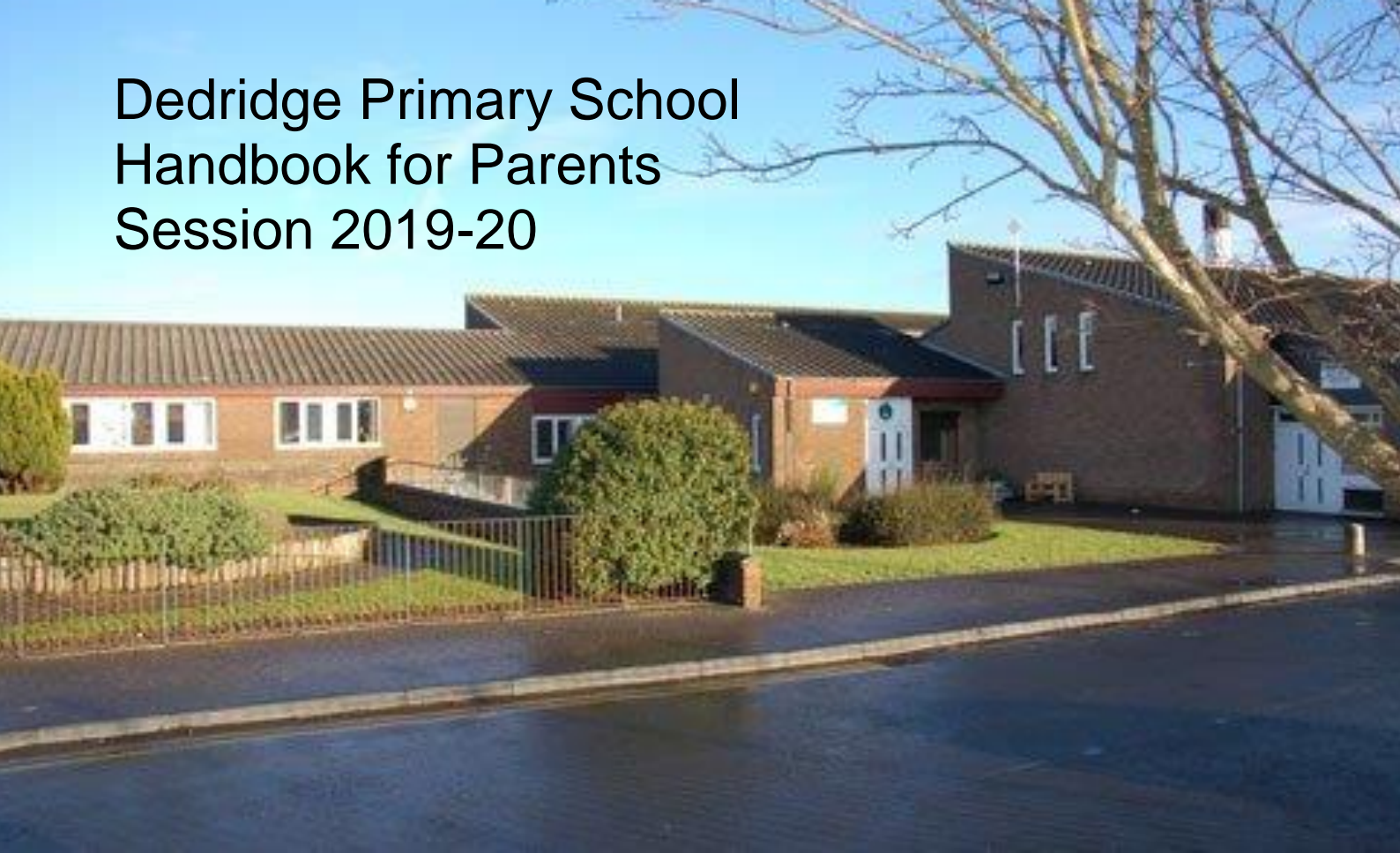


Dedridge Primary School Handbook for Parents Session 2019-20



Dedridge Primary School
Dedridge East
Livingston
West Lothian
EH54 6JQ

Tel: 01506 412830
Email: wldedridge-ps@westlothian.org.uk

WEBSITE: <https://dedridgeprimary.westlothian.org.uk/>
BLOG: <https://blogs.glowscotland.org.uk/wl/dedridgeprimaryschool>
Twitter: [@dedridgeps](https://twitter.com/dedridgeps)

Dedridge Primary School Parent Handbook

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Welcome to Dedridge Primary School

I am delighted to welcome you to Dedridge Primary School and hope that your child will be very happy throughout their years with us. We pride ourselves in being a caring and supportive learning environment where the individual is valued and achievement in its widest sense is encouraged and celebrated.

We have very strong home / school partnerships and welcome the support that parents can offer, not only to their own children but also to the wider school community. Parental support helps to enhance the activities on offer to the children and we value offers to help in any capacity.

Our curriculum is broad and balanced and we make every effort to ensure that it is relevant to today's society and therefore meaningful to the children. We use a variety of learning and teaching approaches and offer many opportunities for the children to learn independently and as part of a group. The skills they will develop will be essential to them as they progress beyond primary school and face the demands made of them as they get older.

We believe that learning should be enjoyable and believe that fun is an essential part of life at Dedridge Primary. We want our pupils to leave Dedridge Primary with very happy memories of their time here, having achieved success and feeling motivated and enthusiastic about their future.

I look forward to working in partnership with you and should you have any issues, concerns or ideas for improvement, please feel free to share these with me.

Kathryn French
Headteacher

Contact Details

Dedridge Primary School

Dedridge East

Livingston

EH54 6JQ

Tel: 01506 412830

Email: wldedridge-ps@westlothian.org.uk

Website: <https://dedridgeprimary.westlothian.org.uk/>

Glenvue Nursery Class

Dedridge East

Livingston

EH54 6JQ

Tel: 01506 412333

Email: wlglenvue.ns@westlothian.org.uk

Website: <https://dedridgeprimary.westlothian.org.uk/article/17542/Glenvue-Nursery>

Head Teacher: Kathryn French

Council Webpage: <http://www.westlothian.gov.uk/sitecontent/schools/Dedridge>

School Context

Dedridge Primary School is non denominational and provides for stages Nursery – P7. The present roll for the Nursery is 60, and for the primary School is 180.

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

Dedridge Primary School admits pupils of both sexes.

Dedridge Primary School is staffed by a Head Teacher, an Acting Depute Head Teacher, 2 Principal Teachers, Class Teachers for 11 classes P1-7 and a Support for Learning Teacher. A 60 place nursery is also part of the school structure. We also have visiting specialist teachers in Physical Education and Music. Brass and Woodwind Instruction is also provided for selected pupils through a process of testing.

An Administrative Assistant, Clerical Officer, Pupil Support Workers, Facilities Management Assistants and Cleaning Staff make up the range of support staff in school, who provide vital services to the pupils.

The School Day

Primary 1 – 7

8.45am – 10.45am

10.45am – 11.00am morning break

11.00am – 12.30pm

12.30pm – 1.10pm lunch

1.10pm – 3.05pm

On Fridays, all children leave at 12.30pm

School term dates and holidays can be accessed online at:
<https://www.westlothian.gov.uk/schoolholidays-2019-2020>

Procedures for reporting your child's absence

Should your child be absent you must contact the school office by 9.30am to inform staff of the reason for absence. This practice must be repeated each day that your child is absent. We will follow up any unreported absence and should we fail to be able to contact parents / carers, information will be passed to appropriate authorities who will then pursue the reasons for absence. Please refer to the Attendance at School Policy for further information:

<https://www.westlothian.gov.uk/article/32409/Attendance-Behaviour-and-Bullying>

School Uniform

The school uniform is as follows:-

- Grey / black trousers / skirt
- White shirt / blouse
- Black shoes
- *Navy blue cardigan
- *Navy Blue Sweatshirt with school badge
- *Yellow or Red Polo-shirt
- School tie

Please note that black (jumpers, cardigans, hoodies) are not part of the Dedridge Primary School uniform.

It is advisable to have all articles of clothing clearly named.

All items marked * are available by ordering through school at very competitive prices. All other items may be obtained locally.

Additional uniform items are now available. These include a fleece jacket, reversible rainproof jacket, ski hat, baseball cap, book bags or school bags. School ties are also available to purchase at the office.

The school uniform costs the same as, or less than many other kinds of clothing. It provides a smart appearance as well as contributing to our school identity

Marking of Clothes

It is important that all articles are clearly marked with the pupil's name. Please report the loss of any article of clothing to the teacher as soon as possible so that they can quickly be found.

Clothing for Physical Education

On gym days your child will need a gym kit consisting of short, t-shirt / polo shirt and gym shoes.

The Council's Safety Officer has put forward the following policy regarding the wearing of jewellery during a physical education lesson. "It is necessary for the teacher in charge to ensure that if any jewellery is worn it must be removed if it could cause injury to the wearers or to other pupils. In the case of earrings in an activity situation they may be caught (if rings) or their pins pressed into the neck (if studs) and should be removed before participation....."

School uniform must be worn for class / group photographs and when pupils are representing their school in pupil as this will remain the official school uniform.

The school's dress code is based on the dress code advice for schools from West Lothian Council.

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 £16,105 or less) who submit a completed application from automatically receive a clothing grant for each pupil of school age. The current grants are £94.00 for each primary school aged pupil.

Pupils staying on at school beyond school leaving age are deemed to have any requirement for assistance with clothing met by way of an Education Maintenance Allowance and are not 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 and sports clothing through a school clothing store. For further information please contact Mrs Charles in the School office.

For further information please refer to the School Clothing Grants Policy:
<http://www.westlothian.gov.uk/schoolclothinggrants>

School meals, food and drink

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

Special dietary requirements will be catered for. Please contact the school office to discuss your child's requirements.

Please also advise the school immediately should your child have any allergies.

Free School Meals

All primary 1 to 3 pupils are entitled to free school meals. Children who attend our resource are also entitled to free school meals.

Primary 4 to 7 pupils with parents in receipt of either:

Income Support
Income-Based Jobseekers Allowance
Any Income Related element of Employment and Support Allowance
Child Tax Credit (with no working tax credit) and whose annual income is £16,105 or less
Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal.

Free School Milk

All pupils of nursery schools and all pupils, P1-7 pupils whose parents are in receipt of qualifying benefits are entitled to 0.25 litre of milk daily free of charge. Children who attend our resource are also entitled to free school milk.

For further information please refer to the School Meals and Milk Policy:
<https://www.westlothian.gov.uk/article/43281/School-Clothing-Grants-Free-School-Meals-Milk> or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by email stuart.isbister@westlothian.gov.uk

School incurred costs and methods of payment

There are various costs associated with your child's attendance at school and a number of services are offered. Payment is required for on-going facilities, such as school meals, milk and tuck but there will be other costs incurred at various times throughout the school session. Typical costs are detailed below, some an exact cost and others based on last years figures.

School milk £40.00 for the year (approx)

School meals £2.11 per day

Outings £5.50 - £15.80 (based on last sessions costs)

Residential P6 and P7 Camp £200.00 and P4 and P5 Lowport - £150.00 (based on last sessions costs)

Photographs £19.50 for a basic pack (Based on last sessions costs)

Fund raising – we participate in a range of fund raising activities throughout the school session and ask families to donate what and when they can.

Performances - £3.00 would be a typical cost for admission to a performance. This would normally include refreshments.

Enterprise activities – all pupils engage in enterprise activities and at times will ask for donations related to their activities. A maximum donation of £5 would be typical.

PSA activities – the PSA arrange a variety throughout the session, such as discus, concerts, magic shows and poetry competitions. A typical entry fee would be £2 -3

Details of payments will be included in a letter issued to your child, prior to the event. Activities requiring a more significant payment, such as residential trips, will be publicised well in advance with opportunities for staged payments across a number of months. Often a deposit is non-refundable but details of this will be included in the information sent to you. Please contact us if you have difficulty making a payment, so that we can make alternative arrangements.

Breakfast Club

A breakfast club is available to all P1 to P7 children for free. A range of nutritious options are available to the children to give them a great start to their day and to help develop healthy lifestyle choices.

The breakfast 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 arts and crafts activities, time to do homework and tooth brushing after they eat.

The breakfast club runs from 8.10am – 8.25am, at which point playground supervisors are on duty and this allows the children to go out into the playground to join their peers. For information please contact the school office.

Extra Curricular Activities

Pupils are encouraged to take part in extra curricular activities which take place from October until Easter each year. These after school clubs are largely led by school staff but can, at times, be organised by parents or specialist tutors. Clubs in the past have included cross-stitch sewing, various sports, gardening club, arts and crafts, a comic life club and a gymnastics club. We are always open to suggestions from the children for new clubs, to ensure a wide and varied provision.

Homework

The main aims of setting homework are to reinforce learning, establish positive study habits, promote independent learning and give parents / carer's further information about their child's learning at any particular time. The nature of homework tasks is left to the discretion of the teacher but may consist of a piece of reading, spelling, some personal research or a short extension of learning previously undertaken. Time spent on homework will vary according to the age of the child. Please ensure that your child undertakes their homework tasks in an appropriate environment away from distractions.

Book Fairs

The school organises two large Book Fairs during May and October. These fairs take place during the evenings of the parent nights and all parents and pupils are invited to buy from the excellent selection of books on offer.

Composite Classes

When pupil numbers make it impossible to have a single year class, it is often necessary to form composite classes. Class size legislation now dictates that all P1 classes should be a maximum size of 25 pupils, P2 and P3 should be a maximum of 30 and P4 – P7 should be a maximum of 33 pupils. Composite classes should have no more than 25 pupils. It has now become necessary to re-structure our P1-3 classes on an annual basis and inevitably this will include the creation of composite classes. The academic and social needs of pupils within the composite classes are well planned for and no parent should have any reservations about their child being part of such a class. The creation of composite classes is in keeping with West Lothian Council guidelines. Copies of parents are available from the school or can be downloaded from the West Lothian Council website.

Car Park

Parking facilities **are not** available to parents within the school car park. Children should under no circumstances cross the school car park in the interest of health and safety. Please comply with those regulations to help ensure the safety of all the children in our care. We have an active Travel Committee comprising staff, pupils and parents, who constantly review the car park issues.

Walking to School

Dedridge Primary encourages children to walk to school to promote physical activity and to ease traffic congestion around the school.

Cycling To School

Dedridge Primary encourages children to cycle to school and cycle racks are available for the securing of bicycles. Please remember that bicycles are left at your own risk. Cycle safety must be adhered to at all times and all cyclists must wear helmets. No cycling is permitted within the boundaries of the school.

School Photographer

The school photographer visits school, usually in February, to take individual/family photographs and class photos are taken in September each year for display in the reception area.

Communication

We aim to communicate regularly and in a timely fashion with parents. Our monthly newsletter and school blog provide detailed, up to date information about the life of the school. Each year group updates parents on their activities, successes and items of information. Staff, the Parent Council and various representative groups use this as a vehicle to publicise their activities. Important dates are also published in each newsletter so that parents can have plenty notice of events. Parents are encouraged to make comment so that we can use parental opinion to help us to continuously improve.

“Group Call” is a text messaging facility, which enables us to make quick and easy contact should we require to. Please ensure that your emergency contact details are up-dated as required.

Our plasma screen in the front entrance also provides information about the school with photos of recent activities providing further evidence of the vibrant life of the school.

Should you require to contact us in writing, by telephone or by e-mail, you will find contact details on the school blog and on school documentation and communication.

Customer Service

Our aim is to:

Provide a safe and supportive environment for your child, by ensuring health and safety standards are maintained and policies such as our anti-bullying policy provide a clear outline of how these issues will be dealt with.

Provide a variety of learning opportunities for your child by using current teaching methods, incorporating all aspects of life skills tailored to meet an individual child’s social, educational, and health needs.

When you contact the school we will provide the highest professional standards of service. We will do this by:
Treating you fairly and with respect

Respecting your confidentiality at all times

Ensuring the provision of professional, well-qualified staff

We will keep you informed of the wider developments and achievements within the school by:

Giving you comprehensive and accurate information in a way that meets your needs. We will measure the effectiveness of our information sharing by conducting a survey annually.

Keeping you up to date with whole school and individual issues, through monthly newsletters, updating the school website and at curriculum and parent evenings.

Being actively involved in and supporting the Parent Council and the Parent and Staff Association in their role of involving the Parent Forum in the daily aspects of school life.

We will be responsive to your needs when you contact the school for any reason by:

Addressing concerns within 3 working days either giving a direct response or a clear indication of when to expect one.

Providing a telephone answering service, if, due to priorities the telephone is unmanned during published opening hours, we will respond to any messages left within 2 hours.

Responding effectively and fully to letters received within 5 working days.

Answering –emails within 2 days with a comprehensive and direct response.

Ensuring polite, friendly, appropriate, responsive staff at all times

Ensuring you will be met by a member of staff within 5-10 minutes of your appointment.

Ensuring that when you make contact with the school, the member of staff you first speak to will pass your message on to the appropriate staff member, who will then deal with your enquiry promptly and effectively, by finding out the information you have asked for, investigate any concerns you have presented and respond to you the same working day.

On an annual basis, we will conduct a survey to ascertain how we are meeting our standards and targets and how we can improve upon them. The results of these questionnaires will be collated, reported on in our Standards and Quality Report and published on our website, with a summary sent out via pupil mail and parent mail.

Concerns/Complaints Procedure

There may be occasions throughout your child's time at Dedridge Primary 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 alternately, you can contact any of the teaching staff or management team directly. Contact can be made in writing, by telephone, through the school e-mail 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 French, the Head Teacher.

Should you continue to be dissatisfied with that response you should contact:

Customer Services Manager
Education Services
Customer Care
West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF
Telephone Number: 01506 280000

If you are dissatisfied with the outcome of your complaint to Education Services Customer care, you can write to the Council's Chief Executive, who will look at the outcome and decide if more action is needed. You can contact The Chief Executive at:

West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF
Tel: 01506 280000

If, in exceptional circumstances, it is felt that the case has not been resolved to your satisfaction, you should contact:

Local Authority Ombudsman
4 Melville Street
Edinburgh
EH3 7NX
Telephone: 0131 225 5300

The Complaints Policy and Procedures for Education and Cultural Services is available in booklet form on request or can be downloaded from the West Lothian Council website.

For further advice please refer to the Comments and Complaints Procedure for Education:

<http://www.westlothian.gov.uk/complaints>

Procedure for admission to school

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.

Should your child be offered a place at Dedridge Primary, or you would like to visit prior to making a request for a place, please contact the school office to arrange a suitable date and time. A member of the school management team will meet with you to share information about the school and show you around the school building.

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

Pre-School Admission Policy:

<http://www.westlothian.gov.uk/apply-for-pre-school-and-school-places>

Primary School Admission Policy:

<http://www.westlothian.gov.uk/schools-and-nurseries>

Parental Involvement

Parents are encouraged to be active participants in their child's learning, as this maximises each child's potential to achieve success. A number of opportunities are planned to share information relevant to each child's learning and these will include, formal and informal meetings with staff, curricular evenings, open afternoons, performances, written advice/guidance, information in monthly newsletters, advice about homework, opportunities to be involved in the planning of learning and annual reports. We are currently developing a profiling system so that information about learning and progress can be shared more frequently with parents. Parents are encouraged to come into school and offer their help in a variety of ways to support the learning of our children. This could include working with individuals or small groups of children, helping teachers and pupils with classroom display, art activities, educational outings or becoming a member of one of our parent groups. In addition, parents are encouraged to share any individual talents they may have with the children. This support is invaluable, is very much appreciated by the staff, and has a positive impact on our pupils. Any parent wishing to offer help in any way is asked to contact the school.

In the interests of child protection and safety, all regular parent helpers must be PVG checked before being Permitted to assist in class or on outings. PVG forms are available from the school office. Please refer to the council's Parental Involvement Strategy for further information:

<http://www.westlothian.gov.uk/article/2607/Education-Policies-and-Procedures>

Dedridge Primary School Parent Council / PSA

Our joint Parent Council / PSA is called Friends of Dedridge.

The Parent Council replaced the School Board in June 2007. Parents, carers and guardians of pupils at the school comprise the Parent Forum and any member can volunteer to join the Parent Council. The parent members of the Parent Council represent the entire Parent Forum.

The Dedridge Primary School Parent Council has four main objectives,

- work in partnership with the school to create a welcoming school which is inclusive for all parents
- promote partnership between the school, its pupils and all its parents
- develop and engage in activities which support the education and welfare of the pupils
- identify and represent the views of parents on the education provided by the school and other matters
- affecting the education and welfare of the pupils.

The Parent Council meets on a regular basis and exists to allow parents an input into the running of their child's School. The Parent Council can help the school management team resolve general problems and the development of new initiatives. It can also assist in the exchange of information between parents and the school. The Parent Council represents parents' views on general matters of interest and/or concern. The Parent Council, however, does not discuss matters on an individual basis. For example the Council will discuss matters arising which affect the majority of the school – not individual issues such as a child's learning plan or a child's individual behaviour within school.

The Parent Council is required to deliver an annual report on its activities. In order to ensure that the Parent Council addresses the needs of the Parent Forum, they seek and encourage parents' thoughts, suggestions and opinions. The Parent Council is accountable to the Parent Forum.

All parents / carers/ grandparents and friends of the school are welcome to join our fundraising association. Friends of Dedridge successfully organise and run for the school a wide range of school fundraising activities such as pupil discos, coffee mornings and school raffles and other activities to engage parents in supporting the school. If you are interested in joining this please also contact the school office for help and assistance.

School Ethos

Values

We believe that it is essential to create a school community where a fundamental value system is at its core, helping us to get it right for every child. The values of wisdom, justice, compassion and integrity guide us towards our goals and give us a framework within which we can reflect and through which we can help our children to become responsible citizens within society, today and in future years.

Dedridge Primary is working towards level 1 as a Rights Respecting School. At Dedridge we promote the values which support the ethos of the United Nations Convention on the Rights of the Child (UNCRC). Children learn about their own rights through the UNCRC, are taught that everybody has rights and that therefore we all have responsibilities to each other. We believe that by understanding their own rights, children learn to appreciate and uphold the rights of others by developing positive, respectful relationships with staff and their peers.

Dedridge Primary School Aims Attainment and Achievement

To ensure all children are actively involved in and progress in their learning.

To work with parents / carers and all stakeholders to support children in their learning.

To encourage a healthy lifestyle.

To value the views of all members of the learning community

To celebrate achievements of all our children

To ensure that the whole school and local and global environment are used to promote learning.

Framework for Learning

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

To improve the quality of experiences for learners through a programme of continuing professional development for all staff.

To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.

Inclusion and Equality

To provide effective support systems for all learners, which promote personal and social development and underpin academic achievement.

Values and Citizenship

To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society. To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.

Learning for Life

To develop in our pupils, skills, creativity and ambition through the curricular and extra-curricular experiences offered by the school. To encourage and promote healthy lifestyle choices.

Praise, Reward and Celebrating Success

The importance of praise as a motivating and positive aspect of school life is well understood and the use of praise permeates all aspects of the life of the school. Pupils are encouraged to have high expectations of themselves and others and their efforts are recognised in a variety of ways, including rainbow visits and positive phone calls home. There will be a sticker placed in your child's home / school diary to inform you of a rainbow visit. These are also celebrated at a weekly assembly and in the newsletter.

We also have bronze, silver, gold and platinum awards which are celebrated with the children. These aim to provide children with the motivation and encouragement to be able to follow our school rules and achieve success.

Golden Time is enjoyed by all pupils every week. Time may be lost as a consequence of inappropriate behaviour but may be regained by making better choices.

Achievement Assemblies are held in school once per month. On those occasions children are recognised, by staff and peers for hard work, showing a positive attitude and being a successful pupil.

Monthly newsletters will contain information about the recent achievements of groups and individuals.

The plasma screen presentation at the entrance to the school, will detail achievements of classes, groups and the local media will be used at times to publicly celebrate success.

School Code of Behaviour

At Dedridge Primary School we promote positive behaviour in school and in the playground. Consistent procedures are used throughout the school to promote a positive ethos based on respect, fairness and equality. We actively encourage our pupils to "Reach for the Stars" and to work towards being successful, confident, effective and responsible individuals in all that they do. We believe that everyone has the right to work and learn in an atmosphere that is free from victimisation and fear. Staff will manage incidents of indiscipline in a sensitive, professional manner and will apply sanctions as appropriate. We have both a behaviour management and anti-bullying policy in school. These can be obtained by contacting the school office.

The need to maintain a positive partnership with parents/carers is well recognised. Your help and support are vital if discipline is to be effective. We will aim to share your child's successes with you and will contact you at an early stage should we have any concerns about the behaviour or attitude of your child.

ANTI-BULLYING AND ANTI-RACIST POLICIES

The school has both an anti-bullying and anti-racist policy. Bullying and racist behaviour is unacceptable. Incidents should be reported by pupils or by their parents. Each incident will be dealt with promptly by a promoted member of staff. A log of any such incidents is kept and is reviewed regularly. There are many strategies in place in the school to help reduce the occurrence of bullying and racist behaviour among the pupils. The full policy documents may be viewed upon request to the Head Teacher.

CONSEQUENCES

<p>Pupils are usually keen to do their best at school.</p> <p>Their good behaviour will be recognised by the following consequences.</p> <ul style="list-style-type: none">• Verbal praise• Written praise• House points• Comments on report card• Stickers and stamps• Referral to the DHT or HT• Golden time• Rainbow visits• Positive phone calls home• Bronze, silver, gold and platinum awards	<p>Unacceptable behaviour may be corrected by the following consequences:</p> <ul style="list-style-type: none">• Verbal warning• Seat moved• Loss of golden time• Yellow card – removal to another class• Red card – referral to DHT / HT <p><i>After 3 red cards the teacher will contact you to ask you to come in for a meeting. Further red cards will result in a meeting with the DHT / HT.</i></p> <ul style="list-style-type: none">• Individual Education Plan / behaviour plan to improve behaviour• ‘Chill out’ is used for incidents of unacceptable behaviour on the playground• Stickers will be placed in the diary to inform you of yellow / red cards or time spent in ‘chill out’.
	<p>Very serious offences may be correct by the following consequences:</p> <ul style="list-style-type: none">• Entry in the Bullying/Racism/Behaviour Log• Parent informed• Formal Disciplinary Warning – sent to parents – in record – removed after six months• Temporary Exclusion from School

ATTENDANCE

You, as a parent are responsible for ensuring that your child attends school regularly. Parents must phone the school on the first day of absence if their child is absent so that the pupil is accounted for. School office staff will phone home and leave a message if this is not done.

A note explaining a pupil’s absence should be sent to the class teacher when the child returns to school after being absent. Any absence without explanation will be recorded as unexplained and could be viewed as truancy. The Education Welfare Officer will be contacted if the school is unable to reach the parent.

It is important that the children arrive at school on time in the morning for an 8.45 am start. If a pupil is late there should be a note sent to school explaining the reason. In the event of “sleeping in” children should report to school as soon as possible.

Parents are encouraged to take holidays outwith term times. Absence during term can be disruptive for your child and the rest of the class. The following is taken from the Council’s Policy on Leave of Absence for Term Time Holidays:

“Absence from school for a number of days can be quite damaging to an individual child’s education, since learning becomes more effective where there is pupil – teacher interaction”.

1. Parents wishing leave of absence for a child to have a family holiday during term time should apply in advance to the school, by letter.
2. All holidays taken during term time will be entered as holiday refused.
3. Schools **will not** provide individual programmes of work for pupils to undertake while on term time holidays.
4. Where the leave of absence is not simply for a holiday, but is subject to exceptional family circumstances, such as a planned visit to relatives in some distant location such as Australia, Pakistan, India, China and New Zealand this should be stated in the application. Special approval will be considered in some cases.

EMERGENCY ARRANGEMENTS

It is possible that some time or other the children will have to be sent home from school because of sickness, injury or emergency closure of the school. Please ensure contact numbers are up to date for Groupcall purposes.

It is the responsibility of parents, should they not be at home during the day, to ensure that there is an emergency contact - preferably a relation or friend who stays nearby, or a neighbour to whom your children can be sent in such circumstances.

When there are unplanned early closures, every effort will be made to make sure that children are not sent home unless there is someone available to look after them. In cases where there is no one to whom they can report, or if they are unsure, pupils will be kept in school until parents or emergency contacts are available, or, failing this, until normal school dismissal times. (i.e. at lunch interval or at the end of the school day).

All children who are sent home are given strict instructions to return to school immediately if they find that no one is available to take charge of them.

School App, Capital Radio, Radio Forth, Real Radio, BBC, Internet – West Lothian Online

Notification of the closure of the school will be made on above, if it is impossible to open the school because of poor weather conditions, heating problems, etc.

APPOINTMENTS MADE BY PARENTS DURING SCHOOL HOURS

If your child has an appointment for the doctor or dentist during school hours, please send a note about it to the child’s teacher. **Children who have appointments must be collected from the school by an adult. Children will not be allowed to leave the school on their own.**

MEDICAL CARE

Illness or Accident at School

In the event of your child having a serious accident, we would first contact medical help and then yourself. In the case of a less serious incident or illness we would firstly contact you. If you were not available we would consult the emergency contact. Please ask for a form if your child needs to take medication during the school day.

Medical Conditions

Please make sure that your child’s teacher is informed of any special medical conditions. If necessary a care plan will be written with all relevant adults in attendance to agree it.

Transferring Educational Data About Pupils

Education authorities and Scottish Government have 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 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 Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers 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.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights. The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). 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 uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations 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 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 relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@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.

Want more information?

Dedridge is an eco-school and has intermediate international school status. We have associated links with various groups and organisations locally, nationally and internationally.

Further details about ScotXed are available on the ScotXed website, www.scotxed.net.

We also work with the Chaplaincy Team based at the Lanthorn who enhance the Religious Education opportunities available to the children and work in partnership with staff.

These links are constantly evolving and being further developed to reflect the ever changing nature of learning across the school.

HEALTH AND SAFETY

Within the general policy laid down by West Lothian Education Services, the following series of statements, of safety policy, for all areas of its responsibility in accordance with the Health and Safety at Work Act of 1974. School staffs are full instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of importance to the school.

The school logs details of fire drills and fire extinguishers are checked according to council guidelines.

Playground Supervision

When pupils are at school, the responsibility for their safety rests with the Council. The Head Teacher and Staff (including playground supervisors), undertake this responsibility as the Council's representatives. This means that reasonable steps will be taken to prevent any pupils suffering injury and to ensure that accidents or difficulties are reported to a responsible adult and appropriate action taken. Staff are in the playground from 8.25 a.m. each morning.

We have strong links with other schools within The James Young High School Cluster and plan many joint activities, particularly at the point of transition to High School. The children participate in many sports activities organised by the Active Schools' Co-ordinator and children are encouraged to explore some of the sports club in the local area.

We have many established business links and have participated in whole school enterprise ventures, in partnership with various businesses and individuals within a variety of professions.

TRANSPORT

Parents who live outside the Dedridge Primary School catchment area and choose to send their children to this school are responsible for their transport. Children within our Autism Resource are provided with Local Authority transport.

MEALS

Our school has a three tray system for lunches. Each tray contains a balanced meal either a two course hot meal or a “packed lunch” and includes a drink. Each option comes at a current, set price of £1.90. Meals are prepared in the kitchen at St Ninian’s Primary School and are transported to Dedridge. Pupils who choose to have packed lunches from home may eat it in the dining hall.

PARENTS IN PARTNERSHIP

It is important that the education of the individual child is seen as the responsibility of parents and school in partnership. Such partnership takes many forms. It could be support for school and home authority, or support with homework or discussion and sharing of difficulties or mutual support and practical assistance.

For those parents who can, there is also the opportunity to help directly in school through our Helping Parents Scheme. Others give valuable assistance through supporting the Friends of Dedridge Parent Group and the Parent Council.

The School in the Community

Dedridge Primary has established many links within the community to enhance the learning experiences of the children and to enable the children to share their learning and further develop as effective citizens.

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The Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence is now being introduced across Scotland for all 3-18 years olds – where they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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

Teachers and practitioners will share information to plan a child's learning journey from 3-18, helping their progression from nursery to primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with 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 literacy and Numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

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

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and Numeracy and from 2012/13 new National 4 and 5 qualifications from 2013/14.

Our well regarded Access, Higher and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil 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 our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

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

SAFE ENVIRONMENT AT SCHOOL

West Lothian Council has a "Safe Environment at School" policy. Should you wish to see a copy please request one from the school office.

CHILD PROTECTION

It is the responsibility of all school staff to help children and young people to be safe.

This school will ensure that all members of staff both teaching and non teaching will participate in annual training provided by the Head Teacher or Designated Member of Staff following West Lothian's guidelines. In addition, new members of staff will have the opportunity to attend West Lothian's CPD opportunity. Designated members of staff should attend Authority training every 3 years to keep abreast of updates.

All new staff will be given information on Child Protection procedures in school as part of their induction. This will include a personal aide memoir.

DEFINITIONS OF ABUSE

Child abuse or maltreatment constitutes all forms of physical and / or emotional ill-treatment, sexual abuse, neglect or negligent treatment or exploitation, resulting in actual or potential harm in the child's health or development. Children may be in need of protection where their basic needs are not being met, in a manner appropriate to their stage of development and they will be at risk from avoidable acts of commission or omission on the part of their parent(s), siblings, other relatives(s), carer, other individuals or complete strangers.

ADULTS HELPING WITHIN THE SCHOOL

Student Teacher

Student teachers from Moray House and Stevenson College and nursery nurse students from West Lothian College are often assigned to our school.

Work Experience

Links with area High Schools have occurred through a Work Experience Programme. Students from High Schools in West Lothian have assisted in the school. Many are interested in a career as a teacher or as a nursery nurse.

Volunteer Helpers

For many years, the school has benefited from the band of volunteers who help throughout the school. If you are able to give of your time, please contact the Head Teacher. A PVG form must be submitted to the region and approved before you can work in the school with children.

Please contact the school should you require further information about the curriculum.

For further information regarding the curriculum at national level visit:

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

Health and Wellbeing

A holistic approach is taken to promote health and wellbeing in Dedridge Primary. Account is taken of the stage of growth, development and maturity of each individual as well as the social and community context. Within a progressive framework, children are provided with opportunities to develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future.

Promoting health and wellbeing at school is embedded in the variety of activities offered during the day and in extra- curricular activities. Class teachers plan and deliver lessons in physical education. Classes have timetabled blocks of the P.E. specialist at various times throughout the year. Opportunities also lie within the context of Religious and Moral Education, Social Studies or as stand-alone topics. Health Week is an annual focus. Parents will be informed, in advance, of any area of learning that may be of a sensitive nature. Full information will be shared about the planned content of lessons, with resources available to view if required.

Languages and Literacy

The development of literacy and language skills play important roles in all learning. Staff build on the foundation, which has been started at home and help children to use literacy skills for a variety of purposes. Literacy skills are regarded as essential life skills.

The four main outcomes are Listening, Talking, Reading and Writing.

Literacy and language skills are developed using all curricular areas and can be stimulated by a topic being undertaken, an item of interest or a child's personal curiosity. Staff exploit cross-curricular opportunities to promote literacy and language development, to help children see connections across the curriculum and to make learning meaningful. It is considered very important that children have a context and a purpose to motivate and stimulate them using language interestingly, imaginatively, appropriately and precisely.

French and German are taught from P1 through to P7 and lessons are taught in a stimulating and active manner.

In P1 to P4 there is a focus on talking and listening with the pupils being encouraged to take an active part in role- play, games and songs. To ensure correct pronunciation and intonation the 'Early Start' packs in both languages are used. These packs use native French / German speakers and allow children to gain knowledge about the culture and customs of other European nations.

P5 to P7 children are encouraged to consolidate and further develop the listening alongside the more formal skills of reading and writing in the appropriate language. All schools within the cluster use West Lothian plans of work and assessment packs.

Through presenting Modern Languages in an enjoyable and inclusive manner, we hope that our pupils will be able to make use of their increasing knowledge of a modern language successfully and confidently in a real international context.

Mathematics involves the knowledge and understanding of processes and concepts, making connections and applying these in a range of contexts. Numeracy skills are regarded as essential life skills. Children come to school as active mathematical thinkers having, through trial and error, solved problems naturally in play and family life. At school children are provided with structure through which they can further develop skills, understand concepts and learn facts and techniques.

Mathematical activities are planned for the children through which they further develop their understanding of number, money, measure, shape, position and movement and information handling.

Children will enjoy exploring, applying their thinking and presenting solutions to others in a variety of ways. At all stages collaborative learning encourages children to reason logically and creatively through discussion of mathematical ideas and concepts. Mental maths is a daily activity in all classes to develop quick recall, reinforce learning and apply to real life contexts.

Expressive Arts

Teachers plan and deliver lessons and projects in all four areas of the Expressive Arts – Art and design, Dance, Drama and Music. We have visiting specialists in Art and design, Drama and Music, who enhance the learning experiences on offer to the children. Classes have timetabled blocks of specialist teaching at various times throughout the year. Performances are a key feature of life at Dedridge with each stage putting on an annual production for parents/carers.

Religious and Moral Education

The Religious and Moral Education programme is intended to involve the children in the process of extending their awareness and understanding of the questions and issues at the centre of World Religions.

Services are taken by the School Chaplain, individual classes and other visitors. The main Christian Festivals are celebrated.

Sciences

Through our science programmes children develop their interest in and understanding of our living, material and the physical world.

There are five main learning outcomes:

Planet Earth

Forces, electricity and waves

Biological systems

Materials

Topical science.

Every opportunity is taken to make connections to other curricular areas. Children engage in a wide range of collaborative investigative tasks, which allow them to further their knowledge and understanding.

Social Studies

Programmes of study are planned to ensure continuity, depth and progression throughout the levels in Curriculum for Excellence and will include social studies topics relating to people, past events and societies; people, place and environment and people in society, economy and business.

Some studies may last several weeks; others will have a short-term focus. Educational outings are often linked to social studies topics and enhance the learning experiences of the children. Parents/carers are asked to give a written consent and pay towards the cost of the outing. Details regarding specific cost and various methods of payment will be detailed on communication distributed to parents/carers in advance of the outing / educational experience.

Technologies

The technologies framework includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. As children play and learn, they develop an interest, confidence and enjoyment in technologies. Children also develop an understanding of the role and impact of technologies in Scotland and the global community.

ICT skills are developed through direct teaching but are also transferred and applied in different learning contexts.

Interactive whiteboards are installed in all classrooms. They are successful in;

Motivating and engaging pupils in their learning

Aiding concentration and focus

Encouraging a higher level of pupil interaction in both teacher-directed and group-based lessons

Enhancing knowledge retention

Accommodating different learning styles.

Glow

Managed by Education Scotland and delivered by Research Machines (RM), Glow is the world's first national intranet for education. Children will be issued login details that will allow them to access Glow from school and from home.

What Glow will provide:

A trusted and safe environment for pupils, teachers and parents.

An area to create personalised programmes of work and share curricular resources.

A variety of online tools to enhance learning experiences.

Virtual learning to share information and take part in a lesson.

Tools to enable you to communicate and collaborate across the network.

Assessment and Achievement

Teachers assess learners' progress constantly as part of daily learning and teaching. In line with Curriculum for Excellence, progress is defined in terms of 'how much' and 'how well' and not solely on the learner's rate of progress. There is a focus on skills and knowledge. Teachers use a range of assessment approaches at different stages and in different areas of learning, giving quality feedback on the children's work based on specific strategies for improvement. Next steps for learning are identified in consultation with learners.

Teachers have access to an online National Assessment Resource (NAR). This further supports teachers' professional judgements. Staff engage in moderation activities, within school and beyond to ensure consistency in standards. Progress is tracked at individual, stage and whole school level. Reporting to parents reflects current approaches to assessment in line with Curriculum for Excellence.

Skills for Learning, Life and Work

Children at Dedridge Primary School are provided with planned experiences across all levels to develop and demonstrate a variety of skills. These include literacy, numeracy and health and well being skills across learning, thinking skills (remembering, understanding, applying, analysing, evaluating, creating), personal learning planning, working with others, leadership, physical co-ordination and movement and enterprise and employability. These skills and attributes should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives.

Eco Group

The Eco-group is made up of representatives from each stage from P3 to P7. Their role is to make the pupils of Dedridge aware of environmental issues which currently affect them or may affect them in the future. The aim is to get as many pupils involved in being kinder to the environment and we are keen that Dedridge Primary is an 'Eco-friendly school'. The Eco-group meet on a regular basis and work on their 'Action Plan' for the year. They plan assemblies, organise competitions and campaigns and inform classes around the school how they can help the environment and encourage their peers to be eco-friendly.

Dedridge Primary currently has its 2nd Green Flag.

Enterprise

Enterprise is now embedded within the curriculum and the children have many opportunities to use and develop their enterprising skills in a variety of ways. We strive to develop a variety of business links to further enhance the children's experiences. Examples of this include charity fundraising, organising and participating in a range of events and running a class business. The children are required to work collaboratively towards their common goals, giving them vital experience and preparing them for life beyond school.

Personal Learning Planning

All children are encouraged to become active participants in their own learning and as such, help to set their own targets and regularly discuss progress towards those targets. Children are aware of the learning outcomes of each learning experience and use them to assess their own understanding and that of their peers. The children are encouraged to reflect on their learning, identifying their strengths and development needs and dependent on the age of the children, there are a number of ways in which they are encouraged and supported through this process. Parents are an important part of this process and we are currently developing ways in which we can meaningfully involve parents further in their own child's learning.

Pupil Leadership

All pupils are actively encouraged to be involved in the wider life of the school and they have many opportunities to be involved in the decision making process. There are a number of groups within school which have pupil representation, for example, the Pupil Council, Eco-group, Health Group, Rights Respecting Schools Group and International Group. Older pupils are offered roles of responsibility including, Buddies, Office helpers and Junior Road Safety Officers. We are planning to extend meaningful leadership opportunities for the children and will be working in partnership with parents to further develop this.

Reporting to parents

There are two formal opportunities, in October and March, for parents and teachers to discuss the progress of individual learners. One written progress report is produced annually in June. Teachers are willing to discuss individual progress at any time should there be concerns or issues surrounding the child. Arrangements for this can be made by appointment.

“Meet The Teacher” evenings take place in September where relevant information about the requirements for the new school year is presented to parents. Curricular evenings are also planned at various times throughout the year to familiarise parents with on-going developments within school. The school is currently developing the use of “Learning Journals” to provide on-going, detailed information to parents about their child’s progress.

Pupils with Additional Learning Needs

A child may be experiencing some difficulty with the work presented to him/ her. Parents will be invited to school to discuss the situation. It may be suggested that help can be provided by the Support for Learning Teacher. Permission may be sought from you to have your child tested by the Educational Psychologist to give us more information to better meet his / her needs.

The Authority has a policy of integration. This promotes the placement into primary and secondary schools of pupils with significant special needs. Additional support may be given to the school to enable such placement. These also offer opportunities for integration.

We have four classes for children with pervasive communication difficulties on the autistic spectrum. These pupils will spend part of their school day in their own class areas but will have planned opportunities to interact with their peers in the mainstream school.

Integrated placements or placements into ASD classes are made following assessments by the Authority’s Specialist and in consultation with parents. Decisions are made by a Senior Review Group as to appropriate placements.

Transitions

Nursery/P1 Transition

Every opportunity is taken to familiarise our nursery pupils with life in the primary school. They attend assemblies, work with specialist teachers and undertake whole school activities such as enterprise, fund raising, eco-school activities. Through these activities they quickly become familiar with school staff and the school building. Towards the summer term additional opportunities are planned when nursery children will spend time with their P1 teacher, will spend time in the playground and will meet the other children in their class. An induction meeting for new P1 parents takes place in June. A buddy system is in place, which allows older pupils to support their younger peers. P1 teachers will have detailed knowledge of each child in order to ensure a smooth and seamless transition.

P7/S1 Transition

Each secondary school admits pupils from a number of associated primaries. Dedridge Primary School is associated with The James Young High School and the children living in the catchment area of the school would therefore normally transfer there for their secondary education.

The James Young Cluster has excellent transition arrangements with a programme starting early in the P7 year. Children have many opportunities to visit the High School and become familiar with a range of staff. Additional support is available to pupils who require this during the transition period. Parents' evenings are arranged by The James Young High School, early in the new school session, to provide parents with the necessary information about transition. Contact details are as follows:

The James Young High School
Quentin Rise
Dedridge
Livingston
EH54 6NE
Tel. No. 01506 414244
Head Teacher – Mrs Catrina Hatch

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. The 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/article/2243/Children-with-Additional-Learning-Needs> Support for learning is offered to children in a variety of ways dependent on their individual needs and personal circumstances. We use staff in a flexible manner ensuring that we can respond to emerging needs and offer an appropriate level of support. We help children to develop a range of strategies, use a range of resources and promote independence so that they can attain and achieve to the best of their ability.

The Support for Learning teacher works in a variety of ways. In certain circumstances she withdraws small groups of children from class for focused work in language and literacy and/or mathematics and numeracy. In other cases, the Support for Learning teacher may work in class, supporting children where required. Our Support for Learning system is two tiered in that it supports children in need of consolidation and individual help and also children who require extra challenge in their school work. In addition to this, we also have a system in place for supporting children with emotional and/or social needs.

If you feel that your child needs additional support, information and advice is available from your 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 fact sheets 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).

School Improvement

Dedridge Primary School continuously strives to improve the educational provision for the children in its care and the service it offers to parents. An annual Standards and Quality Report is produced which details progress made towards identified targets. An annual School Improvement Plan is also produced which outlines key areas for development for the school session, including plans to ensure continuous whole school improvement over the next three years. These documents are available from school and can be accessed electronically through the school and West Lothian Council website.

Dedridge Primary School was inspected by HMIE and the report was published in May 2010. A follow up report was published in June 2012. A copy of this report is available in school or can be accessed on the Education Scotland website.

Information regarding Dedridge'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>

Emergency Contact and Medical Information

Emergency Contact and Medical Information forms are completed by all parents and are kept in the School Office. Please ensure that the information on these forms is kept up to date and that the School Administrator is notified of any changes (including temporary arrangements) as soon as possible.

School Policies and Practical Information

Dedridge Primary School Policies:

Additional Learning Needs	Language and literacy
Anti bullying	Learning and Teaching
Assessment, Recording and Reporting	Major Incidents
Child Protection	Managing behaviour for Effective Learning
Eco-school	Mathematics and numeracy
Educational outings	Nursery –P1 transition
Enterprise	P7-S1 transition
Fire Safety	Parental Involvement
First Aid	Physical Education
Food Safety	Personal Safety
Global Citizenship	Racial Equality
Health and Wellbeing	Religious and Moral education
Homework ICT	Social Studies

Copies of Dedridge Primary School policies will be made available on request to the school.

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/search?q=education+policy&go=>

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

West Lothian Council Instrumental Music Service

West Lothian Council's Instrumental Music Service provides free instrumental music lessons to primary and secondary school pupils and opportunities for these pupils to play in one of the many bands and ensembles that perform regularly at a range of venues and events locally, nationally and internationally.

The Service is delivered in schools by professional instrumental music teachers who provide a structured and progressive music curriculum which is encapsulated in the four capacities of Curriculum for Excellence - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The Instrumental Music Service is managed by a Principal Officer who is based within Education Services.

How will learning to play a musical instrument help my child?

As well as musical development, the many general benefits gained from learning to play a musical instrument include: enhanced listening and concentration, discipline, co-ordination, language development, memory and social skills. It helps your child to become part of a team and to respect other team members whilst increasing your child's confidence and participation in the wider school and community.

How much will it cost?

Lessons are free, but you will be asked to buy music and some pieces of equipment, reeds, strings etc. For a more accurate estimate, please contact your child's instrumental teacher.

How can my child become part of this?

We aim, within the available resources, to provide opportunities for pupils to learn to play a musical instrument in all primary and secondary schools. Instrumental music teachers provide instruction in a range of instruments including strings, brass, woodwind, guitar, bagpipes and percussion. Availability of specific instruments varies in different cluster areas. Demand usually exceeds availability so children are selected using established musical selection procedures. Your child's instrumental music teacher will recommend the most appropriate instrument. Depending on resources, an instrument may be provided on loan without charge for an initial period of tuition, but it is also possible to purchase an instrument through your child's school using (AIPS) - the Assisted Instrument Purchase Scheme. AIPS Enables you to buy a musical instrument without paying VAT.

When are the lessons and how do I check on progress?

Lessons are once a week during the school day but are, wherever possible, provided on a rotational basis so that no particular curriculum subject is affected. The length of the lesson can vary. Individual learning plans/targets are agreed with pupils, their progress is checked weekly and a written report is issued each year. Children are also encouraged to take part in nationally recognised music exams such as Music Medals to boost their sense of achievement.

Is there anything I can do to help?

Your role in supporting your child is an important one.

- Encourage regular practice in a quiet place and listen to them playing from time to time.
- Be positive, especially in the early stages.
- Encourage your child to attend lessons regularly.
- Be prepared to buy music and accessories.
- Don't hesitate to contact your child's instrumental teacher if you need advice
- Encourage your child to take up opportunities to perform solo and in groups

What happens as my child progresses?

All the way through instrumental music teaching, your child will be encouraged to assess themselves, first with Music Medals, then by sitting SQA and external examinations. Music exams passed at grades 6, 7 or 8 also score valuable points on University and College application forms (UCAS). There are bands and ensembles in most schools that usually play weekly after school hours. There are also Area Ensembles playing all kinds of music from popular to jazz to classical. These bring young musicians from different schools together to perform, often with professional musicians at prestigious venues around the world.

Where can I get more information?

The Instrumental Music Service team from Education Services will be happy to talk to you about any questions you may have

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Alternatively you can contact the instrumental music teacher at your child's school.