Welcome from the Head Teacher

Dear Parents/Carers,

I would like to thank you for choosing Earlston Primary School for your child’s education and extend a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting.

Our handbook highlights the vision, values and aims of Earlston Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school. As a school, we fully appreciate the importance of parental partnership and by working together we can develop a partnership that will enhance not only your child’s education but will also give him/her a sense of belonging and commitment to the community to which he/she has joined.

When your child joins us in Earlston our aim is to provide an educational experience which is of the highest quality.

To the parents of the children who will join us in the session 2016-2017, I hope the information in our handbook will be of value and answers most of your questions.

Please do not hesitate to contact me if you would like to discuss anything regarding your child’s schooling, as I firmly believe that between us we can provide the best possible learning experiences for your child.

Similarly, please feel free to contact me with any ideas or suggestions you may have. Everyone at Earlston Primary is very proud and appreciative of the continuing, invaluable support we receive from you and the wider community.

Yours sincerely,

Susan Graham
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Welcome from the Head Teacher  

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Earlston Primary School
‘If I was to describe our school to an alien I would use these three words: energetic, fun and creative.’

- Michael
Vision, Values and Aims

Our Vision:

Earlston Primary School is a friendly, secure and supportive environment where all are valued and treated fairly.

Our Values:

- Recognise all children’s strengths
- Promote and celebrate success
- Be welcoming and caring
- Pupils, parents and staff are respected and listened to
- Provide a high standard of teaching and learning
# Staff

## Head Teacher
Mrs Susan Graham

## Depute Head Teacher
Mr Kevin Wilson

## Class Teachers & Nursery Nurses

<table>
<thead>
<tr>
<th>Nursery</th>
<th>Nursery Teachers</th>
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<tbody>
<tr>
<td></td>
<td>Liz Lothian / Pam Guthrie</td>
</tr>
<tr>
<td>P1</td>
<td>Rebecca Wilson</td>
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<tr>
<td>P2</td>
<td>Helen Middlemiss</td>
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<tr>
<td>P3</td>
<td>Linda Addison</td>
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<tr>
<td>P4</td>
<td>Neal Hunt</td>
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<tr>
<td>P5</td>
<td>Ian Fairnington</td>
</tr>
<tr>
<td>P6</td>
<td>Derrick Brydon</td>
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<tr>
<td>P7</td>
<td>Elspeth Watson (Principal Teacher)</td>
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<table>
<thead>
<tr>
<th>Principal Teacher Cover</th>
<th>Jane Anderson</th>
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<tr>
<th>Support for Learning Teacher</th>
<th>Pippa Ramage</th>
<th>Sheena Lawn</th>
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## Curriculum Support Teachers

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Stacey Grainger</th>
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<table>
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<tr>
<th>Active Schools Coordinator</th>
<th>Gemma Ross</th>
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<tr>
<th>Community Police Officer</th>
<th>Karen Ballantyne</th>
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<tr>
<th>School Minister</th>
<th>Julie Woods</th>
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## Ancillary Staff

<table>
<thead>
<tr>
<th>Primary School Administrator</th>
<th>Elaine Beattie</th>
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<tr>
<th>Classroom Assistants / Additional Needs</th>
<th>Jane Barley</th>
<th>Liz Lothian</th>
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<table>
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<tr>
<th>School Cook</th>
<th>Anne Purvis</th>
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<table>
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<tr>
<th>Assistant Cook</th>
<th>Meg Swailes</th>
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<tr>
<th>Janitor</th>
<th>Colin Steele</th>
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<table>
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<tr>
<th>Cleaners</th>
<th>Laura Harkness</th>
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<tr>
<th></th>
<th>Kelly McLeod</th>
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<table>
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<tr>
<th></th>
<th>Susan Liddle</th>
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<tr>
<th></th>
<th>Kerry McKenzie</th>
</tr>
</thead>
</table>
School Information

Name
Earlston Primary School

Address
High Street
Earlston
TD4 6JQ

Telephone Number
01896 848851

Email Address
earlstonps@scotborders.gov.uk

Website Address
www.earlstonps.co.uk

Denominational Status
Non-denominational & Co-educational

School Roll
Current school roll is 199 (including Nursery).

House Structure
The children are placed in three houses which are Tweed, Teviot and Leader.
Children are usually allocated to the same house as the rest of their family.

<table>
<thead>
<tr>
<th>Monday-Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>School Starts:</td>
<td>8.50am</td>
</tr>
<tr>
<td>Morning Interval:</td>
<td>10.50am - 11.05am</td>
</tr>
<tr>
<td>Lunchtime:</td>
<td>12.30pm - 1.05pm</td>
</tr>
<tr>
<td>School Finishes:</td>
<td>3.10pm</td>
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</tbody>
</table>

School Hours

School In Context
Earlston Primary School first opened in 1876. The Primary School building was originally joined onto Earlston High School prior to the High School being relocated to a new site in 2009.

Local Community
Earlston Primary School has fantastic links with the wider community. Parents and wider family are always welcomed into the school. The Primary School has good partnerships with Earlston High School and the other primaries that feed into this secondary school. Strong links with partner agencies support us in meeting the needs of all children.
Accommodation

The layout of the classrooms is in line with Curriculum for Excellence levels. Early level (Nursery and Primary 1) are in one area allowing opportunity to share a central activity area. Our Nursery has direct access to an outside play area. First level (Primaries 2 to 4) consists of 3 classrooms, and a central activity area while Second level (Primaries 5-7) are in the upper area in self-contained classrooms.

Other facilities include one small hall, one large hall, library, a canteen, learning support base, staff base and resource area. The Head teacher, Deputy Head teacher, and Secretary each have separate offices. Bases for Home School Link Worker and Active Schools Coordinator are also situated in the school.

Playground

We are very lucky at Earlston Primary School to have large school grounds. The playground surface is made up mostly of tarmac, although children can also access a small grassed picnic area during good weather. Plans are also in place for a Multi-Use Games Area which children will be able to access at break times and during Physical Education lessons.

Security

In the interests of safety for all concerned, all visitors coming to the school must enter by the main entrance and then report to the School Office where they will be requested to sign our visitor’s book.

In order to ensure the security of all pupils, parents or designated adults should bring/collect all Nursery children to/from Nursery classroom.

It is very important that the school has accurate and up-to-date contact details for all pupils so we can contact parents/guardians quickly in an emergency.

Playground Supervision

An adult presence is provided in the playground from 8.40am and break times in terms of the School (Safety and Supervision of Pupils- Scotland) Regulations, 1990. No child who is having a school meal or packed lunch is allowed to leave the school playground during lunchtime. During inclement weather, children will be supervised in the school building before school, at morning interval and at lunchtime.
School Uniform and Dress Code

At Earlston Primary we seek your co-operation in sending your child to school wearing the school uniform. School uniform encourages children to take pride in belonging to the school and fosters a ready to work attitude.

UNIFORM

dark coloured school trousers or skirts
white shirt, polo shirt or blouse
navy blue sweater / cardigan
black shoes
blue & white checked summer dresses

PRIMARY 7 UNIFORM

As above but with a light blue sweater / cardigan

(This distinguishes them when helping with school duties or when representing the school within the community).

PE KIT

black, white or navy shorts
white polo or T-shirt
black/white sandshoes or indoor trainers

Jumpers, jackets and polo shirts can be ordered from Border Embroideries website. Clothing ordered through the school will be embroidered with the school badge. The school badge, as shown on the cover of this handbook.

PLEASE MARK ALL PERSONAL ITEMS OF CLOTHING OR PROPERTY WITH YOUR CHILD’S NAME OR INITIALS AS MANY ARTICLES ARE IDENTICAL.
The Curriculum

“We are very creative in everything that we do at Earlston Primary.”

- Mateja
Curriculum for Excellence

Curriculum for Excellence is the education system in Scotland. It includes nurseries; schools; colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
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<tbody>
<tr>
<td>Early</td>
<td>Early The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>First To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>Second To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be...

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor.

The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.
Curriculum- Teaching and Learning

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

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy, numeracy and health and wellbeing – the language, numbers and life skills that unlock other subjects and are vital to everyday life.

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

There will be new ways of assessing progress and ensuring children achieve their potential. Please read the section on Assessment and Reporting for information.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing - to ensure that the school is a place where children feel safe and secure.

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

Curriculum for Excellence (Scotland)
Curriculum- Subject Areas

Literacy and English

Our aim is for all children to become aware of the enjoyment of reading and writing and that they will acquire the reading habit – a habit that will remain with them for the rest of their lives.

In the early stages children are encouraged to look carefully at both pictures and writing. This is to prepare for word and letter recognition. They learn to follow left to right patterns in preparation for reading and writing. Skills in listening and talking are also developed.

Writing begins with free patterns, leading to actual letter shapes and numerals. Close attention is paid to forming the letters correctly. Whole school reading and writing programmes ensures that skills are consolidated, developed and implemented into other curricular areas.

A variety of resources are available to ensure all children’s skills can develop appropriately. These resources develop not only mechanical reading but assess comprehension and help develop writing and spelling skills.

We aim to support all children so that they develop at their correct pace and become proficient in understanding text, looking for deeper meanings, extending their vocabulary, appreciating a wide selection of literature and using life skills.

In addition to active games and practical activities, our early phonics and spelling programme uses Jolly Phonics as a core resource. These learning opportunities provide children with knowledge of sounds and decoding skills allowing them to access texts with confidence and accuracy. We use a range of reading schemes to build children’s confidence of reading with fluency and expression, while ensuring a thorough understanding of the text. For some learners we use an online reading resource called ‘Rapid Reading’. This resource supports the children to decode texts while providing them with online rewards for the progress they are making with reading.

As children become more independent in reading, they will progress onto the Accelerated Reading scheme. This resource allows children to choose their own reading books appropriate to their individuals reading level. Teacher & peer discussion regarding their reading, partnered with online comprehension questions allow pupils to recognise successes and identify next steps in reading.

Although pupils at Earlston Primary are able to use word processors to support their writing process, we believe that it is very important that children appreciate the
importance of handwriting and neat presentation. Children are encouraged to develop lasting writing habits of a neat, legible style of presentation where appropriate.

One of the most important aspects of writing is the quality of the ideas used. However, due attention will be paid to the more formal aspects of writing, namely spelling, handwriting, presentation and punctuation.

Pupils are encouraged to take turns when talking and to listen politely when other pupils are recounting an experience, presenting ideas or offering their suggestions. Children are encouraged to learn skills in presenting their ideas, expressing views and opinions and listening for a variety of purposes.

Our approach to language work is based on the view that language development underlies everything we do in school. Aspects of language are often not only integrated but also taught through other curricular areas.

**Languages**

In Earlston Primary pupils from P6 and P7 participate in dedicated French lessons each week, while children of all ages are exposed to some key French vocabulary through day-to-day activities.

The four key components within our Languages programme develop pupils’ skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities, including the use of the interactive whiteboard.

Following new national recommendations for ‘Language Learning in Scotland’, we are currently identifying new opportunities for enhancing our approach to Languages within Earlston Primary.

The aim is that by 2020 children from P1 will learn a second language to that of their mother tongue and will begin learning a third language from P5.

We are beginning to phase this process in over the next few years so that by 2020 we will have fully implemented the recommendations from Scottish Government.

If you would like further information on the Languages: 1 + 2 Approach then please access the following webpages:


[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
Numeracy and Mathematics

We aim to enable pupils to:

- Develop essential numeracy skills which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society and its potential for the future.

Mathematics comprises of NUMBER, MONEY and MEASUREMENT; INFORMATION HANDLING; and SHAPE, POSITION and MOVEMENT. In all of these areas pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

Within Earlston Primary School we do not use one set resource for Maths and Numeracy but instead offer a variety of learning opportunities that allow the children to say, make, write and do. By adopting these teaching and learning strategies children learn; at an appropriate pace; at a level suited to their individual needs; working in partnership with their peers; through active, fun and engaging activities.

The use of ICT is evident throughout all stages of school to support learning, with suitable ICT programmes and websites used to reinforce new concepts.

Teachers supplement learning with other resources if appropriate in order to help pupils achieve their potential in a stimulating way.

Development of mental maths from the earliest stages is a high priority to ensure sound learning of concepts and to develop confidence in problem solving and enquiry skills.

At Earlston Primary School we often incorporate co-operative learning opportunities into lessons. Children may be learning as a whole class, through small group work, in pairs or individually. Often these learning experiences are linked to interdisciplinary contexts in order to motivate children in exciting, real and relevant ways.
Health and Wellbeing

At Earlston Primary School we ensure that all children experience what it feels like to develop, enjoy and live a healthy lifestyle.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school);
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives;
- Make informed decisions in order to improve their physical, emotional and social wellbeing;
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.

We take a holistic approach to health and wellbeing and our programme of study aims to promote learning about:

- Health – mental, social, emotional and physical;
- Physical education and physical activity including sport;
- Eating for health, and, hygienic practices;
- Personal safety;
- Drugs, alcohol and tobacco;
- Relationships and parenthood;
- Planning choices.

We have close links with our school nurse, Mary Carryer, who support our teachers in the delivery of our Health and Wellbeing programme. As a health promoting school we work hard to ensure that the promotion of Health and Wellbeing permeates all our work.

All children participate in PE every week, whether in the form of movement, games, dance or development of skills specific to a sport. All classes have two PE sessions within the week: one session with the visiting PE specialist and another with their class teacher. There are various festivals and tournaments throughout the session, including hockey, athletics, rugby and netball, where the children are able to apply the skills they have learned within PE.

In Primary 5 children receive a six week blocks of swimming lessons at Kelso Swimming Pool.

Each session all children in the school will benefit from the excellent Active Schools Programme and additional sporting activities provided through our local community.
Social Studies, Sciences and Technologies

These areas of the curriculum are often taught in an interdisciplinary learning context. This is a process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area. Interdisciplinary Learning may take the form of in-depth studies lasting for a number of weeks, or a short series of lessons.

Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They learn about people's achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Opportunities exist for studying the local environment and how it has evolved, which could include observation, fieldwork or an opportunity to discuss issues.

Teachers at Earlston Primary try to make class projects as ‘real’ as possible by including the school site and surrounding community as a basis for study. Where it is felt to be appropriate, visits to further afield are arranged to complement the study.

During these studies, the pupils develop lifelong skills. Equally important is the need to foster positive attitudes and to prepare children for active participation in decision making about the environment and the benefits of technology.

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practise a range of enquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically
literature and contribute to evidence-based developments. They also support the development of a range of skills for learning, life and work.

**Technologies**

Technologies at Earlston Primary School include craft, design, engineering, graphics, food, textile and information technologies.

We aim to develop our pupils’ skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life
- Gain the confidence and skills to embrace and use technologies

Information Technology is an integral part of our curriculum. The school computer system is locally and nationally networked to allow access to internet and e-mail facilities. At Earlston Primary each class has a bank of at least five laptops so that individuals, pairs or small groups can access technology to support and enhance learning. In addition to these opportunities to apply technology skills, the school bank of laptops are timetabled to allow whole class technology lessons where children learn skills in the following aspects of computer technology:

- Text, Graphics & Multimedia
- Controlling and Programming
- Collecting and Analysing
- Electronic Communication
- Digital Research

**Expressive Arts**

Expressive Arts include experiences and outcomes in art and design, drama, dance and music. Our learning progression pathways provide Earlston pupils with opportunities to learn to:

- Express themselves in different ways and be creative;
- Experience enjoyment (and contribute to other people’s enjoyment) through creative expressive performances and presentation;
- Develop important skills specific to expressive arts and also transferable skills.

At Earlston Primary School we aim to discover, maintain and enhance the creativity and imagination that is embedded within every young child. From ‘Role Play Corners’ to
‘Whole School Productions’, from ‘Free Choice Art Tables’ to ‘Class Wall Displays’, all children are encouraged to think creatively and to share their ideas with others, making our school a vibrant and stimulating place to learn.

Pupils within Second Level may be offered the opportunity of specialised tuition to learn a range of instruments. Sessions become available for this throughout the year. You will be notified if and when these opportunities arise. The purchase of an instrument can be costly however many of the instruments can be hired initially. Further details are available on request.

In a more formal setting, concerts involving drama, dance and music are presented to parents, friends and other links within our local community. Taking part in these presentations can help pupils develop skills in self-expression, with evidence of a visible increase in self-confidence.

**Religious and Moral Education**

The children at Earlston Primary progress through the Curriculum for Excellence Religious and Moral Education experiences and outcomes in order to:

- Develop their spiritual, social, moral and cultural values;
- Develop a knowledge and understanding of Christianity and other world religions;
- Appreciate moral values such as honesty, respect, fairness and concern for others
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

We encourage children to become aware of the wide range of religious interpretations and their importance to believers.

Parents have the right to withdraw their child from Religious Education lessons and Observance and should contact the school if they so wish.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted for up to three occasions in any one school session and the pupil noted as an authorised absentee in the register.

The school has a very positive relationship with the local church and Minister, Julie Woods. Six of our assemblies are held in the church throughout the year as part of our religious observance.
Extra-Curricular Activities

Children have opportunities to participate in a variety of extra-curricular activities which take place throughout the session.

Through consulting with pupils and parents we were able to identify clubs and activities that children, and parents, would like to attend. Earlston Primary staff work in partnership with our Active Schools Co-ordinator, parents and other partners to enable these wishes to come true.

Preschool, afterschool or lunchtime clubs meet on a weekly basis at various times during the school year and are extremely popular with pupils.

We are very grateful to the staff and volunteers who run these clubs.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive full support of the school (subject to PVG approval- forms can be obtained from school office).

A wide variety of educational visits take place throughout the session to support and enhance learning and teaching. Such excursions are usually linked to studies in class. Parents are welcome to participate in school excursions.

Senior pupils attend a residential in P7 where they participate in a wide variety of activities, incorporating aspects of Environmental Studies, sporting and problem-solving activities, as well as contributing fully to the school’s programme in Personal and Social Development.

From 2015-2016 session onwards, this residential will take place near the start of the P7 session and will be organised along with some other schools that feed into Earlston High School. This will provide pupils with an opportunity to build relationships with children from other schools prior to starting the High School.

Procedures to ensure the Health & Safety of everyone participating in the above activities are strictly adhered to.
You will always make lots of friends at Earlston Primary School.

- Gemma
Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners’ progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this.

Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Earlston Primary fully embraces the national priority Assessment is for Learning.

The progress made by each child is assessed by the staff throughout the session to confirm each pupil’s progress.

Assessments are carried out in many different ways, each appropriate to what is being learned. Assessments are based on what children say, make, write, and do.

For example, practical tests will be given to see whether or not a pupil can measure accurately; teachers will observe pupils in discussion to assess their progress in those skills; a written test may be given to check for progress in spelling.

Our children also have a role in assessment; from the earliest stages we encourage our pupils to consider their own, and others’, performances in whatever tasks they are undertaking.

Assessment then is both formative, as an on-going daily and informal part of our teaching, and also summative, something which we do from time to time as a "spot check" to gain evidence of learning.

We use assessment to ensure that the work being planned will be appropriate for our pupils and often alter our plans in response to assessment to ensure that efficient and effective learning takes place.

Assessment evidence is collated into pupil profiles that will show the progress of an individual child’s learning journey. Primary 7 produce an e-profile to help ensure a smooth transition to secondary school.

For personal learning planning pupils take responsibility by setting their own learning targets on a regular basis in their learning logs or through a learning conversation, whatever is appropriate for age and stage.
Children who may have additional support needs, or who require an Individual Education Plan or Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher.

Parents' interviews are arranged twice a year in order that staff and parents may exchange views of the children's progress.

The school year is split into four main teaching blocks. Curriculum Overviews are sent home at the beginning of each block to share with you what the children will be learning within all areas of the curriculum. These will come home termly.

Written reports are issued twice per year— one in November and one in June. The November report will focus predominantly on key progress within Maths & Numeracy and Literacy & English. However the report issued in June will focus on every curricular area.

Reports will make reference to the knowledge and skills that your child has acquired over the year as well as the quality of your child’s performance, particularly in the core areas of Language/Literacy, Numeracy and Mathematics and Health & Wellbeing. The report will show how each child is developing in relation to the four capacities as a successful learner; confident individual, responsible citizen; and effective contributor.

At any time, parents who are concerned about their children's progress are welcome to phone the school and ask for an interview with a member of the school management team. Arrangements can also be made for parents to have an interview with the class teacher at times other than our formal parents' nights. Please do not hesitate to ask.

Open Afternoons are also scheduled throughout the year as an informal chance for children to show and explain their learning to parents. Class teachers may also use these opportunities to demonstrate some of the learning activities for parents to participate in.

Further information for parents and carers on ‘Assessment and Reporting’ can be found on the following websites:

www.parentzonescotland.gov.uk (parents and carers)

www.educationscotland.gov.uk (teaching practice and support)

www.scotland.gov.uk/cfeinaction (real-life examples)
Transitions

Starting School - Enrolment

Enrolment of all children due to start Primary 1 in August usually takes place the previous November - exact details are printed in the local press. Children who reach the age of five years before 1st March of the following year are eligible for enrolment in the P1 class beginning in August each year. Children who live in the catchment area of a particular school must be enrolled in that school where parents will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this. A parent or guardian wishing to enrol a child at Earlston Primary School is more than welcome to contact the school to make an appointment with the Head Teacher to discuss school policy and answer questions. A tour of the school can be arranged. Placing request forms are available from the school office.

Transfer from Nursery

We are fortunate that our Nursery class is based within the school building, which promotes strong links throughout Early level education. We have a comprehensive programme designed in consultation with the nursery to ensure that children receive the best possible start to their education in Earlston Primary.

There are numerous opportunities throughout the year for children within Nursery to build relationships with staff and children within Primary 1 and vice-versa.

Parent Information Meetings: In June each year, Nursery and Primary 1 parents are invited to information sharing meetings. This provides an opportunity to discuss practicalities on starting Nursery & School.
Deferred Entry

Under current legislation in Scotland, parents/carers of children aged between four and a half and five at the start of the school session (those with January to February birthdays) have a choice about enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

What must parents/carers do?

- Enrol the child at the catchment area school, where there will be an opportunity to indicate interest in deferring entry, during the period notified in the local press.
- Discuss the possibility of a deferred entry with staff in an early years establishment.
- If there is agreement that the child will benefit from an additional pre-school year the parents/carers and setting will make a joint submission to the Early Years Admission Panel (EYAP). If there is not agreement then the parents/carers will make the submission and the setting will submit their information sheet separately.
- The EYAP consists of the Senior Education Officer (Early Years), Early Years Quality and Practice Officer and an Educational Psychologist.
- The Purpose of the EYAP is to consider applications and likely benefits for the individual children. They will accept, decline or seek further information. You will receive a letter confirming the decision and giving further instructions with regard to next steps.

Transfer between Primary Classes

Strong working relationships between staff at Earlston Primary School partnered with clear systems for transition ensures that information regarding each child’s learning, interests, challenges and overall wellbeing are communicated effectively when progressing from one year to the next.

A ‘Moving On Up’ is timetabled towards the end of each academic year. Children will spend the afternoon with their new class and class teacher (if circumstances allow).
Transfer from Primary to Secondary School

Pupils are normally transferred from Primary to Secondary Education between the ages of 11yrs and 12yrs so that they will have the opportunity to complete at least 4 years of secondary education.

Pupils from Earlston Primary School normally transfer from this school to:-

**Earlston High School**  
Head Teacher: Justin Sinclair  
Telephone Number: 01896 849282

Earlston High School is also a part of the Eildon East Learning Community which brings together a wide range of services to benefit young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government’s approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

Earlston Primary School has close links with Earlston High School. There are regular Primary/ Secondary Liaison meetings for staff. Throughout their Primary 7 year guidance staff visit the school and meet the children to discuss any concerns they may have, and also gather information from the class teachers to ensure a smooth transfer to secondary. There is a programme of multi-school learning experiences and festivals allowing pupils from the Eildon East Learning Community to meet each other and become acquainted prior to starting the High School.

All children in P7 at Earlston Primary visit the High School for a two day High School Transition visit in June.

An ‘enhanced transition’ can be arranged if there are any concerns raised by either parents or school staff. This would result in extra visits to the High School- meeting key staff and becoming familiar with the layout of the building.

Further information and advice regarding transition can be obtained from the following national organisations:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk)

Parenting Across Scotland: [www.parentingacrossscotland.org](http://www.parentingacrossscotland.org)
Support for Learning

“The best thing about our school is that we use lots of technology in our lessons.”

- Meadow
Support for Learning

Through ‘Getting it Right for Every Child’ and ‘Curriculum For Excellence’, the Scottish Government has set out its ambition for services provided to children and young people, and for their learning. An important part of our approach is the recognition that all children and young people are different. To enable them to reach their full potential some will need additional support.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The Act is structured around the concept of support being needed for any reason, and for short or long term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.

Systems at Earlston Primary School

Earlston Primary School and Nursery have a variety of procedures to assist in the early identification of children and young people that may require additional support for a particular area of learning. Identification and support planning will take place at the earliest possible stage.

The progress of all children is continuously monitored by staff in consultation with the school management team. Through applying our thorough tracking and monitoring systems at Earlston Primary school we aim to meet the needs of every single learner—whether these take the form of mental, social, emotional or physical needs.

It is likely that your child will receive some form of additional support throughout their primary education. Challenges that children experience may only be short term, or be confined to one aspect of learning. This can often be resolved by a little extra help from the class teacher or the Support for Learning teacher.

A few children experience long-term difficulties throughout school. In this case, the class teacher and Support for Learning Teacher will plan an Individual Education Programme for the child to follow within the class setting. If it is felt to be of benefit, a child may be withdrawn from class to receive individual support, although in most cases children will be supported within the class setting. Some children, who require help from a variety of supporting agencies, are officially designated as having a ‘Co-ordinated Support Plan’. Examples of agencies include Speech Therapist, Educational Psychologist, Behaviour Support or Occupational Therapist.

If you believe your child has additional support needs, Scottish Borders Council publishes a range of informative advice. Visit the following webpage for further details.  

www.scotborders.gov.uk/info/886/additional_support_needs
Mediation

‘Enquire’ - the Scottish advice service for additional support for learning.

Operated by Children in Scotland, ‘Enquire’ offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Looked After and Accommodated Young People

Some children and young people are unable to live at home with their parent(s) and the local authority has a legal responsibility to care for them.

This care can be provided in foster families, residential houses or residential schools depending on their individual needs.

Wherever possible, children and young people are expected to attend their original pre-five resource or school to minimise disruption to their lives. Where this is not possible the next preferred option would be to attend mainstream school with support if necessary.

Each school has a designated staff member, usually in a senior management position, who has responsibility to know of any child or young person who attends their school and who is looked after and accommodated away from home. Within Earlston Primary School the designated person for this role is the Depute Head Teacher.

We will ensure that any issues or concerns around the child or young person is addressed and communicated to the social worker responsible for the child or young person.

Foster carers and residential care staff act in place of the birth parents of the child or young person on everyday matters and should be provided with the support and advice of school staff which would be given to birth parents.

If there are any issues or concerns relating to a child or young person who is looked after and accommodated within the school, the child’s teacher should be informed about these in the first instance and further advice can then be pursued as appropriate with school management staff and social work staff.

The overall aspiration for children and young people who are looked after and accommodated is that they are supported, included and treated no differently in school than their peers.
‘A large playground, sports clubs, PE and sports festivals all help us to stay fit and active’.

- Isaac
Promoting Positive Behaviour

It is our aim at all times to support and improve the behaviour of all the children under our care. To do so we acknowledge the important part that parents play in supporting the school to achieve our aim.

Below is a copy of our current behaviour policy, although pupils, parents and staff are currently working together to review and enhance our existing practice with regards to promoting positive behaviour.

We aim

- To maintain and develop a safe, friendly secure environment
- To encourage good attitudes to learning and co-operation
- To promote respect and consideration for others
- To encourage and guide children make the right choices
- To promote responsibility when dealing with school and personal property
- To ensure that everyone in the school shares responsibility for making Earlston Primary School a happy place to work in

With these aims, we believe we will raise the self-esteem of all involved.

How can we achieve our aims?

Everyone in the school community working together;

- with a positive approach to behaviour
- using praise and recognition for good behaviour
- with a focus on raising self esteem
- and treating each other with respect in a fair and just manner
- while helping children realise they are responsible for their choice of behaviour
- and dealing with problems in a sensitive and caring manner
- with high expectations of each other

Learning and Teaching

There is a very strong relationship between behaviour and learning, children learn better in an ordered and positive environment. Equally, children who are stimulated and engaged in their learning through high quality, effective teaching, and children who have their progress and achievements recognised will feel valued and motivated to achieve more.

Within our learning programmes and in class activities, including circle time, we teach children:
• responsible behaviour and that their feelings and reactions can be affected by what is happening within and around individuals
• relationships with others and that friendships, caring and respect for self and others are important in maintaining positive relationships
• responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school.

Rules

A key element in promoting positive behaviour is the formation of a small number of positively worded rules which are explicitly taught and consistently applied and reinforced both routinely and in response to specific behaviours.

The following rules are set out around the school, with changes to the wording to suit the age of the pupils.

• Do as you are asked first time
• Keep hands, feet and objects to yourself
• Treat other people with respect
• Do not leave the room without permission
• Take care of school and personal property

To support children in following the rules, we have taught procedures for moving around the school, lining up, organising of belongings etc. This gives children a clear understanding of what is expected of them.

Rewards

In order for this to work most effectively, teachers place a strong emphasis on positive behaviour by consistently giving praise and recognition when pupils follow the rules and routines. Where a child is not following the rules, the most effective redirection comes from the teacher highlighting the example of those children who are behaving well appropriately.

If pupils follow the rules, as well as being given verbal praise, each class will have a wide range of rewards to focus on positive behaviours which will be agreed and chosen with the children and will include:

• stickers and stamps
• awards and certificates
• positive notes home
• recognition at assembly
• school displays
Children are also encouraged to work as a group or table to gain points or tokens which are “banked” towards a progressive set of group or class rewards. For example, the table gaining the most points in a week may be awarded a particular privilege such as extra break, using special cushions etc.

Likewise a class may agree on targets and rewards for all the children to work together to achieve. This may be linked to a topic or theme and result in a trip out or a particular activity in school for the class.

Further rewards will also be given for effort in work and personal organisation, separately from the above.

Consequences

We recognise that there are many reasons why children may experience difficulties behaving in an appropriate way. If a child is experiencing difficulties, we will always speak to the child and parents to find out if there is a problem and to identify how we can work together to support and guide the child.

Usually this is enough to help the child back on track; however, if a child chooses not to follow the rules, there is a need for a clear set of sanctions which will reinforce to pupils that there is a consequence to their behaviour.

In the Early Years, the focus is always on teaching appropriate behaviours and any consequence is visual and may involve moving names onto different coloured traffic lights.

For older children the consequences are:

1. The pupil is given a reminder to keep the rules.
2. If the pupil does not heed the reminder, he/she is given a 2nd warning which is recorded on the class tracking sheet *.
3. If the pupil continues with the behaviour, he/she will be removed from an activity for 5 minutes.
4. If the pupil continues to ignore the rules, parents will be informed prior to the end of the school day that their child has behaved this way and will be invited in to discuss this with the teacher and child at the close of school.
5. If after all of the above have occurred, a child breaks the rule further, then management (Head Teacher, Depute Head Teacher or Principal Teacher) will be involved and an individual incident log will be completed. At this point individual measures may be invoked and exclusion could be an option.

Any violent incidents will immediately be dealt with by sanction 3 or 4.

*The tracking sheet is not a sanction, but is a recording tool which helps teachers to identify patterns of behaviour and low level disruption to support the overall good order.
The Playground

In order to ensure the children’s safety and to help with any difficulties, Scottish Borders Council employs a playground supervisor during all breaks.

The playground supervisor is in the playground from 8:40am to 8.50am. Children should not be in the playground before 08:40 as there is no supervision prior to this time.

The same school rules apply during break. The playground supervisors deal with minor incidents in an appropriate manner and any major incidents will be reported to and dealt with appropriately by the management team.

These breaks can be influential and important in the child’s school day. It is a time to play with others, to form friendships, to work in teams, to exert self-discipline and be responsible towards others. The children can always share any suggestions, stresses and concerns about the playground to a member of staff, during circle time in class, or to the Pupil Council.

Complaints Procedure

We realise that we won’t always get things right and we welcome feedback to help us to improve. If you are unhappy about something, this guidance is intended to support you in dealing with it:

The Starting Point

What are you unhappy about? What do you believe is wrong? What do you think can be done to put it right?

Please take time to think about what you are complaining about specifically.

It is important to remember that co-operation between school and home will help.

Sharing the problem

You may first wish to write or telephone outlining your complaint.

This will allow the classroom teacher or a member of the management team time to investigate the complaint.
Solving the problem

Once the investigation has taken place, the member of staff dealing with the complaint will contact you to arrange an appointment to discuss the complaint. A solution may be suggested with agreement to review the situation after a set time.

Dissatisfaction with the solution

If you are totally dissatisfied with the school’s response, please make it clear to the member of staff dealing with the complaint. The next step is to write to the Director of Lifelong Learning and ask for a meeting.

The Final Step

If you are still dissatisfied with the response, please make it clear. The next step is to approach your councillor and ask for their help, they will be able to guide you through The Local Authority Complaint procedure.

Things not to do;

Do not raise the complaint through the Parent Council in the first instance. They will recommend you use the Complaint’s procedure and contact the school directly to have the issue dealt with.

Do not allow your problem or complaint to become a community issue with a wide audience; you and your child deserve better than that; remember if we don’t know about something we can’t help.

Out of School Incidents

The school has no authority to deal directly with out of school incidents. However, we may explore incidents and implement support procedures if required to minimise the negative impact on learning within school.
Pupil Voice

“Pupil Committee groups let us plan and organise how our school develops.”

- Jorja
Consultation with pupils about their views on their school environment and their learning play an important part in our drive to continually improve. At Earlston Primary we believe that giving young people a ‘voice’ as partners in the process of school improvement, leads to a more effective learning organisation.

**Planning & Evaluation**

In order to ensure that all learning builds upon previously learned skills, knowledge and understanding, children play a key role in the planning stage. Teachers will use planners and recording sheets in order to identify next steps in regards to areas of learning. Discussion then takes place with children to identify…

- Retention of previous knowledge, understanding and skills
- Preferred contexts for learning
- Possible activities
- Key questions
- Resources that may support their learning

Similarly, throughout the learning process children are encouraged to evaluate teaching and learning by answering questions such as…

- What went well?
- What skills, knowledge and understanding did you learn?
- Was there anything that you found challenging?
- Would you alter anything next time?
- What are your next steps?

This process ensures that all children have ownership of the learning process from planning right through to evaluation.

**Primary 7 Monitors / Role Models**

Primary 7 pupils take on a variety of leadership roles assisting the smooth running of our school. ‘Playground Leaders’ is an example of such leadership responsibilities. Following training within Primary 6, the Primary 7 pupils are encouraged to befriend and play games with the younger pupils at break and lunchtimes, making sure they can access the school building should they need the toilet or will alert an adult playground supervisor if a child is hurt or upset.

Primary 7 also act as lunchtime helpers by setting out tables and chairs prior to lunch, carrying lunch trays for Primary 1 children and tidying up when lunches are finished.
Pupil Committee Groups

All children from Primary 4 to Primary 7 are members of a Pupil Committee Group. Children are allocated to a group based on their preference. There are six groups in total; Pupil Learning Board; Eco Committee; Health and Well-Being Committee; School Building and Grounds Committee; Events and Fundraising Committee; and Communication Committee.

These committee groups provide children with an opportunity to plan, organise and implement positive changes to the school while developing pupil leadership.

We are planning to enhance these committee groups by involving parents, carers and wider community. If you would like to be involved in any of the committee groups then please get in contact with the school.

House Captains

The children are placed in one of the three houses: Tweed, Teviot & Leader. A House captain and Vice-Captain are elected for each house. The House Captains have the following responsibilities:

- Encourage good behaviour.
- Count up house points
- Form part of Pupil Learning Board
- Help to organise house events throughout the year, such as House Quiz and Sports Day.

JRSOs

Earlston Primary has 2 Junior Road Safety Officers from Primary 7. The JRSOs work hard to organise competitions and awareness raising events to inform pupils about road safety.

JASCs

Another role within Primary 7 is the role of Junior Active Schools Coordinator. Four children from Primary 7 are selected each year to fulfil this post. The role of the Junior Active Schools Coordinator is to work alongside our Active Schools Coordinator to organise, promote and evaluate sporting events throughout the year.
Questionnaires

We continually strive towards excellent teaching for excellent learning. To help support the strategic decisions we make, pupils from Primary 3 to Primary 7 are encouraged to complete a questionnaire each year to gather their views on a variety of topics. Data from these questionnaires, combined with evaluations from parent and staff enable us to recognise good practice and identify next steps within our School Improvement Plan.
What I like about our school is that all teachers make our learning fun.’

- Kayden
Parents as Partners

We treat parents as genuine partners in supporting and enhancing children's learning. It is important that we all have a clear understanding of viewpoints and attempt to manage a system which takes these into account. We aim to be accessible to parents and to be open minded, with attitudes and beliefs being shared and discussed.

Parent Helpers

There are many ways in which parents can help at home and in school with children’s learning. In school, parent helpers will not be asked to take on the role of a teacher, but may support the school in a wide variety of ways such as making toast, creating wall displays or participating in working parties. If you would like to be involved, please let us know.

Parent Forum and the Parent Council

In 2006 the Scottish Government brought in legislation to encourage and enable parents to be involved in the education of their own children. It also replaced School Boards with Parent Councils, which are intended to help parents become more involved.

Since the Parental Involvement Act 2006, every parent, carer and guardian of a child at a school is automatically a member of that school’s ‘Parent Forum’.

The Parent Forum can choose to set up a Parent Council, which can represent the views of parents and work with the school to increase the ways in which parents can be involved with their own children’s education and with the life of the school generally.

The legislation sets out four areas of responsibility for a Parent Council, which are:

1. Support the school in its work with pupils and parents
2. Represent the views of parents
3. Promote contact and communication between the school, parents, the community, nursery and other providers
4. Report to the Parent Forum

Earlston Primary School Parent Council & Fundraising Committee

Earlston Primary School currently have a fantastic parent council who work in partnership with the school to aid communication and support pupil learning. New members are always welcomed into the Parent Council.

In addition to the Parent Council, Earlston Primary School also have an active Fundraising Committee that work very hard to raise money for the school. Keep up to date on their current events by visiting the school website.

If you would like to view the Constitution of Earlston Primary School Parent Council then this can also be found on our School Website: www.earlstonps.co.uk.
Why get involved and how can I help?

Parents and family members are by far the most important influences on their children’s lives. By becoming involved in the life of Earlston Primary School you can show your child that their education is important to you.

How do children benefit?

When children see their parents and other family members getting involved in the school it:

- Shows you are interested in what the school is doing
- Let’s them see you value what they are learning
- Gives younger children a sense of security
- Helps them learn about the wider community
- Helps them learn from their parent’s example

How do parents benefit?

Parents like to be involved because they:

- Get to know the teachers and other parents
- Gain a better understanding of how the school works and how children learn
- Can see how their own child relates to other children and teachers
- Have the satisfaction of knowing they are making a useful contribution to the school and to children’s learning
- Can be a positive role model to young people

How does the school benefit?

Schools benefit because:

- They have a wider range of experience and skills to draw on
- They develop closer links with the parents and the school community
- Teachers are grateful for extra help
Message from Earlston Primary School Parent Council

The Parent Council is where the parents, carers, teachers and local community come together to discuss what is happening within our school. We meet every two months and encourage any parent/carer to join us without commitment to any role within the Council. We feel that a strong bond should be made between Parents/Carers and all school staff to encourage continuous improvement within our children’s education.

We promote contact and communication between the school, parents/carers, the community, nursery and any other providers. We continually try to include every child’s needs within the school. We encourage teachers to communicate with us so that we can achieve excellent results with all our children.

We work with the Head Teacher on policy reviews and provide a parents’ viewpoint on ideas for reporting on children’s achievements. The Parent Council strive to help within the school in ways that will encourage outstanding attainment results.

The Chairperson also attends meetings with the Education Department at the Scottish Borders Council. This works in much the same way as the Parent Council as we are informed as to what is happening within the schools in The Borders and allow us to speak on behalf of all parents about issues that concern us.

Most of all we are a diverse, friendly group of people who enjoy getting together and share our concern for our children.

Anyone that wishes to come along is more than welcome, even if it’s just once a year.

An AGM is held annually to review progress from the year and appoint office bearers’.

Minutes of Parent Council meetings are available on the school website.
Message from Earlston Primary School Fundraising Committee

“The fundraising committee is a group of parents and carers who come together to discuss, organise, set up and run all the events that are held at school.”

We raise funds that help the children of Earlston Primary school have extra facilities within school and attend events out with school. Over the years we have raised money that has used for the following: Library refurbishment, Life skill room (kitchen), ICT equipment, Christmas parties P1-P3 and school trips.

We hold informal meetings a few times a year and every parent or carer is welcome to attend. All we are looking for are a few hours per year to either attend the meetings or be a helper at one of the events. No long term commitment required.

We’re a friendly group of Mums, Dads and Carers with children of all ages at Earlston Primary School and we are always happy to welcome new members. If you’re interested please give your name and contact number to school reception and we will contact you.”
Communication and Access

At Earlston Primary, we use a range of methods to communicate with parents. These include:

- face-to-face communications and open approach (e.g. meetings with teachers or member of management; showcase afternoons; parent information evenings; assemblies; drop-in sessions; school events/activities)
- letters
- newsletters
- phone calls
- texts
- school website
- Facebook
- Email
- Group-call
- handbook
- homework diaries/ jotters
- notice-boards
- radio announcement (e.g. emergency school closures)
- local media (to showcase areas of good work and events)
- surveys
Our school is great because the food is really yummy.

- Amy
School Policies and Useful Information

Respectful Relationships Policy

Scottish Borders Council Education Committee has approved a new anti-bullying policy entitled 'Respectful Relationships' which was developed on the back of a range of evidence based recommendations from local young people.

The policy provides guidance, to staff, parents, and children and young people on the prevention and management of bullying behaviour to make all learning settings safe, respectful, and positive environments where bullying behaviour is never acceptable. The Policy will be implemented on 20 August 2013.

Advice for parents is available from Scotland's national anti-bullying service – 'respectme', including the 'Pointers for Parents' resource and 'You Can Make A Difference - A Practical Guide for Parents and Carers'. These are available free from respectme publications.

Please visit the following website for more information: www.respectme.org.uk

Attendance and Absence

All schools in Scotland follow National Policy in regards to Attendance and Absence:

- Section 30 of the Education (Scotland) Act, 1980 lays a duty on every parent of a child of school age to "provide efficient education for him suitable to his age, ability and aptitude, either by causing him to attend a public [that is local authority] school, or by other means". The overwhelming majority of parents choose to meet this duty by enrolling their child at a local authority school and therefore must ensure that their child attends school regularly. Attendance must be recorded by the school twice a day, morning and afternoon.
- If a parent chooses to educate their child by other means than sending that child to school, the parent is still under a duty to ensure that the child is being provided with efficient education. Under Section 37 of the Education (Scotland) Act, 1980, the parent has a duty to ensure that a child educated outwith school is provided with an education suited to age ability and aptitude and the parent must satisfy the Education Authority that the child is receiving efficient education.

Some children and young people are absent from school for long periods of time, or their learning is interrupted frequently due to ill health or hospitalisation. If this is the case, arrangements can be made for home tuition, if supported by medical information. The school can provide information about this.
• Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

• Parents must contact the school by telephone or in person by 0915 hours on the first day of absence, explaining the reason for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police. The parent should provide a written note on the child's return to school, confirming the reason for absence.

• Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003.

• This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

• The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

• Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

• Clearly with no explanation from the parent, the absence is unauthorised.

Teachers have been advised not to supply work to be taken on holiday. Any catching up will have to be undertaken by pupils when they return to school and by taking extra work home.

At Earlston Primary School registers are taken twice per day- once first thing in the morning and again after lunch. If your child is marked absent and we have not heard from the parent or carer to explain absence then a text message will be sent out to inform you of your child’s absence. This is to ensure children are safe and have not left home and failed to arrive at school.
Child Protection

All children have a right to be protected from harm, especially from other people and to grow up in a caring and safe environment.

All parents experience difficulties at times and can be helped by other family members or close friends. However, there may be times when a child can be at risk of significant harm and professional support needs to be provided.

All adults have a responsibility to protect children

If you have any concerns or worries about any child or young person you should do something about it and speak to someone. This could be a teacher, health visitor, doctor, social worker or a police officer - anyone who you think may be able to help you.

You can get advice or report a concern by contacting the Integrated Children’s Services Office for Eildon on 01896 661880.

In an emergency out of office hours, please call the Emergency Duty Team on 01896 752111.

You can also speak to a confidential helpline such as:

- The NSPCC - 0808 800 5000
- Childline - 0800 1111
- Parentline - 0800 028 2233

Further information is available at:

www.scotborders.gov.uk/info/1361/children_and_families/213/child_protection/2
Class Size Policy

In law, the present maximum number of children in classes in P1 is 25; P2 &P3 is 30; P4-P7 is 33.

The exception to this is a composite class, which has a maximum size of 25. The Council allocates its staffing to primary schools to ensure that the maximum class sizes outlined above can be adhered to at all times.

Your child may be placed in a composite class during their primary education. Composite classes are formed to make efficient use of teaching staff in a school. Composite classes occur where children from two or more year stages are grouped together e.g. P2/3 or, in the case of some small schools, P1/2/3.

The number of teachers in a primary school is based on the number of children on the total school roll, not on the number in any single year group. The Head Teacher decides on the best possible structure of classes based on the number of pupils enrolled.

Further information on composite classes is available online at: www.scotborders.gov.uk/info/878/schools/367/composite_classes

Customer Care Procedure

A Customer Care Procedure operates within the school to ensure that all stakeholders have opportunities to raise issues with the confident expectation that their views will be considered in a positive and caring context.

We are committed to providing high quality customer services. We value complaints and use information from them to help us improve our services.

Should you wish to comment on or make a complaint about any aspect of provision made by the school, you should write in the first instance to the Head Teacher whose address is given towards the end of this handbook. Once the Head Teacher has responded, and if you are still dissatisfied you should use the procedure set out in the Scottish Borders Council leaflet “Complaints Procedure”. This leaflet is available online at the following address.

www.scotborders.gov.uk/downloads/file/5740/a_guide_to_scottish_borders_council_complaints_procedure
Data Protection

The Data Protection Act 1998 imposes controls on people and organisations - including Scottish Borders Council - who hold personal data about individuals.

The Data Protection Act also gives individuals the right to see personal data held about them on computer and paper records.

Data Protection Policies

To ensure that Scottish Borders Council complies with the Data Protection Act we have:

- A Code of Practice
- Procedures for handling requests

Both documents can be found online within the Scottish Borders Council Website. Follow the links below for more information:

Code of Practice


Procedures for handling requests

- [www.scotborders.gov.uk/downloads/file/682/data_protection_staff_procedures](http://www.scotborders.gov.uk/downloads/file/682/data_protection_staff_procedures)

If you wish to see a copy of the personal information we hold about you then you can make a Subject Access Request for this information. To do this you should contact the Council’s ‘Contact Information Team’. A fee may be charged for this service.

For pupils under the age of 12 a parent or guardian may make a request on their behalf.

In addition to the rights provided by the Data Protection Act 1998, parents also have the right to examine their child’s Education Record. These records are available to inspect, free of charge, at the school. If you wish to view these records you should contact the school to arrange an appointment. The records must be made available to you within 15 school days. A copy of the records can also be provided for a fee.
Sharing Information

As noted above, in some circumstances the Council may share your data with other organisations.

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.

The Scottish Government collects information about school pupils. We now work together to transfer data electronically through the ScotXed programme. ScotXed aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

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

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

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

Fuller details of the uses of pupil data can be found on the ScotXed website www.scotxed.net
**Video & Photography**

The school follows Scottish Borders Council guidance on using Video Recording and Photography within Education. Written consent is required on entry to school to allow the taking of photographs and videos in school. Where parents wish to take photographs/videos at events they should first request permission from the Head Teacher.

Following your consent, Photographs and video clips of your child may be published on the school website or Facebook page when celebrating learning and achievements. When this is the case we will never include, both, a photograph and name of your child together.

**Emergency Information**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply.

In such cases we shall do all we can to let you know about the details of closure, temporary arrangements or re-opening. We shall keep you in touch by using methods of communication such as letters, groupcall (text messaging service), emails, school website and the local radio station- ‘Radio Borders’.

**Equal Opportunities**

Scottish Borders Council views the Scottish Borders as a place where everyone matters, where everyone should have equal opportunities and where everyone should be treated with dignity and respect.

In Earlston Primary we support Scottish Borders Council’s Equal Opportunities policy. We endeavour to provide equal access for all children to a curriculum that is appropriate, promotes equal opportunities and social inclusion and meets their needs regardless of gender, race, religion or colour.
Homework

A key partnership is the one that we have with the parents and carers of our pupils. We take every opportunity to encourage parents and carers to be involved in their children’s education in as many different ways as possible. Support with homework is one very important way of doing this.

Homework is given regularly in each class. We would ask that parents support this aspect of their child’s education by being actively involved and sharing this interest with their child. Tasks may include reading, phonics, spelling, simple research, maths and a variety of other activities depending on the child’s age, ability and interest. The amount of homework increases gradually as the children move through the school.

Parents should note that their encouragement and help at home does much to improve children’s work and motivation. If there are any difficulties with homework we encourage parents to contact the school and we will be happy to meet with parents to discuss.

For further advice and support with homework the following websites may be of use:

- **BBC schools online** ([www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)) - offers homework help for all ages, with exam revision help in their Bitesize section as well as live webcasts from authors and even learning games
- **Homework High** ([www.channel4learning.com/apps/homeworkhigh](http://www.channel4learning.com/apps/homeworkhigh)) - covers lots of different subjects in fun, colourful websites, for use by teachers and students in the classroom or at home
- **Homework Elephant** ([www.homeworkelephant.co.uk](http://www.homeworkelephant.co.uk)) - all your homework resources in one place. Includes a Subject Help area for if you know what you are looking, post a question in Agony Elephant with experts in Maths, Physics, English, Music, Biology and Geography, History and General questions and Hints and Tips section where you can learn how best to study and how to deal with homework worries.

Outings

The school issues a general consent form at the start of each session. Thereafter details of individual excursions are sent home as they occur. Local excursions within Earlston, where pupils do not need to use public transport, may occur without prior notice being sent to parents.
Medical and Health Care

Please note that Earlston Primary School is a ‘NUT FREE ZONE!’ No child is permitted to bring snacks of nuts or snacks with nuts in them.

All Primary 1 pupils are given a medical by a local doctor or school nurse as required.

Eye-tests are carried out on all children in Primaries 1.

Audiometric tests, to detect hearing defects, are carried out following referral from ourselves or your GP. The school can also refer any child for a test, if a parent or teacher expresses any doubt about hearing. The school would naturally consult with parents before starting this procedure.

The Schools Dental Service carries out dental inspections as part of a survey in P1 and P7.

The school nurse will occasionally visit the school and may issue leaflets to promote health education and offer advice to pupils and parents. Parents can contact the school nurse at any time to discuss a concern. Contact details can be found near the end of this handbook.

Please note, no medical examinations will be carried out without permission.

If a child takes ill in school or has an accident the parent or person to be contacted in an emergency will be informed if the condition is such that the child would be better going home or for treatment. It is therefore essential that the school has on record information as to where parents or emergency contacts can be located at all times of the school day. In cases of injury to a child where hospital attention may be necessary, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

Medication to Pupils

Non-prescribed medication (including Paracetamol) will not be given to pupils by staff. Individual members of staff may or may not be willing to administer prescribed medicines. Parents are asked to plan the giving of medicines in out-of-school hours where at all possible i.e. the child may return home at lunch time. Where this is not possible, parents must fill in and sign the form MED P (prescribed) before a volunteer member of staff administers the medicine. These forms are kept at the School Office. All medicines will be stored at the Office and pupils will have to come there at the appropriate time(s) i.e. when the medicine must be taken. You are advised to bring only a small quantity of the medicine to school.
Where a pupil is on complex medication for an on-going condition, arrangements will be made for that individual to receive medicine. Procedures will be agreed by parents, school and medical staff.

Children with ongoing or severe medical concerns will have a medical action plan created. The school will check these plans annually to ensure that all information is up to date and that all relevant staff are aware of needs. If there are any changes to your child’s medical condition then please inform the school immediately.

**Headlice**

Headlice are a recurring problem and we would appreciate if parents could notify us if they find any in their child’s hair so we can follow Health Board Guidelines ensuring confidentiality. The Chemist or Health Centre can advise on treatment. Research shows that the most effective way to eliminate headlice is to fine comb on (conditioned) hair every week.

If in doubt about treatment, please contact the School Nurse, Mary Carryer at Melrose Health Centre (01896 822161)
Communicable Disease

Recommended minimum periods of exclusion from school of children who are cases or contacts of infectious diseases:

<table>
<thead>
<tr>
<th>Diseases</th>
<th>Periods of Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping Cough</td>
<td>21 days from outset</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days after the rash appears or clinically well, whichever is longer.</td>
</tr>
<tr>
<td>Chickenpox / Scarlet Fever</td>
<td>5 days from onset of rash or until spots become dry – whichever is longer.</td>
</tr>
<tr>
<td>German Measles (Rubella)</td>
<td>5 days from onset of rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until swelling subsides</td>
</tr>
<tr>
<td>Polio/diphtheria/typhoid/dysentery/foodpoisoning/salmonella</td>
<td>Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)</td>
</tr>
<tr>
<td>Salmonellosis</td>
<td>Minimum of 48 hours after clinically well.</td>
</tr>
<tr>
<td>Erysipelas/scabies/ringworm</td>
<td>Until treatment is initiated by a GP/Nurse.</td>
</tr>
<tr>
<td>Viral Hepatitis</td>
<td>7 days from onset of jaundice.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth</td>
<td>Exclusion whilst clinically unwell and until spots are healing.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.</td>
</tr>
<tr>
<td>Roseola Infantum (exanthema subitum) – viral infection</td>
<td>Exclusion until clinically well.</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Exclusion until clinically recovered, or 48 hours after appropriate antibiotics have started.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclusion until symptoms are resolved or as directed by GP.</td>
</tr>
<tr>
<td>Herpes (Zoster)</td>
<td>No exclusion if blisters can be covered; otherwise, for 5 days after onset.</td>
</tr>
<tr>
<td>‘Slap Cheek’ (Fifth disease)</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Vomiting, Diarrhoea and Fever</td>
<td>May return to school after 48 hours free from last bout of vomiting and diarrhoea.</td>
</tr>
</tbody>
</table>
School Meals Service

The Schools Health Promotion and Nutrition Scotland Act 2007 requires all local authorities to ensure that food and drink provided comply with nutritional requirements.

School meals are very much part of a whole school approach and part of the daily learning experience for children in school.

At Earlston Primary we believe that school meals should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive and interesting range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in Scottish Borders.

Your child will have a choice of:

- soup with a sandwich or
- one of two main course options
- school packed lunch

These all come with the choice of either the daily dessert, fresh fruit or yoghurt and the choice of water, fruit juice or milk. The current price of a school lunch is £2.10.

Menus are issued online throughout the year and are based on a four week menu cycle. A pre-ordering system (ParentPay) is in place which allows you to spend time discussing your child's weekly choices in advance.

ParentPay is a truly cashless catering system, making schools safer and giving you peace of mind. Paying for your child’s school meals online gives you more control and greater visibility over the food choices they are making. There’s no need for children to take cash into school - you can top up your balance using any one of the payment methods accepted. Your balance will be updated daily based on the meals your child selects. View meal choices online in schools using compatible cashless till systems.

Space is provided for pupils to take packed lunches in the school dining room.

Online Menus can be found at: www.scotborders.gov.uk/downloads/download/742/school_meal_menus or via ParentPay.

It is the parent or carers responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.
P1-P3 Free School Meals

All Scottish P1-P3 pupils will get free school meals from January 2015.

Free School Meal Entitlement

The government provides assistance to families on low income to access school meals through The Education (School Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009.

To qualify for free school meals, you must meet one of the following criteria.

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- Support under part vi of Immigration and Asylum Act 1999.

It is the parent or carers responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.

Clothing Grants

The Government provides assistance to families on low income to access school clothing grant.

To qualify for school clothing and footwear grant, you must meet one of the following criteria:

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- support under Part VI of Immigration and Asylum Act 1999
- Child Tax Credit and Working Tax Credit with an income less than £15,910.

The clothing grant is only paid once in a school year between August and the following March, per child.

If you are also making an application for housing and council tax reduction, that form also has a section where you can apply for these benefits.
It is the parent or carers responsibility to apply for clothing grants and application forms can be obtained from your child’s school or by downloading from Scottish Borders council website.

Transport

Free school transport and privilege lifts are available for some school children in the Scottish Borders.

Free school transport

Scottish Borders Council offer free school transport to:

- all primary pupils who attend and live more than 2 miles from their catchment school
- all secondary pupils who attend and live more than 3 miles from their catchment school
- on safety grounds if the normal walking route fails to meet certain safety criteria; contact Scottish Borders Council in such circumstances.

Appropriate transport will also be arranged for pupils who have additional support needs.

Apply for free school transport

If you feel that your child may be entitled to free school transport then please contact the school office. We will confirm that your child is entitled to attend the school, take appropriate details and pass these to passenger transport staff who will advise you of transport arrangements.

Please note:

- It is the parents’ responsibility to get children safely to and from the transport pick-up and set-down points and to ensure that there is someone at home to receive them.
- Bus passes are issued annually in the summer before the new school session begins.

Privilege lifts

Privilege lifts may be available for pupils who do not qualify for free school transport if there are vacant seats on school contract buses. Apply for a privilege lift online at the following address:


Please note:

- Seats are not guaranteed and may be withdrawn at any time if required for an entitled pupil.
Privilege lifts do not apply for travel on timetabled local bus services. Travel on these services would require payment of a fare.

School transport during bad weather conditions

In times of bad weather please check whether transport is operating:

- on the schools page of the council website
- Scottish Borders Council social media channels
- by listening to Radio Borders on 96.8 FM
- contacting the transport operator.
Resilient Schools

What is resilient schools?

After the severe winter in 2010 Scottish Borders Council prepared a system which aims to keep as many schools as possible open in bad winter weather, this is called resilient schools. Some people also refer to it as 'snow schools'.

What happens on a resilient school day?

In severe weather the Council's Resilience Team may decide to invoke resilient schools. When this happens:

- **Parents and school staff will be informed** - this is normally done by group call for parents and business continuity for staff, information will also available on this website, our social media and on local radio.
- **Some schools may close** - see the full list of school closures on the council website which is kept up to date. Details of this will also be available on council social media platforms and local radio.
- **Teachers living in the Borders will teach at their nearest schools** – Scottish Borders Council has a mapping of the home addresses of teachers against local schools. This means during severe weather we can put in place an emergency staffing arrangement. This means teaching staff report to their local school if they are within walking distance. This allows the maximum number of classes across the council to open.
- **School transport will not run** - a large number of our staff live outwith the Borders - so under the system there will still be fewer teachers in relation to pupils. Therefore the system can only operate in circumstances where transport is not running.
- **Only children who can safely walk to school should attend** - pupils' safety is our main priority. It is ultimately your decision whether or not you think it is safe for your children to walk to school. Pupils who live in more rural areas and travel via bus, taxi or are brought by car from outwith the town - would not attend school under the resilient schools system.

For further information contact council policy at the following address:

[http://www.scotborders.gov.uk/info/1291/adverse_weather_plans/1223/winter_and_gritting_faqs/6](http://www.scotborders.gov.uk/info/1291/adverse_weather_plans/1223/winter_and_gritting_faqs/6)
Useful Contacts and Dates

‘I like all the teachers in this school because they are really kind.’
- Louis
Useful Contacts

Susan Graham - Head Teacher
Earlston Primary School
High Street, Earlston
Tel: 01896 848851

Justin Sinclair - Head Teacher
Earlston High School
East End, Earlston
Tel: 01896 849282

Mary Carryer - School Nurse
Melrose Health Centre
St Dunstans Park, Melrose
Tel: 01896 822161

Karen Ballantyne - Community Police Officer
Email: Karen.Ballantyne@scotland.police.uk

Gemma Ross - Active Schools Coordinator
Email: gross@bslt.org.uk
Tel: 07887 471 129

Scottish Borders Council
Council Headquarters
Newtown St. Boswells
Tel: 0300 100 1800
Email: enquires@scotborders.gov.uk

Integrated Children Services
Eildon Locality Office
10-12 Gala Park, Galashiels
Tel: 01896 664158
# School Session Dates 2016-2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 15&lt;sup&gt;th&lt;/sup&gt; August 2016</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Tuesday 17&lt;sup&gt;th&lt;/sup&gt; August 2016</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 7&lt;sup&gt;th&lt;/sup&gt; October 2016</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 17&lt;sup&gt;th&lt;/sup&gt; October 2016</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Thursday 10&lt;sup&gt;th&lt;/sup&gt; November 2016</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Friday 11&lt;sup&gt;th&lt;/sup&gt; November 2016</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Monday 28&lt;sup&gt;th&lt;/sup&gt; November 2016</td>
<td>St Andrew’s Day Holiday</td>
</tr>
<tr>
<td>Thursday 22&lt;sup&gt;nd&lt;/sup&gt; December 2016</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 9&lt;sup&gt;th&lt;/sup&gt; January 2017</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Thursday 9&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
<td>All Break for February Holiday</td>
</tr>
<tr>
<td>Friday 10&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Thursday 16&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 31&lt;sup&gt;st&lt;/sup&gt; March 2017</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday 18&lt;sup&gt;th&lt;/sup&gt; April 2017</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 28&lt;sup&gt;th&lt;/sup&gt; April 2017</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Monday 1&lt;sup&gt;st&lt;/sup&gt; May 2017</td>
<td>May Day Holiday</td>
</tr>
<tr>
<td>Friday 5&lt;sup&gt;th&lt;/sup&gt; June 2017</td>
<td>June Holiday</td>
</tr>
<tr>
<td>Wednesday 28&lt;sup&gt;th&lt;/sup&gt; June 2017</td>
<td>All Break for End of Term</td>
</tr>
</tbody>
</table>

Year planners and termly planners will be distributed throughout the session to highlight dates for events such as: fundraisers; open afternoons; sports days; school shows; and Parent Council meetings.