



Low Port Primary School

School Handbook



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Welcome to Low Port Primary School!

It is with great pleasure that I introduce you to Low Port Primary School. Whether you are considering Low Port for your child's schooling, have applied for a place or are already granted a place - myself and my team would like to offer you the warmest of welcomes.

Within this handbook we hope that you find information that gives you a picture of our school, and some operational information that may be useful.

The relationships that we create within our school community are crucial to our success and we always welcome your feedback, opinions and ideas to continually improve. We will always promote an 'open door' policy and are here to support you in any way we possibly can, both educationally and from a pastoral perspective.

We are incredibly lucky to work within the most picturesque of settings that provide us with rich opportunities to enhance our curriculum and provide challenge to our learners beyond the classroom. We work extremely hard to provide a relevant, coherent and broad based curriculum which delivers experiences for your child that provide challenge and enjoyment, personalisation and choice and progression at a pace appropriate to each child.

Please take your time to read through our handbook and if you have any questions, now or in the future, please always get in touch and I will be delighted to help.

Best Wishes
Nicky Hocknull
Head Teacher

SECTION 1: GENERAL SCHOOL INFORMATION

Low Port Primary School is a non-denominational school and has approximately 180 children arranged into 8 classes. We do not have an onsite Nursery and our Primary 1 intake can incorporate pupils from many different nurseries. The present school was opened in 1973 and has undergone refurbishment in recent years through a private, public partnership initiative. The building is now on three levels with the old and new merged together to provide a bright and flexible learning space.

School Contact Details

Low Port Primary School
Blackness Road
Linlithgow
West Lothian EH49 7HZ
Tel: 01506 842060
Email: Wlowport-ps@westlothian.org.uk
Web: www.lowportprimary.westlothian.org.uk

The School Day

Morning Session:	08:50 – 12:30
Morning Break:	10:30 – 10:45
Lunch Break:	12:30 – 13:20
Afternoon Session:	13:20 – 15:20
On Fridays, all children leave at	12:25

Staffing

Low Port Primary School is staffed by a Head Teacher, a Depute Head Teacher, a Principal Teacher, 8 class teachers, a part-time Support for Learning Teacher and visiting teachers of instrumental music. There is also an administrative assistant, clerical assistant, pupil support workers, playground supervisors and facilities management assistants.

Class Structure and Stages

All Scottish Schools are staffed according to Scottish Government guidelines. This provides the appropriate number of teachers for the total school roll. National conditions of service for teachers set a maximum number of 33 pupils for single year stage classes in the primary school. Recent government policy has been put in place to reduce class size in the early stages e.g. P1 – 25, P2 and P3 to 30. At P4 the class size would revert to 33. This means that there is the likelihood of composite classes at these early stages.

A composite class is a class organisation where children of two or more stages are grouped together. The maximum number of pupils in a composite class is set at 25. Teachers take into account the needs of individual children and they are used to teaching children in groups. The teaching approach in a composite class therefore is no different from that in a straight class. At Low Port we have made the decision to bring each stage together for some aspects of the curriculum. This means that each year group will spend time together and have the opportunity to mix, work and interact with one another.

In forming a composite class, the Head Teacher will consider:

- Chronological age
- Gender (to ensure gender balance in the class)
- Special educational needs
- Educational development
- Personal and social development
- Attainment

Liaison will take place between Low Port and the associated nurseries as far as is possible, before the intake classes are set to inform any composite class decisions.

SECTION 2: VISION, VALUES AND AIMS – WEST LoTHIAN COUNCIL

West Lothian Council Mission:

“Striving for excellence...working with and for our communities.”

West Lothian Council Values

- Focusing on customers' needs
- Being honest, open and accountable
- Providing equality of opportunities
- Developing employees
- Making best use of resources
- Working in partnership

West Lothian Council School Aims

- **Attainment and Achievement**

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

- **Framework for Learning**

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

- **Inclusion and Equality**

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

- **Values and Citizenship**

To work with parents and to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

- **Learning for Life**

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

VISION, VALUES AND AIMS – LOW PORT PRIMARY SCHOOL

We believe that Low Port Primary should be a school *'Where we inspire and empower every member of our school community to reach their full potential, fostering a love for learning.'*

We encourage all our pupils to be **resilient**, to develop a sense of **integrity** and to be **inclusive** and **respectful**.

Aims

- To celebrate individuality and diversity
- To be happy, curious and confident individuals
- To deliver high quality learning and teaching experiences for all
- To promote achievement in all its forms
- To work in collaboration with partners to develop lifelong skills and promote quality learning opportunities
- To develop responsible citizens, contributing to our school, community and the wider world

SECTION 3: STANDARDS

Promoting Positive Relationships

At Low Port Primary School, we believe that positive relationships lead to better behaviour and learning. To give every child the opportunity to succeed we have a policy which promotes positive relationships, behaviour, good manners, mutual trust and respect.

We promote and expect high standards of responsible behaviour by our pupils towards each other, staff and the wider community.

To achieve these high standards, all children are involved in creating a Class Charter which is reviewed throughout the year and is in line with our School Values. The class charter clearly outlines the agreed behaviours and class rules that they will follow. This process helps the children understand their rights and the rights of others. Class Charters are agreed based on the School Values and linked to Rights Respecting Schools Articles.

Our anti-bullying policy gives a very clear structure as to what will happen on any occasion when inappropriate behaviour occurs. 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 have high expectations of themselves and others. Staff will always handle discipline problems in a sensitive, caring but authoritative manner so that disruption to learning and teaching is minimised.

House Points are awarded for effort in pupils' daily work. Each session the House with the most points is awarded the House Cup which carries their House Ribbons. There are four Houses at Low Port PS – Cockleroi, Beecraigs, Cairnpapple and Ochiltree. P7s are house captains and are responsible for a range of duties during the school session.

Pupils achievements out of school in a variety of areas in class and through our weekly newsletter.

Attendance and Lateness

The Scottish Government has issued a directive informing local authorities that, due to the impact absences during term time have on children's learning, any such absences will be recorded as unauthorised. Family holidays should therefore be taken outwith term times. If in exceptional circumstances you wish to take your children out of school, you must make this request to the Head Teacher in writing.

If you become aware that your child may be absent from school for a considerable length of time, due to illness or admission to hospital, you are requested to inform the school as soon as possible.

If your child is unwell it is advisable that they stay at home until they recover. If your child has sickness or diarrhoea please allow 48 hours clear from symptoms before they return to school. Please let us know if your child has any infectious illness.

The school must comply with West Lothian Policy on Attendance and Safe Arrival at School. Records of attendance are kept so it is important that the school is contacted by phone call or email communication in the early morning (before 9:30am) if your child is going to be absent. All absences are entered onto computer using a code for the particular reason for absence. It is therefore important that all absences are explained clearly so that this system can run smoothly.

When a pupil is absent and no prior notification has been given of the absence by the parent/carer, the school will attempt to contact parents/carers by Group Call or telephone to obtain a reason for absence. In the event that we are unable to make contact with parents/carers, we will contact the Safe Arrival Team in Social Policy to seek help in ensuring the safety of our pupils.

It would also be helpful if you would inform the school if your child is experiencing any form of upset due to medication and so forth. A change in home circumstances can result in a change in your child's behaviour and attitude at school. If we know of this then staff can make allowances and be sympathetic to what is happening.

We would also ask that parents try to arrange holidays outwith term times. It is now West Lothian policy to refuse to grant permission for holidays taken in term time except under exceptional circumstances. These are outlined in the Attendance Policy which can be obtained from school or accessed online at www.westlothian.gov.uk

The school will monitor absences and work in partnership with families to reduce these to maximise opportunities for learning.

Medical / Dental Appointments

There are occasions when parents wish their child to be released from school at other than normal closing times to enable them to keep a dental or medical appointment outside school or for other reasons. In all cases, a written request must be made for early release. Parents must then go to the school office and their child will be brought to them. On no account should a child leave the school premises on their own.

School Uniform

We are very proud of our school uniform and we are sure you are looking forward to seeing your child wearing it for the first time.

The uniform consists of

- Yellow polo shirt/white shirt
- Black sweatshirt/jumper/cardigan
- Dark (black or grey) skirt/pinafore/trousers/shorts
- Optional school tie
- Suitable outdoor shoes

Also available to order

- Black Low Port reversible jacket
- Black/yellow hoodies

Please ensure that all clothes and footwear are clearly labeled with your child's name – we really appreciate your help on this as it helps avoid confusion!

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 form automatically receive a clothing grant and free school meal for each pupil of school age.

The current clothing grants are £94 for each primary school aged pupil.

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

<https://www.westlothian.gov.uk/schoolclothinggrants>

<https://www.westlothian.gov.uk/article/3787/Free-School-Meals>

Change of Shoes

Children should come with a change of shoes to wear in the classroom – trainers, gym shoes or whatever is preferred. Children and the class teacher often sit on the floor during teaching and learning activities and it is far more hygienic if the floor is mud free.

PE Kit

All children come to school dressed in gym kit on their allocated PE days:

- Black joggers, leggings or shorts

- Yellow T-Shirt

Your child may wear trainers for PE or their indoor shoes.

To ensure your child's safety, please tie long hair back on PE days. Jewellery should not be worn on PE days. For safety reasons, children may not take part in gym if they are wearing earrings. Staff are unable to remove them so it is important that children can either remove their own earrings or do not wear them to school on PE days.

Protective Clothing

For the protection of clothing while working with clay, paint etc., aprons will be worn by pupils.

Personalising Belongings

It is strongly recommended that name tags be put on all clothes and that names be written inside wellington boots and gym shoes. Unless a particular request is made by the class teacher, toys should not be brought into school – this saves upset and time when things are lost.

SECTION 4: ETHOS

Equality and Fairness

All pupils have the right to enjoy opportunities and activities, regardless of their background, race, gender or religion. Our aim is to promote self-esteem and a positive self-image in every pupil. Self-respect and respect for others is a priority. We aim to maintain an environment which is free from bullying, racism and other forms of discriminatory behaviour. We value your support in maintaining this ethos.

Pupil Involvement and Pupil Parliament

Our Pupil Parliament consists of representation from P1-7. We have 5 groups which are organised under the themes of How Good is Our School including, Relationships, Learning and Teaching, School and Community, Health and Wellbeing, and Successes and Achievements. These groups meet to discuss issues which have been brought to their attention by their peers as well as having a key role in school improvement. The Pupil Parliament takes forward improvements in line with our school improvement plan as well as organising events and improvements instigated by the pupils.

Other roles in the school include House Captains, Language Ambassadors, Junior Road Safety Officers, Buddies and Classroom Chums.

Through these experiences the children develop an understanding of what it takes to be a good citizen within the community.

Extra-Curricular Activities

A number of extra-curricular activities run throughout the school session, some at lunchtimes and some after school. Clubs are run by parents/carers with a particular skill or interest, by staff or through Active Schools. Some of the activities may include:

- Football
- Cross Country Club
- Chess Club
- Choir
- Dance Club

Partnership with Parents/Carers

Communication with Parents

We use a range of ways to ensure that parents/carers are kept fully informed of the life of the school. We value parents' opinions and welcome you to contact us with any concerns, queries or suggestions. Communication includes:

- Groupcall Electronic Mail – a group email system of communication with the primary parent/carer contact. This will be used to send out school information and newsletters and will also be used by FLPPS.
- Newsletters will be produced weekly with essential information and school news for all parents, plus pupil friendly reading.
- A family calendar of key dates is issued at the beginning of each session for planning ahead.
- Two parent contact meetings are held each school year to discuss pupil progress with class teachers. Outwith these times parents are asked to make an appointment should they have concerns e.g. pupil progress.
- Information about activities and events in school e.g. Shared Start/Finish times, extra-curricular clubs, curriculum and information events, permission letters for trips etc., will be sent out to parents prior to the event. We also work closely with Cluster schools to arrange family learning events.
- A 'Meet the Teacher' evening will be held at the beginning of the school year to give parents the opportunity to meet with their child's class teacher and hear about some of the work their child will be doing throughout the year.
- Regular opportunities for parents to see pupils engaged in learning will be provided throughout the year e.g. Shared Start/Finish Weeks, concerts, school shows, assemblies, Christmas and Easter services.
- Termly Big Pictures will be sent home at regular intervals for parents to discuss with their child. These 'set the scene' for learning each term.
- The Head Teacher will report on school issues at FLPPS meetings.
- Learning Targets and pupil profiles will be shared with parents/carers through Seesaw (P1-3) and Glow (P4-7)
- Parents are invited to contribute to the planning sessions and feedback at events, which is an opportunity for the whole school community to contribute to school improvement, our self-evaluation, to developing our curriculum and to school improvement.
- Parents are a summative report at the end of the school year. This will provide information about how each pupil is progressing across the curriculum. Parents are encouraged to respond to these reports.
- An Information Evening for parents of prospective P1 children will be held during November. An intake meeting for families granted a place will be held in May with more detailed information about your child starting Primary 1.

The need to maintain a positive partnership with parents/carers is well recognised. Your help and support are vital if discipline and learning is to be effective. You will always be contacted to share success within the school and also, at the earliest possible stage, when there are concerns. Parents can become involved in setting up and helping to run resource areas, working with small groups of children on educational games, helping pupils select suitable books for project work and discussing the pictures and text with them, helping teachers and pupils with classroom display, art and craft, educational outings etc. This support is invaluable and very much appreciated by the staff. Any parent wishing to offer

help in any area is asked to contact the school. In addition, parents are encouraged to share any individual talents they may have with the children. At the beginning of each session parents will be asked if this is something which they would wish to be a part of. In the interests of child protection and safety, all parent helpers must be PVG checked before being permitted to assist in class. PVG forms are available from the school.

Parent Groups

A Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents at a school on a voluntary basis. All parents/carers in a school are automatically members of the Parent Forum of that school.

The purpose of the Parent Council is to:

- Support the school in its work with parents
- Represent the views of all parents.
- Encourage links between school, parents, pupils, pre-school groups and the wider community.

Parent Councils operate in accordance with a local constitution. Parents can put themselves forward to be members of the Parent Council in accordance with that constitution. Further information can be found at the Scottish Parent Teacher Council website www.sptc.info

Parent Groups at Low Port Primary School

At Low Port Primary School we have a very active parent group – ‘Friends of Low Port Primary School’ (FLPPS). Their role is to represent to views of parents to the school and work as partners to have greater parental involvement in the running of the school. FLPPS helps with events in the school as well as fundraising and providing community involvement for our families. They hold regular meetings where all parents are welcome to attend, along with school staff and occasional invited member of the wider community.

Community Involvement

Low Port Primary School has strong links within the local community. The school supports local celebrations and events. The school also benefits from visits with local parents, grandparents, etc. to support pupils in their learning in a range of ways.

Evaluation forms will be sent/your views gathered from time to time so that we can be sure that we are listening to what you say about the service provided for you and your child.

SECTION 5: PUPIL WELFARE, HEALTH AND SAFETY

Child Protection

As a school we take the health and safety of our children very seriously. We follow Edinburgh and Lothians Inter-Agency Child Protection Procedures. Staff receive annual training and regular updates of these procedures in line with West Lothian Council Policy. Should you have any Child Protection concerns please contact a member of the Senior Management Team.

Medical Care

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical

conditions which, without help, could limit their access to education. Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Parents should inform the school of any special medical conditions or requirements of pupils so that appropriate arrangements can be made. When a pupil is taken ill or has an accident at school, first aid will be applied and parents or emergency contacts will be informed so that they can be involved at the earliest opportunity.

A medical form must be completed before a child may be administered with any medication while at school. A log of such medication is compiled on a daily basis e.g. if medication was administered to a child.

The administering of any medicines is done by staff where both parents and staff have completed and signed the appropriate form allowing staff to do this. Parents must also complete and sign a self-administration form for children who self-administer medication e.g. inhalers. Both forms are available from the office.

Procedures if a child takes ill at School:-

Should your child become ill at school and require to be sent home, the following procedure will be followed:

The school will phone home

If parent not at home, emergency contact will be phoned

If emergency contact not available, father/mother will be phoned at work

Should your child require medical attention:

The school will phone home

If parent not at home, the school will phone family doctor

It is very important that the school is kept informed of any changes to telephone numbers.

Should a child have an accident and require urgent hospital attention, staff will act in loco parentis and arrange for medical support. This action will only be taken in an extreme emergency and every effort will be made to contact the parents as quickly as possible.

If parents cannot be contacted and medical staff need to make life saving decisions on which you may have strong views (e.g. blood transfusions) you must advise the Head Teacher about these, in writing.

Any child with significant health problems that could affect his/her education will have a Health Care Plan drawn up in consultation with Health Care Professionals, school and parents. The purpose of an individual Health Care Plan is to identify the level of support that is needed at school for a pupil with medical needs. A written agreement with parents clarifies for staff, parents and the pupil, the help the school can provide.

Emergency Contacts

It is essential that you provide us with the name, address and telephone number of an adult we can contact in case of an emergency, an accident or if your child becomes unwell. You must ensure that our records are up to date by telling us immediately of any change in details for your child's emergency contact.

In cases of school emergency it may be necessary to send children home. Parents or Emergency Contacts will be contacted by Groupcall in the first instance or by telephone/text wherever possible. Where there is no adult to receive your child, they will be supervised in school until such time as suitable arrangements can be made. In the event of extreme weather you should check the Council website for information on school closures.

Playground and Safe Arrivals

In accordance with West Lothian Council's Safe Arrival at School Policy an adult will supervise children from 8:30am. Pupil Support Workers also supervise the playground for both the morning and lunch break. If children have an accident or any other problem in the playground they report initially to the supervisor who will take the necessary action. Older pupils assist buddying younger pupils when required. Pupils will also be supervised indoors during inclement weather where they will participate in clearly defined wet weather activities in the classroom. When pupils are at school, the responsibility for their safety rests with the local authority. The Head Teacher and staff undertake this responsibility on behalf of the local authority.

No child should leave the school grounds unless they have had a request granted by the Head Teacher to do so.

Pupil Safety and Security

The school has a security system which allows all doors to be locked electronically once the children are in. The locking system is released automatically if the fire alarm goes off. All visitors to the school MUST use the main entrance and report to the school office, sign in and collect a visitor's badge. We welcome parents and carers but would ask for your help to ensure the security of the school by always reporting to the school office and using this entrance only.

Should you unexpectedly need to make alternative arrangements for collection of your child you must inform the office.

Should your child attend an extra-curricular club, the supervising adult will dismiss your child from the main entrance. Only school staff are permitted to allow entry to the building.

Regular risk assessments and fire drills are carried out.

Transport and Car Park

West Lothian Council will provide transport assistance for primary pupils living more than 1.5 miles from their designated school. The provision of transport for pupils attending special schools and classes is not subject to these limitations, but is based on individual pupil need. Further information can be obtained from School Transport (01506 775291) or from the School Transport Policy on the council website.

Parents who choose to send their children to school outwith their catchment area will be responsible for any extra travelling expenses incurred.

In the interests of safety, parents MUST NOT use the car park to access the school. At no time should children be in the car park.

Photography

West Lothian schools have a photography policy which is in accordance with data protection and human rights legislation. At the start of the school year you will be asked to complete a form giving permission to take photographs in line with this policy. If you subsequently change your mind please inform the school.

Data Sharing

On occasion schools will make data available to partners and academic institutions to carry out research and statistical analysis. In addition, schools will provide our partners with information they need in order to fulfil their official responsibilities.

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

Snacks, Lunches and Milk

Children may have a meal regularly or on odd days when necessary. Children choose from three options each day. This usually includes a non-meat meal. A three coloured tray system is used. Menus are available on our school website. If your child has special dietary requirements, please contact the office.

All pupils in P1 – P5 children, and P6-7 in receipt of qualifying benefits, are entitled to a free school lunch. School lunches are delivered from the kitchen at Springfield Primary School. Children with packed lunches are also accommodated in the gym hall. Lunch is supervised by the Head Teacher or Principal Teacher along with a lunchtime supervisor. If a child forgets a lunch, we will provide a meal and inform parents of the cost. All lunches should be paid for and ordered through iPayimpact.

No child should leave the school grounds unless they have had a request granted by the Head Teacher to do so.

Milk is provided free to children in stages P1-P3, and P4-7 in receipt of qualifying benefits AND at a reduced rate all other pupils, which is ordered on a termly basis.

You are encouraged to help us promote a healthy lifestyle by ensuring that snacks brought from home are healthy. Please try to avoid sweets and sugary drinks wherever possible. Pupils are encouraged to bring water to school for drinking during the day.

Breakfast Club

Breakfast Club is free of charge and available to all children. Breakfast is served between 8.15 – 8.30am in the school hall with children then having the opportunity to take part in activities and go out into the playground until school begins. This can be accessed on a drop-in basis. Please contact the office for further information.

Section 6: The School Curriculum

Curriculum for Excellence is Scotland's curriculum for 3-18 and it is designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st Century. Low Port Primary School is committed to providing 'Curriculum for Excellence' in line with Scottish Government Guidelines.

Through our curriculum we aim to develop four capacities, helping children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The curriculum includes all of the experiences, which are planned for children through their education, wherever they are being educated. These experiences are grouped into four categories:

Curriculum Areas and Subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities listed above.

The design of our curriculum is based on the following principles:	The curriculum areas and subjects are:
<ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<ul style="list-style-type: none"> • Literacy and English, including modern languages • Numeracy and Mathematics • Health and Wellbeing • Expressive arts • Sciences • Social Studies • Religious and Moral Education • Technologies

Interdisciplinary Learning

Working in this way provides opportunities for our children to develop a range of knowledge, skills and behaviours that cross subject boundaries and help the children to make meaningful links, promoting the application of learning in real situations. This type of learning is important to develop skills such as communication, design, creativity and thinking, within and beyond school. We also plan for developing skills for lifelong learning and work.

Ethos and Life of the School

The starting point for learning is to create a positive ethos and climate of respect within our school community. Our children are encouraged to contribute to the life and work of the school and to exercise their responsibilities as members of a community. We provide regular opportunities for our children to participate responsibly in decision-making, to contribute as leaders and to act as role models.

Opportunities for Personal Achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. We identify opportunities for achievement and provide support and encouragement which enables our children to try activities which they find challenging.

For more information about Curriculum for Excellence, please go to:

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

Our Curriculum at Low Port Primary School

Learning in school is based on a range of strategies including investigation, problem solving, active learning, cooperative learning and discussion as well as exposition by the teacher (or 'direct teaching methods') which often involves activities using a wide variety of materials. Children will be assessed to determine their level of work. Class, group and individual methods will form the basis of teaching in order that the curriculum can be tailored, as far as possible, to fit the needs of each child. Further, teachers may choose to group children together for a variety of reasons e.g. children may be arranged according to social mixing (for a drama task); skills mixing (for a technology or problem solving task) as well as ability mixing (for a maths task).

Teaching staff will provide opportunities for the children in their classes to be actively *involved in their own learning*.

Literacy and English

Language permeates the whole curriculum and is central to children's learning. Staff will build on the foundation which has been started at home and Nursery, and help them to use language effectively for a variety of purposes. At Low Port we use an active approach to literacy.

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

Any activity involving language includes several of these outcomes. Language can be integrated with and stimulated by a theme being undertaken, an item of topical interest or a child's personal curiosity. It is considered very important that children have a context and a purpose to motivate and stimulate them into using language interestingly, imaginatively, appropriately and precisely.

Listening

In order to listen effectively and respond appropriately, children must be stimulated by, and feel involved in, the situation in the classroom. A variety of opportunities for listening are offered in all areas of the curriculum. As the children progress from P1 – P7, the tasks set and responses sought become more complex and demanding. Listening skills will also be encouraged here, to get children to listen to each other and thus become good friends.

Talking

There are many contexts where the children are encouraged to talk. In formal and informal situations, children will develop skills in conveying information – giving instructions and directions, group discussion, sharing their experiences, feelings and opinions and responding to texts. We hope to develop in the child an awareness of audience and purpose and so foster an ability and confidence to articulate in a variety of situations in a meaningful way.

Reading

The main reading resources have been designed to meet the demand for a reading programme which enables teachers to develop their pupils' literacy skills using a variety of methods.

A selection of reading materials from a wide range of sources is also available to help children become more independent readers.

A wide variety of sets of group reading materials are available for children from P3 – P7. These are interspersed with the reading programme and offer a whole reading experience with follow up tasks which encourage children to reflect on character, plot and writing style.

All reading resources are book banded reading-age appropriately. Please remember that whilst your child may read for enjoyment, the texts offered in school are specifically chosen to develop skills such as inference, summarising, metalinguistics, prediction and comprehension.

P1 and P2 pupils engage in paired reading sessions to encourage a love of books and a good reading habit. This technique involves the children sitting with an experienced reader sharing books, normally their buddies and chums.

The wide variety of reading material available in Low Port Primary School helps foster a love of reading for interest, pleasure and recreation.

Writing

Children are encouraged to write independently from the start of P1, the aim being to build on their strengths in the early stages through a writing programme. All children's writing is valued, although a wide range of stages of development may exist within the class.

Spelling, punctuation and presentation are all most important and must be taught. All of these skills will develop as the child matures and begins integrating these into their free writing in a natural way.

Emphasis is put on the quality of what children write. They are also encouraged to improve their presentation and to check their spelling and punctuation as they proof read or redraft their work.

Handwriting

Children are encouraged to write independently from the start of P1, the aim being to build on their strengths in the early stages through a writing programme. All children's writing is valued, although a wide range of stages of development may exist within the class.

The handwriting scheme gives practice in joining letters correctly and covers all the necessary skills for producing legible flowing script.

Emphasis is put on the quality of what children write. They are also encouraged to improve their presentation and to check their spelling and punctuation as they proof read or redraft their work.

Modern Languages

French is introduced in the early years and a fully embedded programme for P1-P7 is in place. Spanish is introduced in P5-7.

Numeracy and Mathematics

Mathematics is about solving problems, whether in everyday life or at school. Children must be equipped with the knowledge of how to go about this. They come to school as active mathematical thinkers having, through trial and error, solved problems naturally in play or family life. At school, the children are provided with a structure through which they can

progress, develop skills, understand concepts and learn facts and techniques. Children enter school as active thinkers, having already experienced mathematics informally – doing things in order, enjoying patterns and so on. They may even have some grasp of number, shape, direction, measuring, sorting and sharing. Includes using real life experiences to make predictions, connect to other things, provide skills to understand and examine information, simplify and solve problems, assess risk and make informed decisions.

Children will be presented with mathematical challenges where they discover the need for learning a skill in order to solve a problem. Structured apparatus and mathematical aids are available for use at all stages as well as a variety of more traditional text books, to be used whenever the class teacher feels there is a need.

Health and Well-being

As a health-promoting school and within a progressive framework, children are provided with opportunities to explore their feelings and emotions, to understand physical factors in relation to their health and to develop a sense of social responsibility. These opportunities lie within the context of Personal and Social Development, Religious and Moral Education, Social Studies or as topics which stand alone. Promoting health at school is embedded in the variety of activities offered during the school day and in extra-curricular activities. The school recognises the importance of Good Health for all. The school programme helps to develop the areas of Social Health, Emotional Health and Physical Health.

Mental, emotional, social and physical wellbeing, planning for choices and changes, PE, activity and sport, food and health, substance misuse and relationships, sexual health and parenthood.

Road Safety Education also runs throughout school. Several P7 pupils are appointed Junior Road Safety Officers (JRSOs) with responsibility for highlighting awareness of Road Safety issues throughout the school.

Outdoor learning takes place across all areas of the curriculum, at all stages and whatever the weather.

P6 are invited to attend a 3 day residential camp, while P7 are given the opportunity to attend a 5 day residential camp.

The benefits of healthy foods and balanced diets are emphasised during class topic work where appropriate. Provision of a healthy lunch box is requested. Please keep chocolate, sweets and fizzy drinks to a minimum if your child brings a packed lunch to school. Nut products should not be included in lunch boxes. As a result of a priority project included in our Health Promoting Schools scheme,

Physical Education plays an important role in ensuring that our children are equipped with skills which allow them to make choices about their own health and wellbeing. Our visiting PE specialist has developed a progressive programme for PE. Each class has the opportunity to work through this programme on a regular basis. Pupils will also have an opportunity to participate in a range of sports at cluster events.

Social Studies

Children are encouraged to widen their knowledge and understanding of the world and are helped to develop their skills to investigate, interpret, record and present their findings.

Throughout these studies, it is hoped that informed attitudes to the environment will be engendered.

Some studies may last several weeks, others will be short focused and educational outings are organised where this can further enhance pupil learning. In line with West Lothian Council Excursion Policy, parents are asked to give written consent and on occasion, make a contribution towards the cost.

Every year, each stage will investigate a different aspect of life in Linlithgow, past and present. This varies from a study of the Union Canal to leisure pursuits in our town.

Sciences

There is a planned programme in place which ensures that all of our children have experience in working with each of the Sciences. This will be done in a very similar way to that of a social studies topic with interdisciplinary learning being key to the children's development and enjoyment of learning, as well as using a progressive programme for the development of science skills in our pupils.

Technologies

Includes business, computing science, food, textiles, craft, engineering, graphics and applied technologies.

The school is well resourced with equipment such as CD players, computers, laptops, tablets, iPads and netbooks.

Each classroom has an interactive panel or smartboard which teachers integrate into their daily teaching. All classrooms have a set of laptops to allow ICT to be integral to learning as well as teaching. A programme of work for the teaching of ICT skills at each stage is in place. There are a number of programmable toys in school which are used in shape, position and movement activities. A plasma screen in the reception area of school is used to share photographs and information about events in school. This is updated regularly and shares the life and work of the school community. Every class has digital cameras – the pupils are encouraged to record moments from visits, buddy times and special occasions in school along with the everyday tasks of the classroom.

The whole school has access to the internet. Safe use of the internet is taught as part of the ICT programme. As part of the curriculum, pupils will be given opportunities to develop their technology skills through interdisciplinary topics, e.g. citizenship, enterprise, social studies, mathematics and numeracy, problem solving etc.

Expressive Arts

Creative development is as important as intellectual development. It is important that children have the opportunity to express themselves and develop their own creativity fully and so achieve potential and fulfilment in the roundest sense possible.

Children find an outlet for this area in art and design, music and drama. Class teachers plan for each of these areas and build upon the skills there.

The Early Stages and Middle/Upper Stages alternate each year to produce a full scale staged production which is performed to parents, friends and the school community. The area of art and design, a range of materials, media and techniques have been agreed for all stages P1 – P7, and a core programme is in place.

Religious and Moral Education

Children are encouraged to think for themselves and develop tolerance through finding out about other people's beliefs; explore the world's major religions as well as views that are non-religious; learn about Christian practice in worship and the place of Christian action in the community; think about their own beliefs and values; study other world religions in line with national guidelines.

This part of the curriculum operates through class teaching, assemblies, outside visits and visitors to school. Assemblies are led by each class in turn and aim to increase pupils' understanding of themselves by reflecting on their own lives, those of others and the world in which we live. A service is held in St Michael's Church at Christmas and Easter and the school takes part in other church activities during the school year.

Parents have a right to withdraw their children from religious education and observance and should contact the Head Teacher if they wish to do so.

Instrumental Music Tuition

The Council offers instruction in bagpipes, brass, percussion, strings and woodwind. Schools will tell children when there is an opportunity to apply for lessons. There is a charge for lessons, but concessions are available. You can find out more from the Instrumental Music Service.

Use of the Internet

Children access information and resources on local and worldwide networks as part of their studies. We teach children about internet safety and how to report any items that make them feel uncomfortable. We ask parents to promote the responsible and safe use of the internet at home, including the use of social media if parents permit their children to access this. Further information on safe use of the internet is available at www.thinkuknow.co.uk

Supporting Children's Learning in a Range of Ways

Assessment and Reporting

Assessment of pupil learning is an ongoing process mainly carried out by class teachers in a variety of formal and informal ways based on what pupils say, make, write and do. This enables them to check knowledge and understanding of work covered, and to identify next steps in learning. A range of assessment gathering strategies is used by staff to help build an assessment profile of each child. Pupils at P1, P4 and P7 are also assessed using standardised assessment annually. These results form part of the overall assessment information about your child.

Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and written reports. Consultations with the class teacher are held twice a year in October and March when parents can view their child's work and discuss their progress with the class teacher. Written reports are sent home in June. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence.

Parents are welcome to discuss their child's progress at any time during the year. Staff will contact parents if they feel it will improve the quality of learning and teaching for their child.

The progress of each pupil, from evidence obtained through assessment activities is recorded and passed on at the end of each session.

Support for Learning

The authority provides access to Support for Learning staff and resources for pupils requiring additional support. Should your child require additional support in a particular area, you should talk to the class teacher in the first instance. We consult with parents and carers to ensure the needs of children are being met. Each school follows the principles of the Scottish Government policy of 'Getting It Right for Every Child'. For more information see the Scottish Government website.

West Lothian Council has a policy of inclusion. This promotes the placement into primary and secondary schools of pupils with significant needs. We consult with parents and carers to ensure the needs of children are met.

At Low Port Primary School, class teachers regularly discuss children's progress with the Head Teacher and additional support is identified as required. This support is responsive to the children's changing needs and tasks are differentiated to support and challenge pupils, as appropriate. This support may be provided by a Pupil Support Worker and/or the Support for Learning Teacher in addition to the class teacher. Parents with children requiring support for learning will be notified that this is the case.

There may be an occasion when the Educational Psychologist is called in to help and advise on how to proceed. Again, parents will be kept fully informed and a meeting would be arranged to discuss all issues.

Parents wishing to discuss any matter relating to their child's progress are invited to make appointments to visit class teachers over and above attending parents' evenings which allow parents to view their children's work.

If it is felt that a child should be referred to another agency, e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy etc., then this will be decided in consultation with parents and other professionals.

Home Learning

Home learning activities are a great way to share learning between home and school. Developing strong partnerships with parents is vital to help our children apply the knowledge, skills and attitudes being developed in school, in real life contexts. Homework is used to consolidate what takes place during class time and offers an opportunity for parents to engage in their child's learning.

Through providing home learning opportunities we aim to:

- Allow your child to take responsibility for his/her own learning.
- Develop the habit of managing time independently.
- Provide opportunities to reinforce work done in class.
- Let you discuss with your child what they are doing in school and allow you to share in your child's work.

In the early years, most home learning activities will support reading and numeracy development. There may be times when your child is asked to carry out other tasks such as

research or preparing for a class talk. We may also issue additional tasks if your child would benefit from extra practice in a specific area of learning.

Our homework policy will be issued to parents at the 'Meet the Teacher' evening. Additional copies can be accessed at the main office or on our website.

All children have a homework jotter and tasks will be shared via Seesaw (P1-P3) and Teams (P4-P7).

Section 7: Transition Arrangements

Admission Procedures

West Lothian is divided into catchment areas for primary and secondary schools. The catchment areas for all West Lothian Council schools are available online at www.westlothian.gov.uk

Each school is either denominational (linked to a particular religion) or non-denominational (not linked to any particular religion). All the denominational schools in West Lothian are Roman Catholic. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education.

The Pupil Placement section deals with all applications for pre-school and wraparound, and deals with applications for the August primary one (P1) and secondary one (S1) intakes. Schools deal with applications for other stages and for P1 and S1 after the pupils start school. To apply for a school, pre-school or wraparound place you must fill in an application form. Applications forms are available online.

To contact the Pupil Placement Section e-mail pupilplacement@westlothian.gov.uk or phone 01506 280000. Information is also available on the Council website www.westlothian.gov.uk

New Entrants to P1

You can apply for a P1 place from November of the year your child is due to start school, and the places are allocated in March of the same year that your child is due to start school.

Transfer from P7 to Secondary School

You can apply for an S1 place from the November of the year before your child is due to start secondary school. For more information on admission arrangements please see our website www.westlothian.gov.uk or contact the Pupil Placement Section pupilplacement@westlothian.gov.uk or phone 01506 280000.

The school has strong existing links with Linlithgow Academy and as such provides a structured programme of supportive transition activities to support pupils moving from P7 into S1. Parents will also be invited to a number of transition events in the lead up to pupils moving up.

For more information on admissions and other enquiries please contact:
Pupil Placement,
Tel: 01506 280000c

Out of School Club (OOSC)

This is a club separate from the school that uses the premises to cater for a maximum of 80 children each session. OOSC operates with 9 permanent members of staff and is run by Manager Emma supported by a committee of parent volunteers. Club uses the zone, library and hall within the school with access to the surrounding environment for outdoor play.

The hours of operation are:

Monday to Thursday 07:45 – 08:50 and 15:20 – 18:00

Fridays 07:45 – 08:50 and 12:25 – 18:00

OOSC runs 52 weeks of the year with the exception of some days at Christmas, Good Friday, Easter Monday and May Bank Holiday.

For further information please contact the Club directly by email at manager@lpoosc.org.uk

Concerns / Complaints Procedure

We hope that you enjoy your association with the school and urge you to contact us with worries, concerns or complaints that you may have – remember we are only a phone call away.

If you have concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance.

If you are dissatisfied with that response you should contact:

Customer Service Centre
West Lothian Council
Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF
Tel: 01506 280000
Customer.services@westlothian.gov.uk

If, in exceptional circumstances, it is felt that the case has not been properly administered you should contact:-

Scottish Public Services Ombudsman
4 Melville Street
Edinburgh
EH3 7NS
[Tel:0800 377 7330](tel:08003777330)

A copy of the Complaints Handling procedure can be found at:
<http://www.westlothian.gov.uk/media/4161/How-to-Make-a-Complaint/pdf/complaints1.pdf>