

Priorsford Primary School



**Parent Handbook
November 2024**



Priorsford Primary School - Welcome from Headteacher

I would like to extend a warm welcome to you and your child to Priorsford Primary School. The staff and I are looking forward to building a positive, supportive and productive partnership with you during your child's school years. We aim to foster a safe, happy and caring learning environment at Priorsford and to provide your child with experiences and opportunities that will enable them to develop the skills needed for their future lives and work.

If you have not yet visited our school, I would like to invite you to do so. A visit will provide you with the best opportunity to experience our school community firsthand and gain an understanding of our values, nurturing ethos and our engaging learning environment.

We always welcome parents into school and are keen to encourage you to take an active role in the life of the school. Many of our parents and family members support the school in both informal and formal ways: helping in the library and classrooms; going on excursions with classes; taking lunchtime or after-school clubs; supporting curricular developments or becoming members of the PTA or Parent Council.

This booklet is provided to familiarise parents with Priorsford Primary, to support and enhance the links between school and home. Part of this booklet has been written by parents from our Parent Council to provide you with useful information on the clubs and activities available out with school to further enhance your child's experiences, opportunities and achievements beyond the classroom.

Please note that the information contained within this booklet is accurate at the time of writing (November 2024) but is subject to changes to the school roll, staffing and resources by the time of publication or by the time your child starts at Priorsford.

Please contact the school by telephone or email if you require any further information or would like to visit the school. We look forward to welcoming you to Priorsford and to working in partnership with you throughout your child's time at Priorsford Primary School.

Susan Woodyer
Headteacher
November 2024

CONTENTS	PAGE
Section 1 - Our School	3
Section 2 - Practical Information	5
Section 3 - Health, Safety and Security	9
Section 4 - Communication	12
Section 5 - Curriculum	15
Section 6 - Support for Pupils	22
Section 7 - Parental Involvement	27
Section 8 - School Improvement	29
Section 9 - Community	30
Section 10 - Directory of Activities	31
Section 11 - School Staffing and Session Dates	33

SECTION 1 - OUR SCHOOL

Name	Priorsford Primary School
Address	Marmion Road, Peebles, EH45 9BE
Telephone	01721 721236
Facebook	Priorsford Parents
Website	www.priorsfordprimary.com
Email contact	PriorsfordPS@scotborders.gov.uk or Susan.Woodyer@scotborders.gov.uk

Context

Priorsford Primary School is the largest primary school in the Scottish Borders. The original building was constructed in 1972. The school is non-denominational and serves an area of the town of Peebles to the south of the River Tweed, including Whitehaugh, Kittlegairy as well as the village of Cardrona.

There are 13 classes as well as our nursery class. The school classrooms are set up in semi-open plan areas, with the P1 and P2 classes situated around a communal play area. Primary 3 to Primary 7 classes are accessed from a central area with open space for group activity. Our Early Learning and Childcare (ELC) is in a new purpose-built nursery, which opened in February 2021.

Presently the school roll is 369 pupils in 13 classes with a further 94 full-year places available in the nursery, to support the Scottish Government's provision of 1140 hours funded early learning and childcare for every three- and four-year-old. The Nursery is led by a Senior Early Years Officer and supported by an Early Years Officer and twelve Early Years Practitioners. The Nursery is an integral part of our school community and this close partnership working facilitates effective and smooth transition when the children move from nursery to Primary 1.

The school has a fantastic library of over 20,000 books that children access weekly. We have superb school grounds and continue to develop them to enhance learning in and through nature. Substantial landscaping and PTA funding have enabled us to build outdoor play areas, large sandpits, raised vegetable beds, fruit cages and a large polytunnel for children to enjoy planting, growing and harvesting produce. In addition, our PTA funds have enabled us to build two outdoor classrooms as well as a large summer house to allow classes to work under shelter regardless of the weather. We continue to develop our outdoor play and gardening areas on the site of the former nursery building as well as regularly purchase playground equipment for collaborative and energetic play, thanks to PTA funding.

We have a leadership team comprising of a non-teaching headteacher; a non-teaching depute head; 1 part - time depute head and 1 principal teacher who leads in specific curriculum areas. There are 11 Additional Needs Assistants and 1 Classroom Assistant who are allocated a range of whole school and individual pupil responsibilities. The children are also supported by a full-time Support for Learning teacher.

We have both a very supportive Parent Council and Parent Teacher Association (PTA) who play an active role in the life of the school and provide much financial support for the school.

There are many extra-curricular activities provided by school staff, Scottish Borders Council staff as well as parents. Pupils are actively involved in the community and benefit greatly from many sporting events, wider community festivals with other local schools as well as with our cluster secondary school, Peebles High School.

Vision, Values and Aims

At Priorsford, our vision is '**to support each other to grow and learn together.**' This vision reflects the welcoming, caring and positive ethos we have established, which supports and encourages all our children to enjoy learning. Through our nurturing ethos, we aim to develop successful learners, confident individuals, effective contributors and responsible citizens.

Our agreed values encourage all in our school community to demonstrate:

- Kindness
- Fairness
- Caring

By upholding these values, we reflect the pride we have in our school, the respect we hold for one another and how we can all be responsible citizens. We aim to provide our children with a safe, happy and achieving learning environment to become successful, confident and responsible global citizens.

Priorsford Primary School is a Rights Respecting School, which means that we uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC). The Convention outlines, in the form of rights, what adults must do to enable children to grow and be healthy; to learn; to receive protection; to have their views listened to and to be treated fairly.

Each year, our classes create their own classroom charters, written and agreed by pupils and their class teacher. The school is proud of the very positive and encouraging ethos, which is regularly commented on by visitors and was recognised as a key strength of the school in our Education Scotland Inspection in January 2019. The pupils, staff and parents feel that the school is a welcoming and supportive environment for all and we continue to build on this through our work as a Rights Respecting School.

SECTION 2 - PRACTICAL INFORMATION

School Hours

School hours are: **Monday to Thursday**

8.45am - 10.25am

10.40am - 12.20pm

1.15pm - 3.25pm

Friday

8.45am - 10.25am

10.40am - 11.50am

12.40pm - 12.50pm

At the start of the school day, the bell rings at 8.45am and children line up outside their classroom doors to be welcomed individually by their teacher. There is limited playground supervision between 8.30am and 8.45am, therefore pupils should arrive at school after 8.30am and before 8.45am. During bad weather, the doors are open from 8.35am to allow children access into school.

Classroom Equipment

If possible, children should bring the following items for use each day in school:

- Pencil case with pencils, colouring pencils/pens, rubber, ruler, sharpener and glue stick
- Gym shoes/indoor shoes- the children change when they come in to school
- Black shorts and a white t-shirt for gym
- Painting overall for any messy art activities - an old shirt or t-shirt is fine

Cloakrooms

Each child is allocated a peg for their coat and space for their shoes either in the cloakroom or in the classroom. School bags and lunch boxes are kept in the classroom.

Outside shoes should not be worn in school and children should have a change of footwear for indoor wear (usually gym rubbers or trainers) during the day. Children change back into outside shoes for break times and homework. Indoor shoes are needed in the school to avoid bringing dirt into the school. For safety reasons, slippers, crocs and open-toed shoes should not be worn indoors. Children should wear gym shoes for PE. Parents will be notified in advance when children need to bring in outdoor trainers for outdoor sports. Please **LABEL** all items of pupil clothing and footwear. Gym shoes and PE kit will be sent home at the end of each term for parents to check, wash and replace if necessary.

Break Time

Morning break is from 10.25 am to 10.40 am.

We encourage all pupils to have plenty of fresh air and physical exercise every day and so we aim to let pupils play outside at every break and lunch time, regardless of the weather. The children should therefore always bring a waterproof jacket to wear outdoors.

As part of promoting healthy living, we encourage children to bring in healthy snacks. Because of food allergies suffered by some of our pupils, Priorsford Primary is a 'nut free zone'. Parents are asked to help by making sure they do not send food containing nuts to school and by discouraging children from sharing food. We would also ask that you do not to send in birthday cakes, chocolate or sweets on birthdays for the same reason.

We will always provide fresh fruit at breaktimes for any child who does not have a snack.

It is important that children have regular access to water throughout the day. Please supply your child with a water bottle with a **sports cap**. A water cooler is located in the infant area of the school and your child can fill up their water bottle at any time during the day. Juice (not fizzy) can be brought in for lunchtime but children will not be allowed to drink juice in the classroom.

We are trying to avoid using single-use plastic bottles and we would encourage children to bring in their own (labelled), reusable water bottle every day.

Lunchtime

Lunchtime runs from 12.20pm to 1.15pm on a Monday to Thursday and from 11.50am - 12.40pm on a Friday. The lunch menu works on a four-week rota - copies of this menu are available from the school office and on the Council website. The school uses an on-line payment for dinners called ParentPay. To order lunches, you must activate an account to choose meal options and pay on-line. Further information and passwords will be given out once your child has enrolled in school.

The staff on duty in the dinner hall always encourage children to try at least a little of what they have on their plate or in their packed lunch. Any items in a packed lunch that are not eaten will be sent home so parents know what and how much their child has eaten.

We allow the children to eat outside in the fresh air whenever the weather permits although children can still eat inside whenever they want.

Children can bring in a packed lunch or go home for lunch. For safety and security reasons, P1-3 children should not go home unaccompanied at lunchtime. P4 to P7 children are allowed to make their own way home. All children who have had home lunches must report to the school office on return to school.

All pupils in Primary 1 to 5 are entitled to free school lunches but parents must still order the child's lunch choice using ParentPay.

Currently, the cost of a school lunch for P6 and P7 is £2.64. this is ordered and paid through ParentPay. Some families may be eligible for free school meals - please refer to Scottish Borders Council website for details of eligibility. Application forms are online on the Scottish Borders website. An application is required for the start of every school session.

Outdoor Play

We value the importance of imaginative and challenging outdoor play and we are fortunate that we have extensive outdoor areas for the children to learn and play in. They have access to the outdoor classrooms; quiet seated areas for reading; places for den-building; resources and equipment for imaginative play; sandpits; climbing frames as well as more challenging scrambling areas on the hills in the playing fields. The school also has playground equipment and junk materials available for the children to promote imaginative free play. During periods of wet weather and during the winter, the playing fields are not used.

We would ask that your child does not bring in precious or valuable toys from home, as they can get lost or broken.

Mr McDonald is our playground supervisor and is based in the infant playground during the breaks. Mrs Newell is the playground supervisor for the upper playground. Both supervisors are in the playground from 8.30am each morning before school. Additional needs assistants, the janitor and senior leadership team are also on duty in the playground at break and lunchtimes.

Some of our Primary 7 pupils are playground monitors (Big Friendly Guys or BFGs) and help our younger pupils sort out any minor disagreements.

Wet Weather Arrangements

During bad weather the children have break inside school. They will be given games and activities by their class teacher or can watch a suitable TV programme, DVD or educational video. At lunchtime, pupils will be called to the dinner hall to have their lunch and they will then return to the class. If the weather improves, pupils will get the opportunity to have some time outside for fresh air and exercise.

School Uniform

There is an extremely high level of support from parents for wearing our school uniform. The wearing of uniform helps to build a sense of identity, pride and belonging within our school. When on visits, our pupils are often complimented on their smart appearance and responsible behaviour by members of the community.

The school sweatshirt is royal blue with an embroidered school logo. Children can wear a white or blue polo shirt underneath their school sweatshirt and black or grey trousers/shorts/skirts/pinafores. Blue summer dresses and a white shirt and school tie can also be worn.

For health and safety reasons, children are discouraged from wearing any jewellery and should not wear makeup to school.

School uniform can be ordered at any time through the school year using the form available from the office, or ordered on-line from our suppliers 'Brown and Out.' They provide school sweatshirts, cardigans, polo shirts (blue and white), fleeces and reversible waterproof jackets, all embroidered with the school badge. Most sizes are available in the school to try on - please ask at the school office.

We have many items of pre-loved school uniform that are **freely available** to ensure that every child can wear school uniform. Please ask a member of staff or school office staff at any time if you require any uniform for your child. We are planning to have a 'Sharing Shed' installed within our school grounds, to house our pre-loved school uniform.

We always have a great many items of lost property left in school. It is therefore important that all items of clothing, coats, bags and shoes **MUST** be clearly and well labelled. Please check regularly as washing and wear and tear can remove labelling. Lost property is kept in boxes in the infant cloakroom and atrium. Please come at the end of the school day if you wish to look for lost items.

PE Kit

Children should wear a white t-shirt, black shorts and gym shoes for PE classes. Items of jewellery should not be worn as they can be a safety hazard. Each child should have a gym bag for PE kit. Gym kits will be sent home at the end of each term for washing and replacement of shoes if necessary.

Information regarding class gym time will be sent home early in the first term and again in January.

School Bus

Scottish Borders Council (SBC) organises the school buses. Currently there are buses to and from Cardrona and Kailzie. Details of times and pick up stops are sent from SBC by post along with the child's bus pass at the start of term. Please contact Scottish Borders Council Transport Department for full details of this service. For insurance and safety purposes, children must have a bus pass issued by SBC to travel on these bus services.

In the morning, the children are met at the school bus stop by our janitor and escorted into school. At the end of the school day, the children taking the bus home meet inside the school and are escorted to the bus by the janitor. The children are **not** supervised by staff before boarding or on the bus at Cardrona. Parents are responsible for their child's safety and behaviour before they board the bus in the morning and once they arrive at their home stop at the end of the day. There are clear expectations that the children taking the bus behave in a safe, responsible and respectful way at all times - whilst waiting for the bus as well as on the bus, both to and from school.

If, for any reason, a child misses the bus at the end of the day, the school office will call the parent to come and collect their child.

SECTION 3 - HEALTH, SAFETY AND SECURITY

School Security

The safety and security of pupils and staff when attending or working in school is extremely important to us. There is a CCTV system in place to monitor security in the playground outwith school hours and for office staff to see visitors prior to entry into school.

For the security and safety of all pupils, all doors around the school are locked during the school day. Parents and visitors wishing to speak with individual members of staff should go to the school office at the main school entrance to make an appointment.

We would ask all parents to assist us in ensuring the security of the building and those inside by **not** entering the building at any time by the pupil entrances, but rather from the main school entrance at the front of the building. While this is a little inconvenient and detracts slightly from our 'open door' policy, it is a small price to pay for the knowledge that we are doing all we can to ensure children's safety.

All visitors to school will be asked to sign in and wear a visitor identification badge whilst in the school. To ensure pupil safety, Additional Needs Assistants and Playground Supervisors may approach and question any unknown adult who is in the playground.

Medical Care

If your child uses an inhaler or needs to take medication regularly in school, please discuss this with the school office staff, who will issue you with a medication form to enable them to administer medication, which must have a named dispensing label for the child. This form will detail the procedure for use of such medication within school time. It must be completed by parents and discussed with the office staff who are our first aiders. Any short-term medication requirements must also be discussed with the school office staff or SLT.

Staff are first aid trained and will deal with any minor injuries sustained in school.

If a child receives a bump or injury to the head then, regardless of severity, we will endeavour to contact parents who can then make the decision as to whether they come and collect the child then or wait until the end of the school day.

If your child falls ill or is more seriously injured during school time, we will contact you to make you aware of the situation and, if necessary, we will ask you to collect him or her from the school. If you cannot be contacted and the headteacher/first aiders consider the case to be serious, your child will be taken straight to hospital with a member of staff.

Parents must always keep the school informed of their most up-to-date emergency contact numbers so that we can get in touch quickly in an emergency.

Pupil Records

Records of home addresses, places of work, emergency contacts, telephone numbers etc. **must be kept up-to-date** and the office staff should be notified immediately of any change. This information is vital in case of illness or accidents in the school.

If an emergency does arise, or if a child feels very poorly, it is crucial that time is not wasted in trying to contact parents or carers, who may be needed urgently. Any delay can be extremely distressing for the child.

Child Protection

Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community. Within our setting, we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.

All staff in education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Our Scottish Borders Child Protection procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it. All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update. Several of our staff undertake additional multi-agency child protection training.

Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting. At Priorsford, **Mrs Woodyer** (HT), **Mr Russell** (DHT) and **Ms McDonald** (DHT) all share the role of Child Protection Officer.

What to do if you have a child protection concern?

It is everyone's responsibility to protect children. If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

- 01896 662787 (Duty Children and Families Social Work Team)
- 01896 752111 (Out of office hours that covers all areas)
- If you consider a child or young person is in immediate danger, call the Police on 999 immediately

The link below takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on the SBC website, following the link below.

[Child protection | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/child-protection)

Fire Drills

The school is required to hold a fire drill once per term throughout the school year. A drill is held early in the first term so that new pupils and staff are aware of procedures in their new classrooms. Our fire alarms are tested by our janitor every Friday morning at 8.00am on a rota basis, to ensure each one is in working order.

Mobile phones and Smart Watches

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication before and after school. Mobile phones may be brought into school, but must be handed over to the teacher for safekeeping during the school day and returned at the end of the day. If your child has a Smart watch, then it should be switched off, with no network access. **Under no circumstances** should children be using their phones or watches to message or take photos of others during the school day, in the playground or on school transport.

SECTION 4 - COMMUNICATION

Absence Procedures

If your child is absent from school through ill-health, you can use the Xpressions app to inform the school or email the school (PriorsfordPS@scotborders.gov.uk) or you contact the school between 8.30am and 9.00am to inform the office staff. Please give the reason your child will not be at school and an idea of how long your child may be absent. If no contact has been made from home, then the office staff will send a text message by Groupcall, please reply. Requests for absences such as medical appointments should be emailed, phoned or sent in to the school office.

If a child has to leave school early then, for safety reasons, it is essential that they are collected from the school office by the parent/carer. Children will not be permitted to leave school during school hours without an adult to accompany them.

Holidays should not be taken during term time, unless in exceptional circumstances. If you do need to request a holiday during term time, please write to or email the headteacher in advance, giving dates of absence. Family holidays, unless there are exceptional circumstances, will be marked as unauthorised absence on the register.

Communication with Parents

The headteacher's monthly newsletters are emailed out to all parents and members of the community connected with the school.

The newsletter covers aspects of the life of the school and gives information about events and activities. As an eco-school, we will email these newsletters to parents using GroupCall - please give the office your most up to date email address to receive a copy. Newsletters are also available on our website.

Letters are issued in paper form for specific activities that require a return slip, such as a class outing. Parents will be asked to complete and return permission slips for outings or sports activities. Please note that if permissions slips are not returned and we do not receive written permission from parents, then, for health and safety reasons, children may not be able to take part in the activity/outing.

It sometimes comes to our attention that parents have not received written communications from school. As we try to reduce our paper usage, the school will mainly use Groupcall to email letters/information that do not require a return. Please check your child's schoolbag **every day** for any urgent mail.

We make use of our social media channels - 'Priorsford Parents' on FaceBook. Our social media posts give a snapshot of learning activities happening in school each day as well as useful school and community information for families. We are moving towards sharing this on Showbie and more information about Showbie is available from the school.

Concerns or Complaints

We aim to ensure that your child is safe, happy and achieving their best at Priorsford. If you are unhappy about any aspect of your child's education, it is important that you contact the school as soon as possible.

If something goes wrong or you are dissatisfied with our services, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: www.scotborder.gov.uk.

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Headteacher or Depute Headteacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website www.scotborders.gov.uk.

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again, this may be done in a variety of ways:

- via the complaints form on the council website www.scotborders.gov.uk
- by phoning Customer Advice and Support Service on 0300 100 1800
- by email to : PeopleComplaint@scotborders.gov.uk
- in person at a Scottish Borders Council customer services office
- in writing to your local councillor

Emergency School Closure

In the case of an emergency closure such as adverse weather conditions or a heating or power failure in school, parents will be advised by text message to a mobile phone via our GroupCall system. It is therefore **essential that we have up to date mobile numbers** for all parent contacts for such situations. Messages will normally also be announced on Radio Borders and information put onto the school website and on our Facebook social media page.

For children travelling on school buses, the bus company may decide that buses should leave the school earlier than normal if the weather worsens during the school day. In this event, the school will contact parents by text message or email (GroupCall) to clarify if the child should leave early on the bus or wait to be collected in school. The school will ensure that the child goes on the bus only if it has been confirmed that there is someone at home to meet them.

Enrolment

When families move into the catchment area, they should contact the school to arrange a visit to the school and meet with the Headteacher or Depute Headteacher. They will also receive a uniform order form and the latest school handbook. For pupils starting nursery and continuing nursery in the next academic year, enrolment usually takes place in November each year.

Enrolment forms are available online on the SBC website [Apply for a school place | Scottish Borders Council \(scotborders.gov.uk\)](http://www.scotborders.gov.uk)

For children starting P1 the following August, parents will also be required to complete online enrolment. This is at the same time as the Nursery enrolment usually in November. There will also be reminders in the local press about enrolment week. Families should complete an online enrolment form.

SECTION 5 – CURRICULUM

Curriculum

We aim to provide a broad, balanced and progressive curriculum which is relevant to the needs of our pupils. We will ensure that the principles of A Curriculum for Excellence – challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence and relevance underpin all of our curriculum work.

The curriculum is made up of four key contexts for learning:

1 - The ethos and life of the school as a community, where:

- A positive climate of respect and trust is established within the school based on the vision and shared values of the school
- Children are encouraged to contribute to the life of the school by taking on leadership responsibilities.

2 - Experiences and outcomes through learning in the 8 curriculum areas:

- Literacy, Mathematics, Expressive Arts, Religious and Moral Education, Sciences, Social Studies, Technologies and Health and Wellbeing

3 - Interdisciplinary learning

- Projects where children can apply skills, knowledge and understanding from more than one curriculum area to promote deeper understanding and relevance in their learning.

4 - Personal achievement

- Opportunities to recognise and share achievements beyond the classroom

The Curriculum for Excellence framework is divided into levels:

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

The path most children are expected to follow through the levels reflects the stages of maturation of children and the changing ways in which they engage with learning as they develop. Some children will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty or those who are particularly able.

Further information on the Curriculum for Excellence and how you can support your child's education can be found on the following websites:

Education Scotland: <https://education.gov.scot/curriculum-for-excellence/>
Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

The Importance of Play - Soft Start

The importance of play in children's daily lives and to healthy development has become increasingly recognised in recent years. Play contributes to quality of life, sense of wellbeing and is a key element in effective learning, thereby developing children's physical, cognitive, emotional and social skills. Outdoor play is especially beneficial for both mental and emotional wellbeing.

At Priorsford, we have a 'Soft Start' across the whole school. This is a short period of time and space first thing in the morning for children to choose a settling-in task to prepare them for the learning of the day ahead. The choices of activities are child-led and are a variety of both indoor and outdoor free play.

Children begin their day feeling less rushed and more relaxed, allowing them to settle more quickly into formal learning. This free choice play provides opportunities for the development of many soft skills such as creativity, curiosity, teamwork, independence, problem solving and develops skills in emotional regulation.

Learning and Teaching

Pupils from P1 to P7 will be taught across the different curricular areas using a variety of different approaches. We recognise the varied learning styles of our pupils and appreciate the need to provide a balanced and motivating curriculum to engage all children.

We aim for all of our pupils to experience high quality active learning and teaching approaches, which are purposeful, engaging, challenging and which encourage creativity. We will ensure that, wherever possible, real contexts and purposes will be provided for learning. We will cater for varying needs, abilities and learning styles and encourage independent learning. We will help children fulfil their potential by setting challenging but realistic attainment goals, supported by consistent and positive approaches to assessment, feedback and self - reflection to inform next steps in learning.

Assessing and Reporting Pupil Progress

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's progress and to identify next steps in learning.

Assessment is a continuous process using a variety of approaches to support and inform next steps in teaching and pupil learning. Through on-going 'formative' assessment, lessons have clear learning intentions and success criteria; pupils set targets for their learning and teachers provide regular feedback to identify next steps in learning. Evidence of progress, attainment and achievements will come from what children write, make, say and do.

We use specific standardised assessments at the start of the year from Primary 2 to Primary 7 in maths, reading and spelling to measure individual pupil progress. The Scottish Government introduced Scottish National Standardised Assessments (SNSA) in Aug 2017, which are completed by pupils in Primary 1, 4 and 7 at an appropriate point during the year. This session it will be at the end of March/middle of April.

Different methods of reporting progress and achievements to parents will enable you to be actively involved with and support your child's learning. Over the year, you will be able to see your child's progress and achievements in these various ways:

August	September	October	November
	Meet the Teacher Evening Open Day Class curriculum overview for year	Jotters home	Parent Consultations
December	January	February	March
Christmas Concerts P1/2 Nativity	Open Day		Jotters home Pupil Progress Report Parent Consultations Dance Festival
April	May	June	
	Open Day	Health Week P7 Leavers' Show	

The written report that you will receive in March will:

- Describe progress in the 8 curricular areas
- Describe strengths and areas for development
- Identify next steps and specific support that is needed.
- Demonstrate achievement in different contexts (e.g. extra-curricular activities)
- Describe your child's skills and attributes as a learner across all areas of the curriculum
- Describe how you can support your child's learning at home

Parents are requested to discuss this report with their child and together write their response to the teacher. These responses will form the basis of the consultation meeting in November and March. If you have any concerns at any time during the year, please do not hesitate to contact the class teacher.

Consultation with the Class Teacher on Pupil Progress

We hold an Open Evening in September for all pupils, when families can come into the school and look around the child's class and the wider school. Parents can meet and have an informal chat with the teachers, who will answer any questions on the curriculum planned for the year ahead. The progress of individual children will not be discussed at this time.

At the beginning of each year and again in January, 'Curriculum Overviews' are produced by each class teacher. These give details of the areas of study to be covered each term by the class, suitable websites and suggestions for parental support. The overviews are available on the school website.

Parent consultation evenings are organised in November and March. On these evenings, an individual 10-minute meeting is arranged to discuss your child's progress. These are booked on-line using our Parent Evening Booking System (PEBS). Booking details are sent out just before each consultation evening.

An annual written report will be provided for each pupil in March, giving details of the pupil's attainment, effort, level of support and next steps in learning in different areas of the curriculum.

Samples of the children's language and maths activities go home during the year so that parents can see their child's progress and can discuss his/her learning with them. In addition, we will be sharing pieces of learning with parents, via Showbie from February 2025. Parents can also access their P4-7 children's learning through their Showbie app on their iPads.

If you have any concerns or questions on your child's class or home learning, please contact the class teacher by noting in the weekly homework jotter or reading record, writing a letter or phoning the school office. The teacher will endeavour to contact you as soon as possible.

Celebrating Achievements

Children's achievement is celebrated in a variety of different ways:

- At the plenary session at the end of each lesson
- By regular ongoing and informal praise and recognition by the class teacher or other school staff
- At weekly assemblies
- Star Pupil system where a pupil's skills and achievements are celebrated at assemblies
- Fantastic Friday Awards - recognising those children and staff who demonstrate our school values of kindness, caring and fairness
- Positive Postcards home
- Monthly newsletters
- On our Facebook page

Homework and Home Learning (PIPs)

Homework for P1-3 classes will consist of consolidation of core literacy and numeracy as well as some topic-related tasks. Reading records for infant classes are sent home so that parents and teachers can communicate easily if there are any questions or concerns about homework. We encourage parents/carers to sign homework to aid two-way communication and the partnership between home and school to support your child's learning.

For our P4-7 classes, we use an approach to home learning called Priorsford Independent Projects (PIPs) where children research and present their learning on topics of their own choice and interest. We encourage our children to participate in this self-directed home learning as well as complete suggested activities linked to class topic work, online maths activities e.g. Sumdog and engage in individual choice of reading materials and spelling activities.

Health Education

Priorsford School aims to develop a supportive and positive learning environment conducive to the promotion of healthy choices and healthy living. Our health and wellbeing programme provides children with the knowledge to make active and informed choices and provides them with the skills to develop self-awareness and self-confidence to achieve a positive, healthy lifestyle now and for their future.

Our school has received two Gold Level Sportscotland School Sports Awards, which recognise our commitment to high quality PE, physical activity and sport.

Priorsford aspires to a 'health enhancing' ethos by providing a curriculum that:

- Enables children to take informed decisions in order to improve their physical, mental, emotional and social wellbeing, now and for the future.
- Allows children to experience challenge, enjoyment and positive aspects of healthy living and activity
- Through effective teaching and learning of a balanced and progressive health education curriculum, enables pupils to acquire the necessary knowledge to make informed choices, relevant to their personal health, using a range of appropriate activities and resources, which will be sustained into adult life
- Promotes strong liaison and partnership with parents and the wider community
- Encourages quality pastoral care for all pupils and staff and encourages staff to lead by example.

All pupils study a Relationships and Sexual Health Programme (RSHP) and parents will receive information from the school each academic session about the content of the programme to be taught at the stage of your child's age.

In line with the recommendations of A Curriculum for Excellence, all classes receive the recommended provision of 2 hours of high-quality PE each week. This may be delivered by Mr Edge, our PE specialist, as well as the class teacher. In addition, the school supports many after-school and lunchtime clubs as well as active playtimes and a focus on health eating starting in nursery (see p40).

The school promotes health and wellbeing across all stages throughout the year through various whole school initiatives such as:

- Our Rights Respecting whole school focus
- Our whole school nurturing approach to build positive relationships
- Our whole school approach to outdoor learning, including Forest School
- Pupil mental and emotional wellbeing programmes and approaches including Building Resilience, Zones of Regulation, Soft Start, Seasons for Growth, Circle of Friends
- A wide range of extra-curricular clubs and activities
- Health Week every June organised by our pupil Health & Wellbeing Committee
- Pupil / class councils
- Road safety events led by our P6 Junior Road Safety Officers
- Weekly assemblies linked to our school values

Swimming

Swimming is part of the school curriculum and is a vital life skill for every child. Each class from P3 to P6 will receive a block of lessons, each lesson lasting 30 minutes, at some point during each school year. Prior to your child's sessions starting, a letter will be sent home with information on dates and times of lessons. Barring illness, every child is expected to attend swimming lessons as they are part of the school curriculum. The school has a supply of swimming kit and towels to enable all children to participate in lessons.

Lessons are held at Peebles Swimming Pool and are led by swimming pool staff. The children walk there and back accompanied by the class teacher and adult helpers. These sessions always require adult help, so please volunteer when you can. If we do not have enough parental helpers, we may have to cancel the lesson.

Assemblies and Celebrations

There is a statutory requirement for all schools to provide religious observance and we often incorporate these in our weekly assemblies. Our assemblies provide an opportunity for the teaching and reinforcement of social, moral, cultural and spiritual values.

The weekly assemblies last 40 minutes and are led by the HT/DHT. Primary 4-7 children meet on a Monday at 9am and P1-3 children meet together on a Tuesday at 9.15am.

Assemblies are also celebratory in nature, e.g. recognising both school and other community or sporting successes and achievements as well as having notable occasions such as Harvest, Remembrance, Christmas and Easter.* Presentations on topical issues may also be given by: outside speakers; the Eco committee; Junior Road Safety Officers or Pupil Council representatives.

On the last day of Christmas term, P3-7 attend the Peebles Schools' Christmas service at the Old Parish Church.

**Parents should note that they have a statutory right to withdraw their children from religious education and religious observance. If you wish to do this, please contact the Headteacher who will make arrangements to meet to discuss alternative arrangements for your child.*

Extra-Curricular Activities

There are many clubs and activities open to pupils of all ages, both at lunchtime and after school, which are run by school staff, parents as well as Live Borders and some private providers. Currently we are able to offer the following clubs and activities:

Monday	Tuesday	Wednesday	Thursday	Friday
Running Football Yoga Drama		Choir Athletics Red Button Art	Young Engineers Netball Judo Library	Athletics

Because of the large numbers of children at each stage of the school, some clubs may only be available to specific stages of the school. Clubs that are offered will change each session and we will inform you through newsletters, flyers in school bags and taster sessions throughout the school year.

Positive Relationships and Behaviour

Learning how to behave safely and responsibly is part of a child's education. Promoting positive behaviour involves parents and teachers working together towards a common goal. We expect high standards of behaviour and, if any major problems arise, school staff will contact parents immediately. Parents are encouraged to come into school to discuss any concerns with the class teacher or the deputy/headteacher.

Priorsford has a clear positive relationships and behaviour policy that reflects our work as a Rights Respecting School.

As part of our positive behaviour policy, the school has four houses - Kingsmeadows (green), Bonnington (yellow), Cademuir (red) and Haystoun (blue). Children are allocated to a house when they start P1. The pupils are encouraged throughout the school to gain house points for good work and exemplary behaviour.

Pupils also receive Star Pupils Awards at school assemblies to recognise positive attitude and good work. These awards and the child's photograph (with parental permission) are included in our monthly newsletter. In addition, those children who demonstrate our school values, are nominated for a Fantastic Friday Award.

School Policies

Our school policies and guidelines are developed, written and reviewed in consultation with parents, pupils and staff through working groups. Many of our school and Council policies are available on the school website, such as home learning, positive behaviour, outdoor learning, Soft Start and class composition policies.

If you would like a copy of any of our current guidelines or policies, please contact the school. Copies of Council policies, guidelines and procedures can be found on their website: www.scotborders.gov.uk

SECTION 6 - SUPPORT FOR PUPILS

Getting It Right For Every Child

Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them - such as early years services, schools and the NHS - to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014. If you would like any further information please ask the headteacher.

Additional Support for Learning

Children may require additional support at different times throughout their school life with their learning. Our support for learning teacher works with groups of children to support them, mainly with literacy and numeracy skills. If the class teacher feels that your child would benefit from extra support, they will discuss this with you.

Inclusion and Pupils with Additional Support Needs

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Bullying
- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language

A child/young person's needs may last for a short time, and the problem may be resolved easily or their needs might be very complex, and they may require additional support for a number of years.

Additional support may be given in the short term or for longer periods of time. If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child either through the school or your GP. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009. A good place to find independent

information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.

Additional information can be found through the following link:

http://www.scotborders.gov.uk/info/886/additional_support_needs

Scottish Borders Council - Implementation of British Sign Language (BSL) Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy. These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit." The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland-BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/>

If a BSL user requests a face to face meeting then the School is required to provide a face to face interpreter.

**Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first or preferred language is British Sign Language*

The Educational Psychology Service

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. We provide advice and training to school staff on how children learn, and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school.

Please see www.scotborders.gov.uk/EPS

Young Carers

A young carer is someone who is under 18 years of age, still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified. Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister. This means they might not have as much time to complete work at home which impacts on progress and learning or attend clubs and afterschool activities therefore missing out on the social aspects of school.

At Priorsford, we want our young carers to enjoy school and that it is a positive place to come and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

For more information, contact the Borders Carers Centre on 01896 752431, at: admin@borderscarers.co.uk or: www.borderscarerscentre.co.uk. They provide a confidential and comprehensive carers' advice and support service and can help with any queries. Young carers under 18 should contact the Scottish Borders Young Carers Service provided by Action for Children on 01896 750173.

Transitions

Early Learning and Childcare ELCC (Nursery) class provision

The school's current ELCC class currently provides full year provision for children aged 3 - 5 years as part of the 1140 hours entitlement. ELCC class provision is non-denominational. This means that all ELCC centres are open to children and parents of all religions and beliefs. A place in the ELCC class does not guarantee a place in the primary school.

Transfer from ELCC to Primary

Priorsford has a very comprehensive transition programme for children coming from the ELCC into P1. The ELCC class is very much a part of the school and makes use of school facilities,

including the gym, music room, library and PE hall. ELCC pupils also attend various school events and assemblies and work closely with the primary 1 pupils to ensure a smooth transition from the nursery into the Primary 1 class, building on the early level learning started in ELCC.

In the summer term before starting school, there will be opportunities for the ELCC children to visit the school, meet their new class teacher and learn about school. Parents are invited to an induction meeting in June where they will receive detailed information on their child's transition into Primary 1, meet their child's new teacher and have the opportunity to tour the school.

Transfer between Stages

As children move from stage to stage, transition meetings between staff and the sharing of important information and documentation take place, to ensure pupils' learning experiences continue in a positive and progressive way from class to class and that their particular needs are shared and understood by all staff involved. This happens both in June and then again once the children have settled with their new teacher in September.

Transfer from Primary to Secondary

Pupils normally transfer to Peebles High School at the end of P7. A structured transition programme is in place to allow a smooth and effective transition between primary and high school. Pupils will visit Peebles High School during the year and will take part in induction days in June where they find out their new classes and timetables for the new session. There are also parent meetings and a visit organised by the staff at the High School and guidance staff meet with primary staff to ensure important information is passed onto relevant staff.

Information on pupils who have additional needs will be passed on at specific transition meetings which take place throughout the Primary 7 year to ensure that both curricular and pastoral transition is smooth and that individual needs are met.

Primary 7 parents will be invited to a meeting in February with Mr Kevin Ryalls, Headteacher of Peebles High School.

The contact details for Peebles High School are:

Peebles High School
Springwood Road
Peebles
EH45 9HB

Tel : 01721 720291

Website: www.peebleshighschool.co.uk for the school handbook

SECTION 7 – PARENTAL INVOLVEMENT

We very much appreciate and welcome the active involvement of parents in all aspects of school life. We have many parents who give their time to support the library, supervise play in the infant area, take lunchtime or after school clubs or help in class. Please do not hesitate to contact the school or class teacher if you would like to help in any way. Teachers will send home requests during the term when help is needed for any specific outing or for helping out in class. Guidelines will be given to volunteers who help both in school and on outings.

Anyone working in the school on a regular basis will be required to have a Protecting Vulnerable Groups (PVG) certificate from Disclosure Scotland. These forms are available from the school office.

Each year, we ask parents to complete a questionnaire giving us feedback on how we are doing as well as how we can improve the quality of educational experiences for your child. These results are discussed at Parent Council meetings and the next steps agreed will form part of our school improvement plan for the next session.

As we develop curricular programmes, procedures and policies, we often ask for parental input through working groups, parent workshops or questionnaires. These are invaluable means of obtaining parental opinion and we would encourage you to participate as fully as you can to ensure we provide the best educational experiences for all pupils.

Parent Council

The main function of the Parent Council is to support the school in its work with pupils. It aims to represent the views of parents; encourage links between the school, parents, pupils, pre-school groups and the wider community and report back to the Parent Forum (made up of all the parents in the school as required by Scottish Government regulations).

The Parent Council holds regular meetings to which all parents are invited. There is a representative from each stage of the school at the meetings and if you would like to raise an issue or question, please contact your representative. Minutes from these meetings and details of year group reps are available from the school website.

If you are interested in supporting the Parent Council, please ask at the school office for the contact details of the Parent Council chair or representative for your child's stage. Details of the parent rep for each stage of the school can be found on the school website.

Alternatively, please email them at: priorsfordprimaryparentcouncil@gmail.com

Parent Teacher Association (PTA)

The PTA is a group of parent volunteers and staff who organise fund raising activities to provide the school with the extra items for the benefit of all pupils. While the school's basic resource needs are funded by Scottish Borders Council, there are many resources and activities that these funds do not cover. For example, in recent years, the PTA have provided funding for outdoor play and gardening equipment, two outdoor classrooms, our library software, a class set of iPads and charging station, outdoor sandpits, interactive whiteboards for all classrooms, audio equipment, laptops, transport for trips and financial subsidy for excursions, Christmas parties and a Christmas pantomime. Full details of PTA spending and accounts can be found on the school website.

The PTA are always delighted to welcome new people, either as permanent members or for help at specific events.

The Cost of the School Day – Parent Information

We are committed to ensuring that every child at Priorsford has equal access to all opportunities available to them, regardless of financial position.

With support from the PTA, we regularly review the cost of the school day to ensure that all our children have access to resources and activities which incur a cost. The school has access to an Inclusion Fund from the PTA funds raised for the school, to support the reduction in the cost of the school day.

Support available includes:

- Free uniform and indoor shoes to any family needing support
- Paying for trips, uniform and extra-curricular clubs for individual children and families
- Free music tuition provided by SBC
- Free fruit at break time for snack
- Support in completing any claim forms – please just ask at our office

If you would like further information on any of these supports, please do not hesitate to contact the school in confidence.

SECTION 8 – SCHOOL IMPROVEMENT

At Priorsford Primary we aim to provide the highest standards of education for your child. We continually evaluate all aspects of teaching and learning to identify strengths and areas for development which inform our school improvements.

At the end of each school year, every school produces an annual School Improvement Report, giving details of progress in school priorities and achievements over the last session.

In addition, we write a School Improvement Plan for the next session, which outlines our priorities for the year ahead. This plan reflects the development needs identified from the feedback we receive from our self-evaluation evidence and from evidence gathered from pupils, staff and parents. The Pupil and Parent Councils have an important part to play in developing this report and we welcome feedback from all parents to inform these next steps in school improvement.

A parent summary of the School Improvement Plan and full version of this plan and the School Improvement Report can be found on the school website.

Our school was inspected by a team from Education Scotland in January 2019.

Pupil Leadership and Pupil Consultation

We value pupil involvement in all aspects of their education and the Pupil Council provides one of many opportunities for pupil voice to be heard. Two representatives from each class from P3-P7 are chosen for the Pupil Council and meet every fortnight with the HT to discuss school improvement, important school issues and projects.

We plan regular meetings over the year for consultation with pupils on aspects of their learning and teaching, policy development and School Improvement Planning.

In addition, pupils across the school can take part in Pupil Leadership groups such as the Pupil Council, Reading Ambassadors, and Health & Wellbeing committees. All our Primary 7 pupils also take on leadership roles throughout their final year of school.

SECTION 9 - COMMUNITY

Beltane

Each year, in mid-June, Priorsford is actively involved in the annual Beltane celebrations and ceremonies. Pupils from P3 up to P7 take part in the Saturday parade. During Beltane week, there are many activities for all primary aged children in Peebles and information on these and the history of the Beltane in Peebles can be found on their website: www.peeblesbeltanefestival.co.uk

Community Links

As a school, we aim to be an integral and supportive part of our wider community, to ensure our pupils take a full and active interest in their local environment, local clubs and activities offered and to make use of the learning opportunities.

Priorsford has received a level 5 RHS School Gardening Award to recognise our school and community work in gardening.

In conjunction with the Parent Council, we work closely with many parents and members of the local and wider community to hold a 'World of Work' event. Parents and members of the local and wider community from all types of employment run workshops for children, outlining how the skills and knowledge that children learn in school every day are applied in the workplace. In addition, we organise focus weeks on various topics which include outdoor learning, our Health Week and Scottish culture.

The Parent Council also organise our very successful Priorsford Book Festival every two years to coincide with World Book Day in March. Popular authors are invited to the school to lead workshops for pupils, classes visit to our local library and a wide range of activities are organised to promote a lifelong love of reading in all our school community. The school has been awarded a Scottish Book Trust Gold Reading School Award in recognition of our promotion of reading for enjoyment across the school.

SECTION 10 - DIRECTORY OF ACTIVITIES

The following list of websites and email addresses give some information on the wide range of clubs and activities available in Peebles and surrounding areas. If you have any questions regarding specific extra-curricular providers, please do not hesitate to contact the school.

Peebles Scout Group (Beavers, Cubs, Scouts)	contact: gsl@peeblesscouts.co.uk
Cardrona Scout Group (Beavers, Cubs, Scouts)	contact: Cardronascoutgroup@gmail.com
www.girlguidingscotland.org.uk/parents/how-to-join	

Peebles W4	www.facebook.com/groups/286101934833697/
Classes in Peeblesshire	www.facebook.com/groups/654919541233048/

Active Schools	www.facebook.com/Tweeddale-Active-Schools-125832970859972/?fref=ts
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Priorsford Parents	www.facebook.com/PriorsfordParents
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Section 11 – School Staffing in Session 2024/25

Headteacher:	Mrs S Woodyer		
Depute Headteachers:	Mr K Russell Ms C McDonald		
Principal Teacher:	Mrs JA Clark		
Senior Early Years Officer:	Mrs C Bell		
Early Years Officer:	Mrs V Carroll		
Early Years Practitioners:	Mrs K McLachlan Mrs J Foster Mr S McDonald Mrs L Macdonald Mrs H Thompson	Ms Z Tatt Mrs N Dudgeon Miss R Greenhow Mrs J Foster	Miss E Gray Miss H Morrison Miss H Gallagher Mrs Y Holmes
Class Teachers:	Mrs JA Clark, Mrs J Davidson, Mr C Hilton, Ms L Murdoch Mrs T Pickburn, Ms J Wight,	Mr M Christison, Mrs K Elder, Mrs J Knox, Mrs L Murphy, Mrs C Sharp,	Mrs C Crombie, Mr C Gilfillan, Mrs L Laydon, Mrs T Palmer, Mrs C Scott,
Support for Learning:	Mrs L Anderson		
Curriculum Support Teachers:	Mr R Edge (P.E. full-time) Mrs A Inglis (Music – Wed am)		
Additional Needs Auxiliaries:	Mrs S Wilson, Mrs D Newell, Mr A Thurlow Mrs M Stevenson, Mrs J Sutherland, Ms Z Tatt , Mr A Henthorn		
Classroom Assistant:	Mrs J Foster		
Office Staff:	Mrs Amanda Johnston, Miss Rosie Dawson		

Janitor:	Mr G Connor
Playground Supervisors:	Mr S McDonald, Mrs D Newell
Chaplains:	Rev. Andrew Taylor-Cook (St Peter's Church)
Cook:	Mrs C Chapman
Kitchen Assistants:	Mrs S Archibald, Mrs N Swanson, Mrs M Wales, Ms. L Welsh
Cleaners:	Mrs V Maben, Mr C McLean
Educational Psychologist:	Mr I Sargison (Tweeddale Locality Office)
School Nurses:	Mrs J Haley, Mrs C MacDonald (Haylodge)
Chief Education Officer:	Mr J Sinclair (HQ)
Quality Assurance Officer:	Mrs C Robertson (HQ)

Priorsford School Session and Holiday Dates 2024 - 25/ 2025-26

Spring Term

Start	Monday 6 January 2025
Last day of term	Friday 14 February 2025
February Holidays	Monday 17 February to Monday 21 February 2025 inclusive
In service day	Monday 24 February 2025
Pupils start	Tuesday 25 February 2025
Last day of term	Thursday 28 March 2025
April Holidays	Monday 7 April to Friday 18 April 2025 inclusive

Summer Term

Start	Monday 21 April 2025
Holiday	Monday 5 May 2025
In service day	Tuesday 6 May 2025
Pupils start	Wednesday 7 May 2025
Last day of term	Friday 25 June 2025

Autumn Term 2025

Staff start	Monday 18 August 2025
Pupils start	Wednesday 20 August 2025
Last day of term	Friday 10 October 2025
Autumn Holidays	Monday 13 October to Friday 17 October 2025 inclusive

Winter Term

Staff start	Monday 20 October 2025
Pupils start	Tuesday 21 October 2025
Holiday	Monday 1 December 2025 (St. Andrew's Day holiday) Tuesday 2 December 2025
Last day of term	Friday 19 December 2025
Christmas Holidays	Monday 22 December 2025 to Friday 2 January 2026 inclusive

Index	Page
Absence Procedures	12
Additional Support for Learning	24
Assemblies and Celebrations	21
Assessing and Reporting Pupil Progress	17
Breaktime	6
Celebrating Achievement	19
Child Protection	11
Cloakrooms	5
Communication with Parents	13
Community Links	31
Context of School	3
Concerns and Complaints	13
Consultation with Teacher on Pupil Progress	18
Cost of the School Day	29
Curriculum	15
Directory of Activities	32
Educational Psychology Service	26
Emergency School Closure	14
Enrolment	14
Essential classroom equipment	5
Extra-Curricular Activities	22
Fire Drills	12
Getting It Right For Every Child	23
Health Education	19
Homework and Home Learning	19
Implementation of British Sign Language	25

Learning and Teaching	16
Lunchtime	6
Medical Care	10
Mobile Phones & Smart Watches	12
Outdoor Play	7
Parent Council	29
PE Kit	9
Positive Behaviour	22
PTA	29
Pupil Leadership & Pupil Consultation	31
Pupil Records	11
Pupil Support	22
Security	9
School Buses	9
School Hours	5
School Improvement	30
School Policies	23
Soft Start	16
Staffing	33
Swimming	21
Term Dates	35
Transitions	27
Uniform	8
Vision, Values and Aims	4
Wet Weather	8
Young Carers	26

Appendix - Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (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).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish

Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, 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.

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, SEED, 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?

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

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Helping Your Child to Grow, Learn and Play

Healthy eating and physical activity are essential for growth and development. Healthy snacks have been provided during your child's ELCC journey - continue to give these types of snack to your child to eat at breaktimes throughout primary school.

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs - Bath, Brush Book & Bed

What?



Why?



Helps concentration



Healthy Teeth



Helps body grow and develop



Helps digestion



Healthy skin



Energy

Contacts

Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk

Healthy eating and physical activity are essential for positive growth and development .

Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.

Bottles used in class should be filled with plain water only.

Good hydration makes a difference to how children think, feel & function!

39