



KIRKNEWTON PRIMARY SCHOOL



SCHOOL HANDBOOK

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1.

Contact Details

Kirknewton Primary and Nursery School

21 Station Road

Kirknewton

EH27 8BJ

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Fax : 01506 885770

Email address : kirknewton.ps@wled.org.uk

School Blog : <https://blogs.glowscotland.org.uk/wl/KirknewtonPrimarySchool/>

Parent Council Website : <http://kpsparentcouncil.wordpress.com/>

2. Welcome

On behalf of the staff and pupils I extend a very warm welcome to you and your child.

The information contained in this handbook is intended to help you and your child have a happy and successful experience at Kirknewton Primary School.

The school aims for your child to become:

- A responsible citizen
- A successful learner
- An effective contributor
- A confident individual

We hope that by working in partnership with you your child's needs will be effectively addressed. The staff at Kirknewton endeavour to treat each child as an individual and work extremely hard to provide a meaningful, broad based education which engages and motivates them.

An open door policy is in operation and you are invited to discuss any concerns you might have with me at any time.

Jean Fleming
Head Teacher

3.

School Information

The School roll as at December 2012 is 190 primary pupils and 54 Nursery pupils. The overall school capacity is set at 198. The Nursery class capacity is 30 in both of the morning and afternoon sessions.

Kirknewton Primary School is non denominational and provides for stages P1 – P7. Kirknewton Nursery School provides pre-school education from 3 years in either morning or afternoon sessions. Although the school is set within West Lothian, P7 pupils in the main transfer to Balerno Community High School in Edinburgh. This particular circumstance necessitates a requirement to work across authority and with two clusters.

The school does not provide teaching by means of the Gaelic language as spoken in Scotland. A primary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at Tollcross Primary School in Edinburgh.

A secondary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at James Gillespies High School in Edinburgh.

Kirknewton Primary School admits pupils of both sexes.

The school was built in 1924 and comprises a nursery class and 7 primary classes. Extensions to the building over time have determined nursery, early and upper school internal and external areas. Connecting the early and upper school, the hall is utilised by the PE specialist, school lunches and class timetabling.

The senior management team consists of the HT and PT. The PT has a 0.5 Support for Learning remit. The school is mainly single stream with 2 composite classes, P6/5 and P7/6. Staffing has remained fairly stable over recent years, retaining two probationers and a recent internal PT appointment. The nursery is staffed by a nursery teacher and two full time nursery nurses. Two teachers have been placed in P1 to accommodate 31 pupils. An area within early years is well utilised for teaching and learning. This session we have a probationer at the P6/5 stage. Pupils benefit from 2.5 days specialist PE provision and French is taught at all stages mainly by the RCCT teacher, who also delivers music and RME at early and first level, and in P6/5 by the class teacher.

Pupils are very effectively supported by three pupil support workers. Staff demonstrate a high degree of commitment towards ensuring all pupils' needs are met and the school is very well supported by both an active parent council and parent / staff association.

In addition we have Mrs Boden, school secretary, Mr Corse, FMA and Mrs Deerness, Business Support Manager. The school is also supported by Mrs Charleston, school crossing patrol, our cleaning team; Mrs Blue, Mrs Ogg and Ms Laing and our kitchen staff.

4. School Ethos

We are committed to providing an education of the highest quality which lays emphasis not only on the acquisition of the basic skills but also prepares pupils towards living in a technologically advancing and multicultural society where a positive work ethic, combined with the active pursuit of leisure activities can equip them to aspire to a happy, productive and healthy future with a lifestyle of the highest quality.

In order to assist pupils to realise this ultimate goal, we aim:

1. To develop successful learners within a culture of high achievement.
2. To create a 'Learning and Teaching' environment which supports and challenges all learners.
3. To work together to build a school community which promotes respect for everyone and the environment.
4. To actively promote positive and productive partnerships.
5. To work together to create a reflective environment in which everyone feels happy, confident and valued.
6. To continually improve the physical and emotional health of all.

The children are the most valuable asset that the school possesses; without them there would be no school. We must do our best for them, and expect in return, that they do their best for us.

Children's achievements are celebrated at every possible opportunity: through assemblies, in class, in newsletters taking account of not only what they achieve in school but also what they achieve out with.

This school attends Kirknewton Church to celebrate the Christian festivals, Harvest, Christmas and Easter. Reverend Dr. Groenewald attends school assemblies throughout the year and also visits classes as required.

The school is an integral part of the community of Kirknewton and has built up very close and effective working relationships with a number of organisations. These include Kirknewton Community Development Trust, the Allotment Society, Potter Around, the Post Office, Festival Stores and Community Policeman.

Recently the children have been involved in sharing their opinions on improving the village for young people, providing art work for the Allotment Society open day, enterprise initiatives with Potter Around and visits to support studies around the village. These encourage all our pupils to develop a sense of responsible citizenship and effective contributors within their local community.

5. Parental Involvement

A very supportive Parent Council and Parent Staff Association exist in the school. As part of the parent forum all parents are warmly welcomed to the Parent Council meetings held regularly throughout the session. The PSA welcome all new volunteers to help with their fundraising events.

At key stages in your child's education eg starting school we communicate clearly to parents through meetings, induction pack and newsletters. Early in the session a Meet the Teacher event is held to allow parents to acquire information to support their child at their new stage.

Two parents' evenings are held each session which provides an opportunity to discuss your child's progress and next steps. A written parental report is issued in June.

Parents are invited to contact the school at any time should they wish to discuss any aspect of their child's education.

Please refer to the council's Parental Involvement Strategy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/parentalinvolvementstrategy.pdf>

6. The Curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

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 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 from religious observance.

6.1

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Staff 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 will 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 acquisition of knowledge and skill development.

Every child is entitled to a broad and deep general education, whatever their level and ability. Everyone will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

Curriculum for Excellence develops skills for learning, life and work and brings real life into the classroom. It makes learning relevant and helps 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 fulfill their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after children's health and wellbeing.

Ultimately, Curriculum for Excellence aims to improve children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

To achieve this teaching and learning approaches in school require high levels of co-operation and collaboration.

Where relevant, links across subject areas are made and incorporated into the topic of study in the class. Children are asked to explain their learning and demonstrate the knowledge they have acquired.

The eight curriculum areas identified in the Curriculum for Excellence are Language and Literacy, Numeracy and Mathematics, Health and Wellbeing, Science, Social Studies (History/Geography), Technologies, Religious and Moral Education, and Expressive Arts (Art and Design, Music and Drama).

Much of the learning that takes place in the classroom links with a particular topic of study and it is often possible for teachers to develop skills across a number of the curriculum areas. This is known as '*Interdisciplinary Learning*'. This helps the children to make links in their learning.

Every class follows a carefully planned programme which is reviewed every year to ensure we are providing the appropriate breadth, balance and depth across all subject areas for children in their learning journey through the school.

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.

In the nursery environment many of the activities are child directed, based on what the children have said and developing their interests. Initially when beginning a new topic pupils in school complete KWL grids. This helps the teacher find out what the children already know (K), what they would like to find out (W) and at the conclusion what they have learned (L). Interdisciplinary studies in school provide opportunities for children to choose partners or groups and investigate aspects of particular interest. Parents are invited into school at least once each session to see what their child has been learning and make comment. Parents also support pupils in homework research or modelling activities.

Educational outings play an important part in children's learning as these compliment and reinforce the learning taking place in the classroom and offer children a different, often real life context to their learning.

From early level pupils are provided with personal and class responsibilities eg organization of their learning environment, classroom monitors. Older pupils are given the opportunity to take on a variety of roles and responsibilities in school such as Buddies, Monitors, Peer Mediators and playground games trainers. By taking on these experiences children develop an understanding of what it takes to be a good citizen within the school and wider community

For further information regarding the curriculum at national level visit:
<http://www.educationscotland.gov.uk/thecurriculum/>

6.2

Language and Literacy

Literacy comprises the skills of reading, writing, listening and talking. Every child is encouraged to maximise their achievement in each of these areas by direct teaching using the school's adopted resources.

- **Reading**

At Kirknewton Primary School we emphasise early reading development. The main programme which is used in the early years is the Oxford Reading Tree. This programme develops skills for reading in the context of interesting and amusing stories. It develops the skills necessary for reading accuracy and reading comprehension. We use a wide range of reading materials in class – fiction, non-fiction, drama, poetry, plays etc.

Later on children pursue reading through appropriate fiction and non-fiction material, learning skills of comprehension and reference to help in the understanding of what is read and to assist in searching for information. Group reading of novels, "Literacy Circles" and reading boxes (SRA) contribute to this programme.

- **Writing**

Children have plenty of opportunity to develop their writing skills across all curricular areas. In the early years imaginative writing will focus on simple sentences, stories and poems. Spelling forms part of the weekly homework and we teach the children how to use correct punctuation and language structure. Neat handwriting is also encouraged. Pupils learn a variety of writing skills such as report writing, letter writing and summarising.

- **Listening and talking**

Again, skills in listening and talking are developed across all curricular areas and through activities such as pupil groups, circle time, offering opinions in class, giving class talks and public performances etc.

- **Modern Languages**

Children in P1 to P7 receive tuition in foreign languages. The language taught at Kirknewton Primary School is French.

6.3

Numeracy and Mathematics

Our programme of maths encourages the children to develop their mathematical understanding.

It covers number, money and measurement; information handling and shape, position and movement. As they study these areas the pupils will develop mental arithmetic, basic numeracy, problem solving and enquiry skills.

The teaching of maths will involve much oral work and active learning in context as well as the development of basic numeracy skills.

6.4

Health and Wellbeing

We believe that good health and wellbeing is central to effective learning. This area of the curriculum covers social, physical, mental and emotional health.

- **Mental, emotional, social and physical wellbeing**
Children should feel happy, safe, respected and included in the school environment and to this end our staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. Social, mental and emotional health is covered in circle time, class discussion, collaborative and active learning
- **Planning for choices and changes**
Visitors to school raise the children's awareness of the wider world of work which help them realise the relevance of their learning in the classroom.
- **Physical Education, physical activity and sport**
Mrs Smith is our PE specialist and teaches all classes including the nursery. The children have a minimum of 2 hours of physical education every week developing skills in games, gymnastics and personal fitness. We have close contact with the local Active Schools Co-ordinator who organises Sports Festivals with cluster schools for P3-7. All pupils in P6 are encouraged to take part in "Bikeability" training.
- **Food and Health**
Throughout the school the children are encouraged to make healthy choices through the Start Smart (bringing a healthy snack), Finer Diner, planting, growing and cooking vegetables in their garden area, Rootin' Tootin' Kirkie Cooking class sessions and participating in national initiatives such as Farmhouse Breakfast week.
- **Substance Misuse**
Pupils in P6 participate in Tobacco education. The Pupil council also produced leaflets to inform parents of the Smoke Free homes initiative these are included in the P1 pack. The personal safety programme also contains drug education.
- **Relationships, sexual health**
'Relationships and Sexual Health is taught in Primary 6 and 7. Parents are invited into the school to look at class material before children embark on these personal safety programmes.

6.5

Expressive Arts

Expressive arts comprise the four areas of music, art and design, drama and dance.

We provide our pupils with many opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas.

- **Music**

Children are encouraged to develop an appreciation of music and rhythm through weekly song practices and singing in assembly. We offer instrumental tuition in brass from P5 to a small number of pupils.

- **Art**

All teachers will encourage the pupils to develop their artistic skills through a range of activities.

- **Drama**

Drama is taught by the class teacher and is often linked to other curricular areas. We are pleased to be able to invite parents to watch performances by the children.

- **Dance**

Our Scottish culture and tradition is held in high regard at the school and we teach our pupils traditional Scottish Dancing alongside other forms of dance.

6.6

Social Studies

Through social studies our children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

As they mature, our children's experiences will be broadened using Scottish, British, European and wider contexts for learning.

With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

6.7

Sciences

Science covers areas such as planet earth, forces, electricity and waves, biological systems and materials, and is designed to develop the skills of scientific inquiry and investigation as well as enabling children to recognise the impact science has on everyday life.

6.8

Technologies

Pupils will experience various technological activities from building structures from recycled materials to carefully designing and constructing models.

Pupils will also be equipped with other technological skills such as:

- Using video cameras and digital still cameras.
- Creating visual resources using computers and Smartboards.
- Using Glow to communicate, create and develop curricular links.

Glow

Glow is an educational intranet available to all participating schools in Scotland. It allows communication and collaboration at class level, school level, local authority level and national level.

Being an intranet, Glow is secure and can only be accessed by a login and password. Teachers can use Glow to provide learning opportunities for their pupils and pupils in turn can create their own media on Glow and access an almost unlimited array of educational resources.

Discussion about internet safety takes place in class and the authority takes every precaution to keep children safe. We would also urge you as parents to regularly discuss the importance of internet safety with your children.

6.9

Religious & Moral Education

Kirknewton Primary School is a non-denominational school. Across the school children study aspects of Christianity and other World religions. Consideration and tolerance for the beliefs of others is central to all we do.

Whole school assemblies are held weekly and classes are timetabled to present at least one assembly per session. The School Minister Rev. Dr. Groenewald leads 'special assemblies' throughout the school year.

Parents who wish to withdraw their child from Religious observance should inform the school in writing.

7.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, both formative Assessment is for Learning strategies as well as summative end of unit tests. Pupils are also involved in assessing their own progress and setting targets and identifying their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

The school gathers a wide range of evidence from standardised summative and formative assessments carried out as part of the learning in class. Through dialogue and discussion with class teachers each child's progress is identified along with their next steps in learning.

8.

Reporting

A written report highlighting children's progress against all aspects of the curriculum is sent out once a year to parents, normally in May.

Parent consultations with the class teachers are organised twice a year, in November and June. You will be notified of dates and times by letter. These appointments are only ten minutes long, so if you require a more lengthy discussion with the class teacher this should be arranged separately with him/ her. Your child's class workbooks and reflection diaries will be available to view on parents' evenings.

In nursery and Primary 1 the children's progress will be summarized in their Learner's Journey which also contains photographs and recorded observations to evidence their successes.

9. Transitions

Nursery to P1

The nursery class work closely with the identified Primary 1 teacher(s) to support a smooth transition for our nursery pupils into Primary 1. These include a transition topic, opportunities to work with the current P1 pupils and meetings with staff to discuss individual Learner's Journeys (Summaries of achievement). Primary 6 pupils work closely with their buddy in nursery and on into Primary 1. For pupils not attending the school nursery contact is made to invite the children to the transition opportunities.

A meeting for parents of pupils entering Primary 1 in the following session is held in June.

P1-P7

Pupils are supported in their transitions across the stages through the provision of opportunities to meet and work with their new teacher and staff to engage in discussion.

P7 to S1

The catchment Secondary school for pupils attending Kirknewton is Balerno High School which is part of the City of Edinburgh Council. Catchment schools within West Lothian are West Calder High School for non-denominational education and St. Margaret's Academy for denominational education.

Prior to transfer to secondary school a full discussion takes place with Guidance Staff and there is also contact between secondary subject staff and the P7 class teachers.

An induction visit of two days is carried out for children in P7 to the High School and there is close liaison with the High School in many areas of the curriculum.

For children who may need additional support, Balerno High School also provide a Holiday Head Start club where children are invited to take part in a range of activities during the summer holidays prior to them beginning high school.

Balerno High School
5 Bridge Road
Balerno
Edinburgh
EH14 7AQ

West Calder High School
Limefield
Polbeth
West Calder
EH55 8QN

St. Margaret's Academy
Howden South Road
Livingston
EH54 6AT

0131 477 7788

01506 871570

01506 497104

10. Support for Pupils

Delivering appropriate provision for pupils with additional learning needs is central to the national commitment to inclusion and is underpinned by legislation. West Lothian Council believes that all children and young people are entitled to learn together. This will help develop a culture of acceptance within which all children have a presumptive entitlement to mainstream education and services provided to facilitate this goal.

Focus on Inclusion is designed to help schools in partnership with parents/carers, pupils and partner agencies to evaluate effectiveness of provision in improving educational outcomes and opportunities for pupils with additional learning needs. The policy can be accessed online at:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/focusoninclusion>

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. Every member of staff has a role in supporting children with additional support needs.

Our school will identify the support requirements of individual pupils. These may include:

- Support for Learning Teacher input
- Pupil Support Worker input
- Inclusion of appropriate resources
- Differentiated work
- Individualised Education Plan
- Coordinated Support Plan

These plans are closely monitored and regularly reviewed to ensure that they continue to best meet the needs of the child.

Should you think that your child has additional support needs, please do not hesitate to contact the school to discuss further and to seek advice.

We work with other agencies and professionals – for example, Speech and Language, Autism outreach, Literacy 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.

Pupils with additional support needs have individual Education Programmes which are developed in partnership with parents, pupils and staff. Regular review meetings are held throughout the session.

If you feel that your child needs additional support, information and advice is available from the school in the first instance.

Enquire is the Scottish Advice Service for Additional Support for Learning. Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

The Parents' Guide to Additional Support for Learning is now available to download at <http://enquire.org.uk/publications/parents-guide> (new window).

The Educational Psychologist works closely with the school and parents to provide appropriately for pupils with additional support needs. Referrals can be made to Outreach services for appropriate in school support.

11.

School Improvement

The main achievements of the school can be found in the Standards and Quality Report at <http://www.westlothian.gov.uk/sitecontent/schools/Kirknewton>

Kirknewton Primary School's plans for improvement of the school's performance over the next three years continue to be based around the further development and implementation of '*A Curriculum for Excellence*'.

The staff have engaged fully with the Curriculum for Excellence experiences and outcomes in literacy, numeracy and health and wellbeing when planning learning experiences for pupils. In literacy the school writing programme has impacted positively on engaging and motivating pupils to develop skills such as using effective sentence openers, extending vocabulary range and more complex punctuation. Spelling and hand writing programmes ensure pupils progress at appropriate rates. Reading is taught using a variety of resources beginning with Oxford Reading Tree in the early years and progressing to simple then more complex novels in the upper school. In numeracy a wide variety of resources are used to develop essential skills. The school has increased technology resources and individual activities to ensure pupils continue to make progress. A very effective PE programme is in place from nursery to P7. Teachers use a range of evidence to moderate and assess pupils' progress and work with all staff to ensure consistency.

The plans for future improvement of the school's performance over the next 3 years including the school's plans to involve parents in that future improvement can be found in the School Improvement Plan at <http://www.westlothian.gov.uk/sitecontent/schools/Kirknewton>

Information regarding Kirknewton's performance at local level can be found by visiting: <http://www.westlothian.gov.uk/education/schoolrelateditems/SchoolPerformanceData1>

Information regarding the school's performance at national level can be obtained by accessing:

<http://www.educationscotland.gov.uk/scottishschoolsonline/>
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

12.

School Policies and Practical Information

The school has developed a range of policies which provide guidance to support staff in delivering quality learning experiences. Should you wish any further information please contact the school. Currently we are reviewing a range of policies in relation to progress our Rights Respecting Schools accreditation.

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/?key=1778580>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic Centre upon request.

At Kirknewton Primary School all teaching staff take responsibility for an After School Club at all stages. This session these include netball, basketball, art club, enterprise club, gardening, Christmas crafts, infant games, tennis, animation, hockey, photography and golf.

These run for 6 weeks as identified through the information provided. In addition this session P3 and P4 have an after school gymnastics club and P1 and P2 have experienced mini kickers with a view to running a club in the new year. The active school primary co-ordinator arranges festivals with the local primaries at East Calder Sports Centre in basketball, handball and benchball for P4-6 and for cluster schools athletics and cross country at appropriate venues. This session she is also providing taster sessions in judo at P3-5 stage and cricket at P6 and P7.

2 pupils at each stage represent their class on the Pupil Council. Representatives from P4-7 are working towards Fair Trade status, a Rights Respecting School steering group has been created and at P7 House Captains and Vice Captains are chosen following speeches given to all classes. This session to develop the four capacities in all pupils House Groups have been created for Eco, Health, Rights Respecting School and Fair Trade.

Peer mediation and playground games training is provided in the final term of P6 to provide Primary 7 with skills to support younger pupils.

Primary 6 are paired with a pre-school nursery pupil initially supporting their buddy in nursery and on to Primary 1.

For further information please refer to the Developing a Pupil Voice Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilvoice>

13.

Absence

If your child is going to be absent for school it is very important that the school is notified as soon as possible.

If your child is unwell and is going to be absent please telephone the school office on 01506 881461 before 9.30am. An answering machine service is available for parents to leave a message.

If your child becomes ill at school and requires to be sent home the school will attempt to contact parents or other emergency contacts as held on record. At the start of the school session details of the emergency contacts we hold for your child are sent home for parents to review.

Dentist, doctor and other appointments should be notified to class teachers by way of a note or to the school office by telephone. Pupils should be collected from the school office for their appointment by a parent or carer over the age of 16.

Holidays taken during term time are recorded as unauthorised absences. Please advise the school in writing if you intend taking your child out of school for this reason.

Please refer to the Attendance at School Policy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/AttendanceatSchoolwithGuidelines>

14.

School Meals and Milk

School Meals

Pupils in Primary schools are offered a two course meal with a choice of main course, supplemented by salads and bread, which meet the new Scottish Nutrient Guidelines for School Meals.

Special dietary requirements can be catered for. Please contact the school 01506 881461 or kitchen supervisor at East Calder Primary School on 01506 882328.

Orders are placed in the morning before 9.30am with school staff. The current cost of a school meal is £1.75

Breakfast Club

The Breakfast Club provides pupils with a healthy breakfast and offers the opportunity for them to sample and develop preferences for making good choices. The Club aims to establish positive relationships at the start of the school day, helping to reduce lateness or poor attendance and improve attitude, behaviour and motivation to learn. Pupils also benefit from physical activities, time to do homework and tooth brushing after they eat.

The cost per day for the Breakfast Club is currently £1 per day. Pupils entitled to free school meals are also entitled to free breakfasts.

Milk

Milk is available for all pupils in Primary 1-7. The cost per carton is currently 17p per day. Payment can be made each term or for the whole school session.

Free School Meals and Milk

Pupils with parents in receipt of either:

Income Support, Income-Based Jobseeker's Allowance, Any Income Related element of Employment & Support Allowance, Child Tax Credit (with no working tax credit) and whose annual income is £15,860 or less, Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal

All pupils of nursery schools and classes whose parents are in receipt of a qualifying benefit are also entitled to 0.25 litre of milk daily free of charge.

For further information please refer to the School Meals and Milk Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schmealsmilkpol>

or contact Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

15. School Uniform

- Black or grey trousers/skirt/pinafore
- White shirt/blouse
- Red and black school tie *
- Red & white checked school dress

OR

- Red or black polo shirt with school logo *
- Red or black sweatshirt with school logo*

Pupils also require a pair of indoor plimsolls for wearing inside the school building and for PE.

*These items are available to purchase via the school. Order forms are issued in May for the following year. Additional items may be purchased at any time with a delivery time of approximately 3-4 weeks.

The school's dress code is based on The Dress Code for Schools Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/dresscodeforschools>

Clothing Grants:

Families in receipt of Income Support, Income-based Jobseekers' Allowance, Employment and Support Allowance - Income Related or Working Tax Credit (WTC) or Child Tax Credit (CTC) (with an annual income of £15,860 or less) who submit a completed application form automatically receive a clothing grant for each pupil of school age. The current grants are £94 for each primary school aged pupil provided with clothing grants.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store. For further information please contact the school on 01506 881461.

For further information please refer to the School Clothing Grants Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schclothgrtpol>

16. The School Day

Morning Session	8.50am - 10.35am
Break	10.35am – 10.51am
	10.51am – 12.30pm
Lunch	12.30pm – 1.15pm
Afternoon Session	1.15pm – 3.15pm

School term dates and holidays can be accessed online at:
<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>

17. Placing requests and Enrolment

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

Further details of the policy and procedure for admission to primary and secondary schools, and pre-school education can be found here:-

- Pre-School Admission Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/preschooladmission>
- Primary School Admission Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionprimary>

Application forms to apply for a place in a West Lothian school are available from the school office.

Parents making a decision on whether to enrol their child at Kirknewton or who have been offered a place are most welcome to visit the school. An appointment can be made with the school office to arrange a suitable time to view the school and meet with the Head Teacher.

18.

Procedure for Concerns and Complaints

There may be occasions throughout your child's time at Kirknewton Primary School when you need to raise a concern or make a complaint about the service we offer. We aim to deal efficiently and effectively with all concerns and complaints and resolve those to your satisfaction.

Office staff will be able to direct you to the member of staff most able to deal with your concern or complaint in the first instance or alternatively you can contact any of the teaching staff or management team directly. Contact can be made in writing, by telephone, through the school email address or in person via the school office.

If you have any continuing concerns or complaints regarding the service you are receiving these can be addressed by contacting Mrs Fleming, Head teacher.

For further advice please refer to the Comments and Complaints Procedure for Education:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/ComplaintsEducationPolicy>