainers. They should also have a pair of indoor shoes/gym rubbers for indoor PE, which can be kept in a waterproof bag in school. Parents will be informed when PE days are. Please note: there is no need to buy special trainers. Please send in the ones they wear at home.

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

A protective apron or an old shirt should be worn for art and craft activities (this can be provided by parents/carers).

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. 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 Governments food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;

<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>

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-P5 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 £120 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 on the zig zags or in any location which causes an obstruction or infringes bus stops and that they take care not to restrict the view of the school crossing patrol. Ensure you time your journey to school to allow a margin for safe parking and please do so in a manner that is considerate towards local residents.

Please note for health and safety reasons parents are not permitted to drop off or pick up children from the school car park unless in agreement with the school for medical reasons.

Cycling

We encourage children to cycle or scoot to school and are an iBike school. Racks are available to padlock bikes and scooters but please note the school cannot be responsible for items left at the racks. Please chain them up. For the safety of all our children school age pupils are asked to dismount from bikes and scooters before entering the school grounds

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.

We have a breakfast club run by North Edinburgh Childcare which runs Monday to Friday on school premises.. Please contact NEC for further information:

<https://www.northedinburghchildcare.co.uk/contact/>

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.

Everybody 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 allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they support and help each other. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible.

Unexpected Closures

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

We will use the Groupcall system to alert parents to such closures.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil.

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

Mobile Phone Policy

We appreciate that many pupils may have a mobile phone or smart watch with them during the day so that they can contact parents or carers on their way to school and after school. However, there are risks involved in allowing pupils of primary age access to phones during the school day. Similarly, child-owned handheld devices have the same risks attached to them and our policy also applies to them. Mobile phones can continue to be brought into schools however limitations will apply in our school

[Please click here for more details on our policy](#)

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 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 Education & Children's Services 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

Davidson's Mains 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 Davidson's Mains 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 Davidson's Mains 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, Davidson's Mains 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 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).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

School Nursing Team

The School Nursing team is made up of the

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

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

Child Health Surveillance Programme

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

Education of Staff and Pupils

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

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

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

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

10 key areas specialist school nurses will focus on:

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

How to Refer

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

Further information

Our NHS Lothian School Nursing Service web pages:

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

Who Does What

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

Head Lice

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child’s hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

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

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

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

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

Medicine Administration

Children who require regular medication during the school day (for example asthma inhalers or insulin) should have a care plan drawn up for them and discussed with the school. GPs are generally helpful in providing the required information if parents are unsure. This should be signed by parents and the school so that everyone is clear on the procedures to follow.

If a child requires medication for a short time (for example an antibiotic), a form needs

to be filled in with details of the dosage and timings and handed into the school along with the medication (available to download from <https://www.edinburgh.gov.uk/downloads/download/12836/asl-health-care-planning>). We are unable to give medication to children without this form and clear instructions. We prefer to give medication at lunch times if possible, but will administer medication at other times after discussion with parents if this is necessary.

Parents of children who may have more complex medical needs should make an appointment prior to the child starting at school with senior staff to discuss fully the child's requirements so that we can ensure they are met appropriately. We are happy to meet and work with any health professionals who may be involved with the child.

Use of social media

Davidson's Mains 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 three 'common' approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

. [Our school website has advice for parents on social media.](#)

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

Please see our website for links to other [relevant](#) policies:

SECTION TWO – PARENTAL INVOLVEMENT IN THE SCHOOL

Parental involvement is very important as we know children and young people do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

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 City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> 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.

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.

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

SCHOOL ETHOS

OUR AIMS

We aim to provide a supportive and inclusive environment where everyone celebrates success and inspires each other to achieve their best.

OUR VISION

To Learn, To Believe, To Achieve

VALUES

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

Our learning community is strengthened by a set of four core values that underpin the life and work of our school:

Honesty Kindness Courage Creativity

We develop the Four Capacities of the Curriculum for Excellence, Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals in our pupils through the teaching of these values. Our 'living values' provide a 'compass' to steer by in making choices and decisions and in shaping our daily lives.

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

- Creating a school ethos that, in every way possible, supports these values, providing an overall atmosphere that is both caring and challenging and which creates opportunities for the development of personal responsibility.
- Promoting social and moral learning through a restorative approach to dealing with conflict amongst children.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.

- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious and moral education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of all our pupils and to encourage them to appreciate and value the cultures and heritage of others.

Promoting Positive Relationships

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known, we explore how we can develop appropriate support or adaptations to address the issue

by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also 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 which everyone in our learning community knows.

These are summarised in three words:

Ready Respectful Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules 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.

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

City of Edinburgh Council updated their anti-bullying guidance in session 2020-21.

As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is 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.

Pupil-led equalities groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place to which feels safe, happy and nurturing.

As a school, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. Our school procedure 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 an actively anti-bullying and anti-prejudice culture in our school through preventative, proactive and responsive approaches.

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Learning Together Framework

All parents and carers 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.

Parental Involvement

'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'.

Parental Involvement Act, 2006

Getting involved in the life and work of your child's school can include:

- ✓ Establishing and reviewing the Vision, aims, rationale of setting/school
- ✓ Improvement planning
- ✓ Decision-making on education matters affecting child's learning
- ✓ Developing/reviewing policies
- ✓ Organising events for families
- ✓ Using parents' skills to enhance/enrich the curriculum
- ✓ Short-life working groups
- ✓ Volunteering
- ✓ Developing the young workforce
- ✓ Parent Council/Parent Teacher Association
- ✓ Parental representation at school, local authority and national levels

Parental Engagement

Parental engagement can be considered as active involvement in learning.

Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare or schools.

Goodall and Montgomery, 2014

Your child's school will actively involve you in their child's learning. This can include

- ✓ discussions between parents/practitioners and children
- ✓ Focusing on how families can build on what they already do to help child's learning and to provide a supportive learning environment at home
- ✓ Providing clear and regular communication from school to home
- ✓ Making good use of information technology and the school website

Family Learning

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Family Learning Network, 2016

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Learning at Home

Learning at home recognises the vital role that parents, family members, peers and practitioners play in children's learning and development.

Review of Learning at Home 2018

The learning which happens in the home, outdoors and/or in the community, including organised or active learning opportunities

Everyday activities that families already do can be learning at home. These can include

- play
- leisure activities
- fun events
- sports
- trips
- cultural or volunteering experiences
- school related activities such as homework, reading and sharing books.

We endeavour to be an 'open' school, responding promptly to parental requests and providing regular information on the life and work of the school. This includes:

- Weekly email updates from the Head Teacher (Fridays)
- Group Call/parentmail
- Twitter @MainsDavidson
- School Website and Calendar
[Davidson's Mains Primary School \(dmainsprimary.com\)](http://Davidson's Mains Primary School (dmainsprimary.com))
[Calendar | Davidson's Mains Primary School \(dmainsprimary.com\)](http://Calendar | Davidson's Mains Primary School (dmainsprimary.com))
- Email admin with any queries admin@davidsonsmains.edin.sch.uk
- Call 0131 336 1184 to speak to the class teacher or a member of the leadership team

We regularly welcome parents into school to share in their child's learning, including

- Meet the Teacher
- Share the learning events – times and dates to be confirmed by class teachers/annual calendar issued at the start of term
- House coffee morning(s) where you can sit and talk over your child's jotter work in school – times and dates to be confirmed.
- Christmas and Easter Church Services
- Parent and Carer Consultations
- Concerts (instrumentalists)
- Scots' Night
- Primary 7 End of year show
- Primary 7 Leavers' Assembly
- Parental workshops in the Early Years (curriculum)

Parental Consultation/Reporting to Parents Throughout the School Year

We offer a variety of ways for you to discuss your child's progress and share in their learning. In session 2023/24 this will consist of:

- Meet the Teacher (31st August)
- Two Parents' Consultations in School (5th and 6th October and 21st and 22nd March)
- Learning Conversation completed in consultation with your child – one per pupil will be issued across Term 3 (January-March)
- End of Session Report in June 2024, summarising progress against Curriculum for Excellence levels and teacher comments on your child's progress, effort and personal qualities

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 you can expect to –

- receive information about the school and its activities;
- 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 your 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 and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents and carers
- 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).

The Parent Council can be contacted through a link on the school website and by emailing: dmparentcouncil@gmail.com

Current Office bearers (2023/24)

- Chair – Steven Orr
- Vice-Chair – Harriet Leslie
- Treasurer – Carolyn Smith
- Secretary – Charis Wilson

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent Staff Association (PSA)

The PSA is mainly responsible for arranging events for parents and raising funds for the school. It is important to us that our PSA represents the rich diversity of our school community. All parents are welcomed and encouraged to volunteer. Please contact the PSA directly if you want to join in.

The Parent Staff association can be contacted through the link on the school website and by emailing dmainspsa@hotmail.co.uk.

Connect is the national organisation for PTAs and Parent Associations 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.

Locality groups and the citywide Special Schools Group

Locality groups and the citywide Special Schools Group enables Parent Council members to get together to discuss common issues and have their views on local and citywide issues heard.

The above groups meet four times a year. There are four locality groups: north west, north east, south west and south east. There is also one citywide special schools group.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools group. One parent from the CCwP is

put forward to take part in the Education Children Families Committee. This post lasts up to four years.

Education Children's and Families Committee

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Who to ask

All questions/ requests for information can be sent to

parental.engagement@edinburgh.gov.uk

Your email will be forwarded onto the right person/department to provide the answer/support you need.

Pupil Voice Groups

Currently the Pupil Council is made up of representatives from each class from Primary 3 to 7 who put themselves forward for the role and are then chosen by their class. They meet with the Head Teacher regularly. They have a leadership role within the school and are encouraged to collect and share the concerns and interests of the children with the Head Teacher and to engage in discussions round such issues. They have a direct role in supporting the quality of learning and teaching within the school by being given the opportunity to share their opinions respectfully on learning and teaching within the school and discuss possible improvements. They have the opportunity to present ideas at assemblies and on occasions represent the school by talking to visitors and showing them round the school.

Other pupil voice groups include

- Sustainability Group who meet with the Principal Teacher to consider environmental issues and the Learning for Sustainability agenda
- Pupil Equalities Group who work with one of the Depute Head Teachers to review the anti-bullying policy and procedure, raise awareness and promote tolerance of the protected characteristics within our community
- Rights Group (RRSA) who work with one of the Depute head Teachers on Children's Rights
- Junior Road Safety Officers who focus on all aspects of safe and healthy travel to and from school
- Head Boy and Girl and House Captains/Vice-Captains.
- Sports Leaders who work with one of the Depute Head Teachers and our PE

specialist to discuss PE provision in school, as well as Active Schools Clubs provision.

SECTION THREE– THE 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.

Edinburgh Learns for Life –A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

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.

At Davidson's Mains, in addition to developing the Four Capacities, we help our children become Resourceful, Resilient, Reflective and Reciprocal Learners so that they 'learn how to learn' and understand themselves as learners. We also foster the mindset that effort put into learning will bring success and that intelligence is not fixed but can be grown and developed.

Learning and teaching is based on a range of strategies and methods and include direct whole class, group, and individual teaching. They may learn in a range of settings for different tasks - individually, mixed ability groups, ability groups, pairs, as a whole class and there will be opportunities to work and learn cooperatively and collaboratively. We actively engage pupils in their learning whenever possible to provide appropriate challenge and motivation. Children will be involved in investigating, problem solving and discussion, and presenting their work in a variety of ways. Sometimes teachers will swap groups and classes to ensure a quality differentiated learning experience and make best use of individual teachers' skills.

ICT is used as a tool to support learning and teaching and to capture the children's learning. The children learn to use ICT to create text, including online books, e-mail, Word process, create Power Points, animations as well as, digital and video cameras,

and programmable toys. We recognise that tomorrow's adults will live in a high technological society and we have integrated today's technology into our learning and teaching programmes. In Session 2021/22, through the Authority's Empowered Learning Project, all Primary 6 and 7 pupils were provided with 1:1 iPads. This will be extended to all Primary 5 pupils in Session 2022/23 with devices rolled out on a 1:5 basis in Primary 1 to 4.

Teachers plan learning with their stage partners using an annual, termly and weekly/daily plan to provide similar curriculum experiences for each class in the same year group. Children are now increasingly involved in helping to plan their learning especially in interdisciplinary learning. Planning is monitored by the Senior Leadership Team to ensure quality.

LITERACY & ENGLISH

Children learn to communicate at the earliest age and in school, we continue to build on the very good work begun at home. Learning Outcomes for Literacy and English over the areas of Listening and Talking, Reading, and Writing.

Listening and Talking

We live in a world where children are bombarded through a variety of media. Many children need to be taught listening skills and need to be able to listen in a variety of situations and for a variety of purposes. They need to listen to one another to express an opinion, listen to the teacher in order to relay an understanding of what they have heard, take notes when listening in order to write a report later and listen to remember to relay information to others. Children will experience a variety of listening activities from listening to adults and other children, to DVDs, stories, programmes and games.

Linked to the development of listening is the development of talking - answering questions, offering opinions, giving talks and debating. Skills in talking include projection of the voice, eye contact with audience, use of notes for formal presentations, clear pronunciation, varying tone and speed.

Some of these skills we develop through drama but many other opportunities arise on a daily basis to practise talking skills. Listening and knowing when and how to take your turn in a conversation is a valuable skill.

Reading

We aim to develop a love of books and reading. If, from an early age, children are regularly read to and see other people reading, this gives us a good foundation to build on when we begin to teach your child. We want them to experience and understand a range of reading materials – fiction, non-fiction, drama, poetry, plays etc. and be able to discuss and express their own views. We also teach them to respect books and handle them with care. We value the contribution made by parents to this learning process and ask you to help by supporting your child reading regularly at home. The school has an excellent library providing a wide range of fiction and non-fiction to promote research skills and enjoyment of books.

We encourage children to visit the local library and we sometimes hold a Book Fair

in school, and encourage you to browse with your child and have the opportunity to choose a book with your child. Sometimes we visit authors at the Book Festival and sometimes authors make visits to the school.

Writing

This is the last of the language skills to develop in children. Initially children write from their own experiences. Later they learn to write for different purposes and with different readers of their work in mind and gain experience by using the skills of written language across the curriculum. We teach and develop the knowledge and skills of punctuation, language structure, handwriting and spelling through progressive programmes appropriate to every child's needs. Different types of writing (genres) are taught in a progressive way throughout the school.

MODERN LANGUAGES

From August 2015 the Royal High Cluster has offered two modern foreign languages to all pupils at primary. The first language, French, is taught from Nursery onwards in a continuous, progressive provision and, from August 2022, the second language, Spanish, will be introduced from Primary 5 in a re-visited, progressive provision.

NUMERACY & MATHEMATICS

The areas of study are: Number and Number Processes, Fractions, Decimals & Percentages, Estimation & Rounding, Expressions & Equations, Money, Time and Measure, Shape, Position and Movement, Patterns & Relationships and Information Handling.

Maths in the early years at school is developed through structured play and focused active learning opportunities. Children will experience learning through playing with water, sand, games, by building, and taking part in group activities as well as more formal teaching, which allows the development of concepts of number, money, measurement, shape, and graphs. Importance is placed on experimenting, problem solving, looking for patterns and awareness of the uses of maths in the world outside the classroom. We have a core programme for maths from Nursery to Primary 7, which is supplemented with a variety of other resources including in Nursery to Primary 4 an approach to numeracy called SEAL. We also use a range of online interactive resources, computer packages, programmable toys and problem solving materials.

Number is initially about developing a sound understanding of number and then learning to add, subtract, multiply and divide in a variety of situations. Children will learn the importance of Estimation and Rounding in predicting the reasonableness of their answers. Through investigation of equal grouping and sharing they will build an understanding of simple Fractions, before developing the ability to find Fractions, Decimal Fractions and Percentages of an amount.

Algebraic thinking (Expressions & Equations) will be developed as children explore our number system, understand mathematical symbols, look for patterns and create rules to solve number problems.

Children learn to use Money, to work with Time and investigate Length, Weight, Area

and Capacity. Shape, Position and Movement is concerned with geometric shapes, 3D objects, symmetry, angles, bearings and compass points.

Information Handling is concerned with the gathering, organising, displaying and use and interpretation of data. This involves pupils in practical activities such as surveys, using diagrams and tables, making graphs, using spreadsheets, databases and interpreting information produced in graphic form.

In each of these areas pupils will develop Problem Solving and Enquiry Skills. This will encourage pupils to consider the skills involved in solving problems making use of basic maths processes to question and explain a situation in context. In addition, pupils will be systematically taught a variety of strategies for supporting mental calculations and developing automatic recall of number facts.

HEALTH & WELLBEING

There is a progressive programme of learning within Emotional and Mental Wellbeing, Social Wellbeing, Physical Wellbeing, Planning for Choices and Changes, Relationships, Sexual Health and Parenthood, Physical Education, Food and Health from nursery to primary seven. Children are also taught through the school ethos and wider life of the school how learning in these areas connects to life around them. We also use the Building Resilience programme with all stages to ensure children have the skills to cope well with life's inevitable ups and downs. To help us to fulfill the requirements for two hours of quality physical education a week we have a PE specialist who visits for two and a half days each week.

SCIENCE

In science we investigate: Planet Earth; Forces, Electricity and Waves; Biological Systems; Materials. We link these to topical science issues when and wherever possible. We use the school grounds as an outdoor classroom whenever opportunities arise. We aim to develop in our pupils positive, open and questioning attitudes to science and foster scientific skills, knowledge and understanding. Promoting and developing scientific literacy is a feature of the upper years of the school.

TECHNOLOGY

The technology curriculum has been organised to offer opportunities for personalisation and choice through a range of contexts for learning. Pupils will learn about the technological developments in society and will use ICT to enhance their learning. They will also use the contexts of business, computing science, food and textiles, craft, design, engineering and graphics to develop technological skills and knowledge.

SOCIAL STUDIES

Through Social Studies the children learn about the world and the society they live in. This encompasses the secondary school areas of geography, history, economics and business studies. We aim to teach a wide range of skills through this curriculum area so that children can investigate and understand the world and their place in it and go on to use these skills throughout their lives. Children study within three areas – People, Past Events and Societies; People, Place and Environment; People in Society,

Economy and Business. Social studies often provide an opportunity for linking learning across the curriculum and interdisciplinary learning experiences are often based round a social studies context. This approach helps to build coherence in their learning and allow for the application of learning in different curricular areas.

EXPRESSIVE ARTS

Within this curricular area children will study Art and Design, and experience a range of opportunities in Drama, Dance and Music. They will participate in performances and presentations to their class and the whole school and at intervals to parents. We currently have specialist teachers for Music at some stages of the school.

INSTRUMENTAL TUITION

In Primary 4 tuition in violin, or cello is offered to a very small number of children assessed by the instrumental instructors. Children who demonstrate an aptitude and interest are therefore most likely to benefit. They also have the opportunity to play in the Area Primary Orchestra from P5 - P7. Pupils in P7, who are of the required standard, have the opportunity to play in the Edinburgh Primary School's Orchestra and then the various Senior School Orchestras in the City. Similarly at the P5 stage, pupils who wish to learn a brass instrument - trumpet, trombone, and euphonium - are tested to assess their suitability and those considered most likely to benefit from tuition are selected. Please note that learning to play a musical instrument requires dedication and lots of practice as it is a long term commitment. Parental support is essential to ensure that children make the most of this scarce opportunity and practise regularly and bring their instrument to school.

RELIGIOUS AND MORAL EDUCATION

Davidson's Mains Primary is a non-denominational school with children reflecting a mix of faith or non-faith backgrounds. We follow a programme of themes to develop the children's understanding of the major world faiths and moral issues. Children are encouraged to think for themselves and develop tolerance through finding out about other people's beliefs. Assemblies aim to increase pupils' understanding of themselves by reflecting on their own lives, those of others and the world in which we all live. The themes for our Time for Reflection assemblies are to be found in our newsletter and compliment both the curricular work and the school values.

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 suitable alternative arrangements will be made for your child.

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

Further Information for parents in Edinburgh is available online from the Edinburgh Grid for Learning – parents tab.

Parent information on the Curriculum for Excellence is available from <http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

Gaelic-Medium Education

Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups at various locations in the city. For more information visit their Facebook page [here](#).
<https://www.facebook.com/croileagan/>

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. So that our pupils are able to develop the language skills needed to gain full benefit from our rich curriculum, Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would usually only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

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

Please contact the school for further information.

Currently, 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 GME. In response to increasing demand, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary. Details relating to specific location, timescales, 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.

For general enquiries about GME provision in Edinburgh you can contact us via our dedicated mailbox at gme@edinburgh.gov.uk

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.

Teachers use learning intentions and devise success criteria for individual lessons so that children are clear on the learning intended, can measure how well they have managed to achieve it and what they need to do next. Teachers monitor, assess and track children's progress against A Curriculum for Excellence National Benchmarks, sharing these with the children in order to set individual targets for their learning

We offer a variety of ways for you to discuss your child's progress and engage with their learning. (see Page 28).

Longer-term planning also takes place in a variety of forms.

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.

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.

This session, during Term 3 (Jan-Mar), parents will be provided with a learning conversation report, detailing their child's learning, progress and next steps. This will have been prepared by the teacher in discussion with the child. At the end of the school year in June, parents will receive a short, summative report giving details of attendance and the level of the curriculum on which their child is currently working, together with a brief comment on their child's progress, effort and personal qualities. In addition Primary 7 pupils complete the My World of Work pupil profile which accompanies them to high school, written by the pupil themselves covering their achievements to date.

Homework

Your co-operation is most welcome in ensuring that your child develops a positive attitude to school and supporting home learning activities is one way by which this is facilitated. Parents are therefore encouraged to help pupils with their home learning activities 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. Home learning activities encourage pupils to become more organised and self-supporting in their learning.

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

If your child has difficulty with any aspect of the given home learning please email the school admin account (admin@davidsonsmains.edin.sch.uk) marked for the attention of the class teacher, who will contact you to try to sort out any difficulties.

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.

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. Homework should not, however, become a source of conflict or stress between parents and their child, as a child's wellbeing outweighs any educational benefit to be gained from completing a homework task. If parents find

they have ongoing concerns about their child's engagement in homework tasks, they should contact the class teacher (as above) to discuss this.

Relationships, Sexual Health and Parenthood ('RSHP') Programme

The aims of our school RSHP programme are to:

- develop an understanding of how to maintain positive relationships with a variety of people
- develop an awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health
- develop understanding of the complex roles and responsibilities of being a parent or carer

We currently use a resource that was developed by a partnership of Local Authorities and Health Boards, with advice from Education Scotland and Scottish Government (<https://rshp.scot/>). All lesson plans and resources are available online. There is also information for parents and carers; ideas about communicating between school and home; reading lists for school libraries and reading at home.

Extra Curricular Activities

We offer a wide a range of sporting and cultural activities as possible. There is a range of extra-curricular activities available for pupils after school and sometimes at lunch time. 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, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator, Matthew McLachlan – Mathew.McLachlan@ea.edin.sch.uk.

READ, WRITE, COUNT

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

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

FIRST MINISTER'S READING CHALLENGE

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

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

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 appropriate help to children, young people and families, when they need it from a joined up multi-agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified
- c) the other opportunities available under this Act for the identification of children and young persons who –
 - a. have additional support needs,
 - b. require, or would require, a co-ordinated support plan,
- d) the role of parents, children and young persons in the arrangements referred to in paragraph (b)
- e) the mediation services provided
- f) 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 and multi-lingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

At Davidson's Mains Primary our Pastoral and Learning Support Team, comprising the Head Teacher, Depute Head Teacher and Learning Support Teacher, meets regularly to identify and address learning and pastoral needs.

For pupils who require extra help in their learning, support is available from the Learning Support team who devise a programme of work appropriate to the child's individual needs. Parents are fully involved through target setting meetings held yearly. Pupil Support Assistants also support pupils in classrooms, in small groups and individually.

We work with other agencies and professionals – for example, Additional Support for Learning Services, 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.

Should you wish to discuss concerns regarding your child's learning in school, the

class teacher should be contacted in the first instance or the Depute Head Teacher.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, 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 Telephone 0131 667 6633.

Pastoral Support

Children's pastoral care is the responsibility in the first instance of the class teacher. The Senior Leadership team also plays a role in supporting individual children who may require extra support and care, particularly at times of stress, such as bereavement or family change.

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 a total of 118 places for eligible 2 year olds and children aged 3 - 5 years. The nursery provides 1140 hours.

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

Commented [DH1]: Update

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 in Edinburgh 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.

Catchment Secondary School

The Royal High School
East Barnton Avenue
Edinburgh
EH4 6AQ
Tel: 0131 336 2261 <http://www.royalhigh.edin.sch.uk/>

If your child is not catchment to the Royal High school, we will liaise with their catchment school and ensure all information about transition is passed to parents. We

will encourage parents and child to visit their catchment secondary and get to know the staff who will support transition.

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 denominational to 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.

The school works closely with the Royal High school to ensure a smooth transfer to secondary. Visits to the Royal High School are organised throughout the primary seven year and staff from the High School visit the children in primary at intervals throughout the year. There are three official transition visit days before the summer holidays in June and children from other catchment schools who will be attending the Royal High School will have the opportunity to meet and get to know each other and their teachers on these days. Parents are invited in the Autumn to visit the High school prior to enrolment. Meetings are also held with both the Support for Learning Team and the Guidance Team to ensure that children with additional support needs are well-supported and their needs planned for in advance.

[Information regarding transition to the Royal High School can be found here](#)

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

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 their sibling. 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

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.

Levels of attainment in the Broad General Education (Curriculum for Excellence) for Session 2022/23 were as follows:

- By almost all learners in Numeracy and most learners in Literacy in Primary 1
- By most learners in Numeracy and Literacy in Primary 4
- By most learners in Numeracy and Literacy in Primary 7.

In terms of National Standardised Assessments, attainment results for session 2022/23 were:

- In Primary 1 the percentage of learners meeting expected levels or above was
 - 100% in Numeracy
 - 99% in Literacy
- In Primary 4, the percentage of learners meeting expected levels or above was
 - 98% in Numeracy
 - 92% in Writing
 - 90% in Reading
- In Primary 7, the percentage of learners meeting expected levels or above was
 - 97% in Numeracy
 - 95% in Writing
 - 97% in Reading

Standards & Quality Report

Every year each school publishes a Standards & Quality report which highlights the school's major achievements. The 2022/23 Standards & Quality Report can be found on the school website

[Davidson's Mains Primary School \(dmainprimary.com\)](http://dmainprimary.com)

School Improvement Plan

Plans for the improvement of the school's performance in session 2023/24 will focus on

- Updating our Curriculum Rationale to ensure that the experiences and learning opportunities we offer our children are relevant and appropriate for the learners of Davidson's Mains. Children, parents and staff will all be involved in this work
- Revising our Social Studies curriculum to ensure we have a programme of studies that is reflective of Children's Rights, equalities and sustainability
- Continuing to develop our teaching skills and practice: the focus across our Learning Community this session is on differentiation, to ensure all our children are appropriately challenged and supported in their learning
- Digital Wellbeing Award – this has been developed by Digital Schools with support from Scottish Government. We are doing a great deal of exciting learning using our ipads and ICT but have identified a clear need to teach our young people the skills to stay safe when using technology. Again, parents will play an important part in this work

A School Community version of the School Improvement Plan 2023-24 can be found on the school website:

[Davidson's Mains Primary School \(dmainprimary.com\)](http://dmainprimary.com)

Websites

You may find the following websites useful.

- 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/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	<p>A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated.</p> <p>This will explain what should improve for the child, the actions to be taken and why the plan has been created.</p> <p>The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation</p>

		<p>and the child's needs, the lead professional may also be their named person.</p> <p>The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.</p>
CSP	Co-ordinated Support Plan	<p>A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.</p>
CT	Class Teacher	<p>Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.</p>
CYPADM	Children and Young People Acute Deterioration Management	<p>A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.</p>
DHT	Depute Head Teacher	<p>The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.</p>
DO	Development officer	<p>Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.</p>
D of E	Duke of Edinburgh Award	<p>A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement</p>
EAL	English as an Additional Language	<p>A learner of English as an Additional Language is a pupil whose first language* is other than English.</p> <p>This includes children and young people:</p> <ul style="list-style-type: none"> - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home

		<p>* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.</p>
EE	Enhanced enrolment	<p>Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.</p>
EIS	Educational Institute of Scotland	<p>The largest teaching union in Scotland</p>
ELC	Early Learning and Childcare	<p>This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.</p>
EP	Educational Psychologist	<p>Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.</p>
EPG	Education Placement Group	<p>A City of Edinburgh Council group that considers which specialist provisions to place pupils in.</p>
ESOL	English for Speakers of Other Languages	<p>ESOL is studied by those whose first language is not English.</p> <p>SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools.</p> <p>ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.</p>

EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.
FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	<p>A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work.</p> <p>The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.</p>
GRT	Gypsy Roma Traveller	<p>The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including:</p> <ul style="list-style-type: none"> • Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) • Roma (more recent migrants in the UK from Central and Eastern Europe) <p>The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.</p>
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.

GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: <ul style="list-style-type: none"> - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.

LAC	Looked After Child	<p>Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.</p> <p>There are many reasons children may become looked after, including:</p> <ul style="list-style-type: none"> • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	<p>National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university.</p> <p>In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is.</p> <p>In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.</p>
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.

NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: <ul style="list-style-type: none"> - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	<p>Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.</p> <p>Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty.</p> <p>For every child that is registered, the school will receive £1,200 in addition to their normal budget.</p> <p>The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.</p>

PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	

RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	<p>The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap.</p> <p>It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.</p>
SALT/SaLT/SLT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	<p>GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support.</p> <p>At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.</p>

SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for headteachers and depute headteachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SORT	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.

TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication (September 2023), 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: Davidson's Mains Primary School & Nursery

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.

Astrid Gracie
Head Teacher
Davidson's Mains Primary School