

**Murrayburn**

**Primary**

**School**

**Handbook**

**2015 - 2016**

# **A Foreword from the Director of Children and Families**

## **Session 2015-16**

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2016 -17 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

**Alistair Gaw**

**Acting Executive Director of Communities and Families**

## Children and Families Vision

*Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.*

*We believe that children and young people do best when:*

- they are able to live safely and happily within their own families with the right kind of support as needed*
- they attend first class, inclusive schools and early years settings which meet their needs*

*We will do all we can to strengthen support for families, schools and communities to meet their children's needs.*

*Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.*

## Welcome from the Head Teacher

Dear parents / carers

Welcome to the Murrayburn Primary School Handbook.

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

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

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

Section Two – Parental Involvement in the School

Section Three – School Curriculum

Section Four – Support for Pupils

## Contact Details

**Name of Head Teacher** Catherine Lynch (acting)

**Name of School** Murrayburn Primary School and Nursery classes

**Address** 1 Sighthill Loan

Edinburgh

EH11 4NP

**Website** [www.murrayburn.edin.sch.uk](http://www.murrayburn.edin.sch.uk)

**E mail address** admin@murrayburn.edin.sch.uk

## About the school

<b>Stages of Education provided for:</b>	Nursery and Primary
<b>Present Roll:</b>	365
<b>Denominational Status of the School:</b>	Non denomination
<b>Gaelic Medium Education:</b>	None

## Organisation of the School Day

### School Hours – Monday to Thursday

<b>Mornings:</b>	<b>P1 to P2</b>	08:45 to 12:15
	<b>P3 to P7</b>	08:45 to 12:30
<b>Morning Break</b>	<b>All pupils</b>	10:30 to 10:45
<b>Afternoons:</b>	<b>P1 to P2</b>	13:15 to 14:45
	<b>P3 to P7</b>	13:15 to 15:15

### School Hours – Friday

<b>Mornings:</b>	<b>P1 to P2</b>	08:45 to 12:10
	<b>P3 to P7</b>	08:45 to 12:00
<b>Morning Break</b>	<b>All pupils</b>	10:30 to 10:45
<b>Afternoons:</b>		Closed

### Nursery Hours

<b>Morning class:</b>	08:30 to 11:40
<b>Afternoon class:</b>	12:20 to 15:30

## Gym Days

Gym days for pupils are as follows:

<b>Primary 1</b>	Wednesday	Thursday
<b>Primary 2</b>	Monday	Thursday
<b>Primary 3</b>	Tuesday	Thursday
<b>Primary 4</b>	Monday	Thursday
<b>Primary 5</b>	Monday	Thursday
<b>Primary 6</b>	Tuesday	Thursday
<b>Primary 7</b>	Tuesday	Wednesday
<b>Language Class 1</b>	Wednesday	Friday
<b>Language Class 2</b>	Wednesday	Friday
<b>Language Class 3</b>	Friday (plus)	Integration Class
<b>Language Class 4</b>	Friday (plus)	Integration Class

Gym kit and gym shoes are required in school each day. Kit and shoes should be brought to school on a Monday and returned home each half term.

## Assembly

Assembly generally fall on these days, although may change to accommodate special events

**Primary 1 to Primary 4: Tuesday mornings**

**Primary 5 to Primary 7: Wednesday afternoons**

## Term Dates for Session 2015-2016

Term starts Monday 17 August 2015

### **Mid-Term Holidays**

Monday 21 September 2015, Autumn holiday

Monday 12 October 2015 - Tuesday 20 October 2015, mid term break

Term ends Tuesday 22 December 2015

### **Christmas Holidays**

Wednesday 23 December 2015 - Wednesday 6 January 2016

## **Spring**

Term starts Thursday 7 January 2016 Mid-term holidays

Monday 15 February 2016 - Friday 19 February 2016, mid-term break

Term ends Thursday 24 March 2016

### **Easter Holidays**

Friday 25 March 2016 – Friday 8 April 2016

Spring holiday Monday 18 April 2016

## **Summer**

Term starts Monday 11 April 2016

### **Mid-Term Holidays**

Monday 2 May 2016, , May Day

Thursday 5 May 2016, staff only day to coincide with General Election

Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016

## Section One –

### Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents and how you can communicate with the school.
- how to complain if you are not happy about something.

### Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk). Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Please let the school know by letter or phone if your child is likely to be absent and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If your child is absent due to illness or an appointment please remember to phone the school office before 9-30 on the first day of the absence. If you have not contacted the school by then we will attempt to call you using the numbers that you have provided including emergency contact details.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments.

Any requests for extended absence over two weeks will be referred to a Senior Education Manager who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Children's Panel, if necessary.

## School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. **School Uniforms are available to order from the school office.** If you have any queries regarding the school's dress code, please contact the school office

The uniform/ dress code was agreed in consultation with parents, pupils, staff and the Parent Council.

Wearing school uniform contributes to a positive school ethos, helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. More information about the [school uniform](#) is available from the information section of the school website.

School Uniform comprises:-

- grey or green sweatshirt/ jumper
- white polo shirt or school shirt/ school dress
- black, grey or green skirt/ trousers or joggers (plain)
- black shoes/ unbranded black trainers
- If leggings are worn in place of tights please ensure shorts or a skirt is worn on top
- P7s - A separate black sweatshirt is available for P7 only

Children with wellies, boots or very muddy shoes will change into gym rubbers for class or indoor shoes

We ask that your child does not come to school with nail polish or jewellery

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

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, outings, visits and workshops.

A protective apron or an old shirt should be brought into school for art and craft activities.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

## Gym Kit

The appropriate clothing and footwear for PE is a white or house coloured T-shirt, shorts and gym shoes with non-marking soles. Please help us by ensuring your child wears no jewellery on PE days.

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

## Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Income Support (IS)
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6,420
- Support under Part VI of the Immigration and Asylum Act 1999  
Universal Credit

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

## School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Pupils have the choice from 3 hot meals each day including baked potato, hot vegetarian, hot meat and a sandwich on a Friday.

School Meals are provided free to children in Primary 1 to Primary 3 and we use an online ordering service.

Pupils in Primary 4 to Primary 7 must pay for School Meals. Meal prices are reviewed annually. Please contact the School Office to be advised of the current price.

- Lunch menus are distributed in advance by CEC. A copy of the menu is displayed in the foyer and available from the office, also online at the council website.
- P4 – P7 pupils complete a lunch order form and hand this to their teacher with payment for the following week. The deadline for weekly orders is 11:00 Thursday.
- Some pupils choose to bring a packed lunch. This is eaten in the gym hall. For P1 and P2 children they are supervised by class teachers during the first part of lunch to encourage healthy eating.
- Some children in our language classes eat in their classroom.
- Only a very small number of pupils go home for lunch. Pupils should be collected from school at the start of lunch and should not return until the start of the afternoon session.
- The school encourages healthy eating options: a small snack or piece of fruit for morning playtimes and no fizzy drinks. Glass bottles or cans and chewing gum are not allowed.

## Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

## Breakfast Club

Murrayburn Primary facilitates a Breakfast Club. The Breakfast Club is open from 8:00 am. For more information about the Breakfast Club please contact the school office.

## Travel to and from School

For the safety of both Pupils and Parents we ask that when dropping off/collecting children from school, parents do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

No pupils or parents may walk through the school car park.

The car park is reserved for school use only.

The language class pupils attend Murrayburn from across Edinburgh. Many are transported by taxi and use the side entrance on Sighthill Gardens.

Some pupils wish to travel by bike or scooter. For safety reasons please ensure your child does not ride his/ her vehicle in the school playground. Bikes and scooters should be locked.

## General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible and certainly not before 8:30am, unless attending breakfast club.

During intervals support staff supervise the children. They are highly visible to pupils wearing yellow vests. Each member of staff has responsibility for a section of the playground. There is always access to the building to seek first aid or the toilet and the children are made aware of this.

Given the very changeable nature of the Scottish climate pupils are required to bring a jacket to school each day.

On warmer days a 'no jackets' decision will be made. Here coats are optional and can be left indoors.

## School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

## Wet Weather Arrangements

In very wet weather pupils are supervised inside the school during breaks and at lunchtime. Children are allowed in to school upon arrival in the morning if weather is inclement, however, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

In all but the most inclement weather pupils will be encouraged to play outdoors. It is essential that pupils come to school with suitable clothing and footwear.

## Unexpected Closures

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

Parents may be informed in advance by letter or by the school web site, Twitter or facebook accounts. In addition the Parent Council will be contacted and information given using their facebook page or the school's answer machine service.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will also be used.

## Mobile phones

Mobile phones are not permitted in the school. We recognise that a few parents value the opportunity to keep in contact with their child before and after school and if a mobile phone is brought in to school it should be left with the school office.

Parents are asked to inform the school in writing that they wish to do so.

During concerts and performances many parents use mobile phones or cameras to record pictures to share with family and friends. You are reminded to safeguard the privacy of other pupils, parents and staff. Any images taken must not be uploaded on to any social media site.

## Equality

Edinburgh Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

The [school's equalities policy](#) is published on the school's website under the information section.

## English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. These teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## Complaints, Comments and Suggestions Procedure

We hope that you will be completely satisfied with your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between a family and school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please pass any concerns on initially to the class teacher then if still concerned
- Head Teacher or member of the management team
- If it helps bring along a friend
- This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off

the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

## School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

- School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.
- The School Doctor is made aware of any possible concerns and parents/carers and the family doctors re informed if any further action is considered necessary.
- The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.
- The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.
- An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

- Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.
- The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.
- The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.
- With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.
- The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.
- The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:  
The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information.

## Head Lice

Head lice are spread through head to head contact.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

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

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

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem. It is really helpful to know.

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

## Medicine administration

Before medication can be given in school parents must complete the appropriate medical form from the school office.

All medication must be in date and labelled clearly with the child's details on it such as the original prescription.

It is important to ensure your child keeps an inhaler in school if he/ she suffers from asthma.

If required an individual Health Care Plan can be put in place.

## Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

## Other School Policies

On the school's website, [www.murrayburn.edin.sch.uk](http://www.murrayburn.edin.sch.uk) you will find additional policies and information. This includes information about the dress code and our equalities policy.

## Section Two –

### Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### Ethos

Our vision for Murrayburn is:

*Every child will be encouraged to reach their own potential in learning and be the best that they can be.*

*Everybody involved with Murrayburn Primary School will be given the support and opportunities they need to effectively fulfil their role to the best of their ability.*

This year, 2016, we are revisiting our visions values rationale and priorities in school and staff, pupils and parents will all be asked to contribute their ideas.

## Values

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

## Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

The school's ['Positive Behaviour Policy'](#) is published on the school's website.

The aims of the policy are to:

- Clarify a code of behaviour and the range of rewards and sanctions available to staff in order to support and encourage pupil's good behaviour.
- To promote a safe and caring environment for all in school, where effective learning and teaching can flourish.
- To develop pupils' sense of self-discipline and understanding of responsibility of their own actions
- To promote and develop self-esteem, respect for others and positive relationships throughout the school.

## Anti Bullying Policy

The school's [Equalities policy](#) is published on the school's website. This policy deals with many of the route causes of bullying behaviour.

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

## Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school.

The school seeks positive relationships with parents in an open and informal manner. Many can be accessed without making an appointment. However if you wish to have a private meeting with a member of the teaching staff you will be required to make an appointment outwith their class teaching time. This can be easily arranged through the school office in person or by phone.

A member of the management team is usually available to hear any concerns.

During the year there are two parents evenings where you and your child meet with the class teacher to discuss progress and learning targets. A written report will also be issued in the summer term. At the start of each term you will receive an overview of some of the learning and teaching planned for that term. Your child will also bring home their Pupil Profile Jotters for you to see and respond to.

Each class is responsible for an assembly to showcase some of the activities or tasks being covered in class. Parents of that class will be invited to the sharing assembly. In addition classes often invite parents in to class to share their child's work or participate in an activity.

A number of curriculum information sessions are held each year looking at features of learning such as Reading and Numeracy.

Our Parent Council does fantastic work in support of the school and they are always pleased to see new members.

Parents receive communication about the greater life of the school through newsletters, flyers and through social networking sites. The school has its own Facebook and Twitter pages.

Letters or phone calls to the school will usually be answered in person or in writing from a member of the Management Team.

## Parental Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

## Parental Involvement

Parents are always welcome in the school and their views sought across the year through survey and questionnaires, feedback comments on newsletters and reports and through the Parent Forum and Council.

Parents regularly support classes with activities and excursions. A number of parents volunteer to support classes on a regular basis, to hear reading groups or support maths games. Others volunteer to support particular activities such as healthy eating or arts and crafts.

Parents participate in the setting of targets for school and home through personal Learning Folders.

## Parent Councils

Parent Councils are the formal representative body for parents/ carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents/ carers are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities
- hear about what partnership with parents means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the parent council, to work on with the school
- be asked your opinion by the parent council on issues relating to the school and the education it provides
- work in partnership with staff
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents/ carers
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Murrayburn Parent Council is chaired by Nicola Orr who can be contacted via email [murrayburnpc@gmail.co.uk](mailto:murrayburnpc@gmail.co.uk) You can also follow the Parent Council on Twitter <https://twitter.com/pcouncilmurrayb>

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

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents/ carers an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## Pupil Councils

The school has a number of pupil groups operating throughout the year. They meet regularly to discuss a range of issues which in turn inform the school improvement agenda. Representatives from each P5 – P7 class attend the pupil groups and then have an opportunity to inform or seek information from their peers during a class council meeting.

The school currently has the following pupil groups:

<b>Faculty</b>	<b>Pupil Group</b>
Enterprise	School Fundraising/ Events Business Link Media School Houses
Eco	School Grounds Energy/ Recycling
Global Citizenship	World Cultures The Community
Health & Wellbeing	Sports Healthy Eating/ Lifestyle Road Safety

## Section Three –

### School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

### Curriculum for Excellence

#### **Bringing learning to life and life to learning**

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

Teachers and practitioners share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

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

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable children to

think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed.

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

Every child and young person at Murrayburn is entitled to experience a broad general education. This general education takes place from the early years to the end of P7 at primary school.

The curriculum is based on developing pupils experiences from the early years to S3 as a whole through exploring a set of Experiences and Outcomes. Staff plan with pupils and their colleagues: their contribution to each learner's education and also support learners in making connections in their learning. By doing this successfully, they ensure that each learner experiences a coherent curriculum, achieves the highest possible standards, and is prepared to move successfully on to secondary school education.

The framework is less detailed and prescriptive than previous curriculum advice. Children do not follow a curriculum based on set topics or projects in particular years but rather develop skills and knowledge through experiencing a wide and fluid interpretation of the experiences and outcomes relevant to a particular class, a teacher, interest, major world event, school or city wide priority, etc.

It provides professional space for teachers and other staff to use in order to meet the varied needs of all the children and young people.

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

Pupils explore these outcomes and experiences in planning where they work in collaboration with the teacher to decide what activities, knowledge, experiences and skills they require to over take that outcome and how they will know when and if they have done so through peer and self-assessment.

Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the 4 capacities: successful contributors, effective learners, confident individuals and responsible citizens.

They apply to the totality of experiences which are planned for children and young people during their time at primary school, including the ethos and life of the school and interdisciplinary studies as well as learning within curricular areas and subjects. This means that they apply beyond timetabled activities and into, for example, enterprise and health activities, residential camps, excursions, assemblies, shows and demonstrations, the playground, homework, after school clubs both within school and in the community, holidays, family events and personal achievements.

Please see the [Education Scotland Website](#) if you would like any further information about the curriculum within Scottish Schools.

## Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## Planning Children's and Young People's Learning

Teachers in school share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

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

Pupils are encouraged to take responsibility for their learning.

At the earliest stages this may be through choosing a particular text or a learning target.

All pupils have the opportunity to help in choosing planned learning activities through Big Floor Book, Talking Tubs and Learning Wall Planning.

Examples of these can be seen in classes during sharing events.

Children will be encouraged to self-assess their progress during these activities and in planning next steps in their learning.

## Homework

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. Reading and Spelling homework will be issued weekly in P1-3. Further up the school tasks may take a variety of forms, e.g. short maths/ reading activities or longer personal research studies. The tasks set will be interesting, worthwhile and challenging for the child. They are intended as prompts for you to do with your child.

Parents are encouraged to help pupils with their homework as a means of keeping up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

At the Second level pupils learn about more sensitive areas of the curriculum. Parents will be informed and given advice about these prior to the delivery in school. A number of parent workshops are held each year looking at Keeping Myself Safe, sexual health, drug awareness, internet safety and preparation for residential experience.

## **Religious Instruction and Observance**

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

## **Extra Curricular Activities**

We offer as wide a range of sporting and cultural activities as possible.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

## **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator: Shona Clark, (0131 442 2201).

## **Assessment**

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

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

Parents receive personal learning targets throughout the year. There will be an opportunity to discuss these targets and progress at parent consultation meetings where the pupil profiles "My Learning Story" will be available to see, along with class work jotters.

## Section Four –

### Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

### Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

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

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

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

### Protecting Children and Young People

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

## Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)

**In on the Act - Supporting children and young people with additional support needs provides the following information** specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who -
  - have additional support needs,
  - require, or would require, a co-ordinated support plan,
  - the role of parents, children and young persons in the arrangements referred to in paragraph (b),
  - the mediation services provided
  - the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

The school has an additional support needs team known as the Additional Support for Learning (ASL) team. This team headed by the Headteacher meets weekly to discuss any child who may require additional support. This may have been identified by the class teacher or through an assessment or through a referral from another agency or parent.

Some children in school receive additional support in class and others from attending particular groups or supported learning activities.

Pupils who receive additional support are monitored closely by the support for learning staff and the ASL team.

Within the school a number of pupils attend a specialist language and communication class. There are 4 of these at Murrayburn. These classes support children from across Edinburgh who have a diagnosis of autism or a specific language impairment and have found mainstream classes too challenging. Applications for a specialist placement are reviewed annually by a professional assessment group. Advice can be sought from the school's educational psychologist or support for learning teacher.

We work with other agencies and professionals – for example, Social Work Services, Speech and Language Therapy, Occupational Therapy, CAMHS, CCH, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

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

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

## Pastoral Support

In a Primary school the most important contact in supporting your child is with the class teacher.

During the week each class will hold a class council meeting and/or a circle time meeting. Circle time is a whole school initiative where children can raise issues which concern them and seek support from their peers/ teacher in dealing with things which upset them.

If appropriate staff may offer advice or contact you at home for further discussion.

In addition classes have a system known as Bubble Talk where pupils can signify to the teacher that they would like to have a personal 1-1 chat.

The school host a Place2b service (pupil counselling service). Pupils can elect to see our P2B manager, Manuela, a trained play therapist, or volunteer counsellor at any time by simply filing in a slip. This 1-1 time is confidential between the pupil and the service and will only be brought to the Headteacher's attention if a child protection matter is discussed.

Parents and staff can also refer children for more extensive counselling. There is a parent worker who also supports a small number of families.

## **Transitions – Moving to a New School or Leaving School**

This section also gives information about transition. There are also details about making a placing request to another school.

### **Nursery class provision**

The school's nursery class provides 30 morning and 30 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Murrayburn also manages Calderglen Nursery which has up to 50 morning and 50 afternoon places, as well as some flexibility to offer some whole days.

### **Transfer from nursery to primary**

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

### **Primary School Admissions**

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools offer a high quality educational experience.

## Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

## Catchment Secondary School

Forrester High School  
212 Broomhouse Road  
Edinburgh  
EH12 9AP

0131 334 9262  
admin@forrester.edin.sch.uk

The cluster primary schools and the high school offer a series of visits to familiarise pupils with the High school and its staff and also those pupils from other schools likely to be in their new classes.

These range from sporting and cultural activities as well as a formal induction programme in the P7 summer term.

Each year the high school host a series of music concerts and parents evenings which helps inform and familiarise the work of the school to parents.

Support for Learning staff and teachers from both establishments meet to plan transition and support arrangements for those pupils with an Additional Support Plan.

## Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused. Murrayburn has a capacity for 50 new entrants at P1. The majority of these places are filled each year from catchment placements and from within our own Nursery class.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

## **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **Section Five –**

### **School Improvement**

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

A copy of the school's Standards and Quality report and improvement plan can be found on the website or in paper copy from the school office.

### **School Improvement Plan**

The school improvement plan takes account of feedback collected across the year from teachers, pupils and parents. The improvements of the school's performance and standards and quality of learning and teaching are discussed annually with the Parent Council.

## Transferring Educational Data about Pupils

*The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.*

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (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 use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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

## Concerns

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

## Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## **Glossary**

**CFE - Curriculum for Excellence**

**ASN – Additional Support Needs**

**EMA – Education Maintenance Allowance**

**ASL – Additional Support for Learning**

**SQA – Scottish Qualifications Authority**

**FOI – Freedom of Information**

**HT/PT – Head Teacher/Principal Teacher**

**CLD – Community Learning and Development**

**GIRFEC – Getting it Right for Every Child**

## Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

### ***Tell us what you think.***

Your feedback will help us to improve our handbook.

Did you find	Please tick	
1. the handbook useful	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Name of school: \_\_\_\_\_

Thank you for filling in the questionnaire. Your views are appreciated.  
Please return this questionnaire to: Headteacher, Murrayburn Primary School, 1 Sighthill Loan, EDINBURGH, EH11 4NP.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

**Catherine Lynch**  
**Head Teacher (acting)**  
**Murrayburn Primary School**