



Welcome to Parsons Green Primary

An Introduction to Primary 1 2021



Parsons Green Primary School
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Welcome

Welcome to Parsons Green Primary School. We are looking forward to your child starting school and to working in partnership with you. We hope that this booklet will be of some help in ensuring that the transition from nursery is a smooth and happy experience for both you and your child.

For the first years of your child's life you have nurtured and taught your child. Building on their pre-school learning experience, we aim to continue and share a journey of life-long learning which gives your child the opportunity to develop their full potential.

If you have any concerns or queries please do not hesitate to contact the school by phone and make arrangements to speak to either the class teacher, Mrs Cochrane or Ms McGowan at the end of the school day.

We hope that you find this booklet helpful and that it will answer most of the questions you may have about your child's first year at school.

If you feel that anything has been omitted, or that there are any improvements we can make to our Introduction to Primary 1, please let us know.

We hope that your child will have a happy and successful time at Parsons Green Primary School.

How can you help?

By asking you child about school and other important things- encourage talk.

By listening to your child and encouraging him or her to listen to you.

By reading to and with your child as often as possible.

By allowing your child to draw with pencils and crayons as often as possible.

By allowing your child to practise using scissors.

By providing and name-tagging school uniform, gym shoes, shorts, gym bag.

By providing and name-tagging, packed lunch boxes and school bags.

By completing menu choices for lunches on Parent Pay every week.

By keeping us advised of any medical problems.

By keeping your child's reading book (after January) in the red book bag.

By informing the school if your child is going to be late or absent by 9am.

How can we help each other?

Home and school working in partnership is the best way to ensure that learning is made easier and more enjoyable for your child.

Keeping in close contact and communicating with each other ensures a strong partnership.

We only dismiss children at the end of the day when we have seen their parent and will not send them with another parent who is offering to take them. If there are changes to who collects your child, you must tell us in advance.

Before your child comes to School

Before your child comes to school you can prepare him or her in many different ways.

Don't worry if you child cannot yet do all these things!

Can your child:

Share and be prepared to 'take turns'?

Use a handkerchief efficiently?

Wash and dry his or her hands?

Dress and undress himself or herself?

Use the toilet properly and flush the toilet after use?

Use cutlery?

Remove his or her coat and gloves and hang each item up?

Recognise his or her own name?

Tidy up and clear away games and small equipment?

Follow instructions?

Act responsibly?

Parent Involvement

Parental support in school is likely to be limited while the Covid-19 restrictions are in place. However as soon as it is safe to do so we would like to resume our previous practice below.

Parents regularly assist us in the daily work of the school including supervising the activities of small groups of children, supporting reading or by accompanying pupils and teachers on excursions. The school welcomes parental involvement of this kind and is deeply grateful to the parents who so willingly give up their time to help.

Parents or other volunteers who wish to assist in the school on a regular basis will be asked to complete a Disclosure Scotland check.

Early into the new term, volunteer request forms will be sent home. If you can offer any help, please get in touch. You may have time or expertise that you can share with the class.

If you are interested, please have a word with the class teacher or Ms McGowan the next time you are in school.

We would be delighted to hear from you.

Parent Council

The parents of Parsons Green Primary operate a very active Parent Council, the objectives of which are:

- To promote partnership between the school, the pupils and the parents
- To develop and engage in activities which support and promote the education and welfare of the pupils
- To identify and represent the views of parents on the education provided and other matters affecting the education and welfare of pupils

The Parent Council management group aims to have 8 parents representing each of the year groups at the school including the nursery. If you have any questions relating to the Parent Council, wish to raise a concern or wish to volunteer some time, please email your details to admin@parsonsgreen.edin.sch.uk. We will pass on your enquiry. We will share the new Parent Council chair contact details once the new chair has been appointed.

School Meals

The school kitchen provides meals with a choice of main courses and desserts. There is a daily provision of fruit on the menu. A hot lunch and vegetarian option are always on offer, except on Fridays when lunch is always a packed lunch option. A menu will be sent home to enable parents to choose what they would like their child to eat. For the first two weeks the children will automatically be allocated a vegetarian meal.

During this time parents will be sent information about ParentPay and how they can set up an online account to select from a choice, order lunches and to pay for school trips. The online ordering system for P1 will commence from Monday 6th September but meals for each



week will need to be ordered on Parent Pay by 11pm on the Wednesday of the previous week. School lunches are free for all children in P1, 2, 3 and 4 in Scotland.

Some children choose to bring a packed lunch. Initially keep the amount small, as the excitement of this new experience can be overwhelming. Please ensure that any lunch boxes are labelled and that any drinks are in a suitable container. Lunchtime is a time to refuel, relax and be sociable with friends.

If your child has dietary requirements such as allergies, please contact the school office and we can make arrangements with the kitchen to ensure that those needs are met.

Milk is provided free of charge to all pupils who are entitled to free meals and have applied for free meals and milk. Milk is available to all other pupils at a cost that can be paid in full at the start of the year or in instalments throughout the year. Reminders by text for payment of this money will be sent out approximately one week before each new period when this will become due. A letter detailing these dates and amounts will be sent out in due course.

Children may bring water to school in an appropriate bottle with their name on it. Children have access to their water bottles throughout the day in class and, on occasions, there are spillages. We would appreciate it if you could avoid filling bottles with diluted squash.

Most children bring a snack/play piece for break. As we are a health promoting school we like to encourage a healthy snack wherever possible (at least Mon-to Thurs) and discourage sweets and chocolate bars, no fizzy drinks should be brought to school. We have a policy of no nuts or snacks including nuts to ensure the safety of all children with nut allergies.

School Uniform

Wearing our school uniform contributes to the ethos of the school. It helps pupils to identify with the school and encourages a sense of belonging.

Our school colours are navy, white and red.

Girls

Navy or grey skirt/trousers
White blouse or polo shirt
School tie
Navy or red jumper, cardigan or sweatshirt
Black school shoes
Navy or red fleece
Red checked summer dresses

Boys

Navy or grey trousers/shorts
White shirt or polo shirt
School tie
Navy or red jumper or sweatshirt
Black school shoes
Navy or red fleece

A wide selection of pre-loved school uniform is available in the school entrance area. These clothes have been cleaned, organised and displayed by Parent Council volunteers and are available to take free of charge. We also welcome any donations throughout the year to replenish this stock.

The school office regularly orders polo shirts, sweatshirts, fleeces and school ties incorporating the school badge. You may also purchase a red reading bag which, in Primary

1, is used in addition to your child's school bag to communicate homework, letters, reading books or library books.

Fair Trade uniforms are also available for ordering embroidered with our school logo. Items can also be ordered directly through the Kool Skools website by following this link: www.koolskools.co.uk or from the link on our school website.

As you can imagine sometimes, articles of clothing occasionally get lost or taken by another child by mistake, to help with this we would ask that **all** items of clothing including gym shoes, gym bags and coats have your child's name on them.

Houses

Parsons Green has 4 'Houses'- Bruce, Wallace, Inglis and Stuart.

Your child will be allocated a House. At sports day in June your child will be invited to wear a plain t-shirt with their House colour.

Bruce –	Blue
Wallace –	Green
Inglis -	Yellow
Stuart -	Red

School Hours

Monday, Tuesday, Wednesday and Thursday:

Pupils begin at 8.55 am
P1 and 2 lunch is from 12.15 pm to 1.15 pm
P3-7 lunch is from 12.30 pm to 1.15pm
P1 and 2 pupils leave at 3.05pm
P3-7 pupils leave at 3.20pm

Friday:
P1 and 2 pupils begin at 8.55 am and leave at 12 noon.
P3-7 pupils begin at 8.55pm and leave at 12.30pm.

We currently operate a staggered start and pick up time to avoid having too many adults congregating around school exits.

P1 and 2 children are welcome to come to school from **8.45am until 9am** entering by the top gate. They are dismissed from the middle pitch **2.50pm- 3pm** one class at a time. **All plans will be reviewed as part of changing Covid restrictions.**

Useful Information

Bad weather playtimes/lunchtimes

The children will stay in class when the weather is too bad to be outside and will be supervised by our Pupil Support Assistants. For all other times please send your child with a suitable

outdoor jacket as they will go out in showers! All classes make use of the grounds throughout the teaching day and suitable clothing is essential.

Absence

If your child is ill and cannot attend school that day, please ensure you phone the school office on 0131 661 4459 to let Mrs Brown know. If your child has had sickness or diarrhoea they should not return to school for 48 hours after the last bout.

If you are aware your child will be absent for a long period of time due to reasons other than illness, please contact Mrs Cochrane who will discuss this with you.

If your child has symptoms of Covid-19 you must inform the school immediately.

Administration of medication

If your child needs to take medication during the school day, please speak to your child's teacher and a member of staff at reception. He/she will ask you to complete a "Request to give Medicine" form, with clear instructions, before any medicine can be given. We cannot give medication unless the form has been completed.

School Assemblies

Assemblies are held every week where opportunities are taken to share good things happening in the classroom with the whole school; to discuss events of importance in the outside world, thereby developing an awareness of responsibility for our world. It allows us to share the many achievements of the children both in and out of our school. Through assemblies we also emphasise our school vision and values, promote equity and equality and celebrate diversity.

Communication

Communication between home and school is key. There are various ways you can find out what is happening in school:

- School website - <https://www.parsonsgreenprimaryschool.co.uk/> where you will find school information and key documents. Information regarding home learning is also posted on the school website.
- Learning Journals – all children in P1-4 have accounts where home and school learning can be shared.
- Your child's weekly communication letter – this will be emailed to you and as well as containing information about home learning, will detail key information relating to your child's class.
- Parsons Green Newsletter – this will be emailed to all parents/carers each Friday and is a way of sharing school news, key dates and upcoming events. Please ensure you have provided an up to date email address to ensure you can be signed up to receive this.
- School Twitter – follow @PGPrimary for whole school updates.
- It is equally important that parents/carers can communicate with your child's class teacher and/or a member of our Senior Management Team. This can be done in the following ways:
- Contacting the office to arrange a meeting.

- Emailing staff directly, teaching staff will get back to you but not during the day. If it requires an immediate response you must call the school office.

Daily Routine

The daily routine may be different to our normal practice while we have a blended model of learning and develop safe practices for working in school during the Covid-19 outbreak.

The work that your child may do in school and how the children learn may differ from your own experiences and the methods of learning you encountered as a child. We place a strong emphasis on active learning and learning through play. We strive to discover each child's preferred learning styles. All the activities in a Primary 1 classroom are designed and structured to help your child acquire and develop knowledge, skills and understanding at their own level.

We place high priority on providing a settled and happy school atmosphere since it is a well-established fact that children are at their most receptive to learning when they are settled and happy. Part of feeling settled is derived from a security in knowing how things are done at school and following well established routines, thus in the initial stages of Primary 1, time is spent guiding the children in learning the way the classroom and their work is organised and what is expected of them as a member of the class.

The entire classroom organisation is designed to equip the children with skills for independent learning and raise their self-esteem as they begin to realise how much they can do for themselves. They are encouraged to increase their social skills and to learn to be part of a larger group where other people's needs have to be taken in to account as well as their own.

The Curriculum

Scottish schools follow the Curriculum for Excellence. In order to successfully deliver the Curriculum for Excellence schools are adapting the curriculum to provide rich opportunities for children to develop into:

- Successful Learners
- Confident individuals
- Responsible citizens
- Effective contributor

Our aim is to encourage pupil's learning through all their experiences (both within and out-with school), aiming for each individual to flourish and achieve to their best potential, contributing and preparing to find their own place in society. All curricular areas are supported with a range of ICT. All classrooms have interactive white boards to enrich the learning and teaching experience as well as to encourage collaborative working.

Further information about the curriculum can be found on the Education Scotland website: www.educationscotland.gov.uk The parentzone area of the website is very useful for hints and tips to help you as a parent with your child's learning. There are quick links from the school website.

Play

One of the ways in which the curriculum is delivered in Primary 1 is through play. The classroom is set up to mirror that of a Nursery environment with a range of open-ended resources which the children can use in any way they see possible for example loose parts play, construction materials, a range of art materials or the role play area which is often decided on by the children themselves. Learning through play is led by the child, with the teacher often taking a back seat to listen, observe and aid the “teachable moments.” If you would like to find out more about this approach including the benefits of learning through play, please contact us by email.

Active Learning

As well as opportunities to learn through play, your child’s Primary 1 classroom is also resourced with a range of structured active learning activities set out to reinforce and consolidate skills and concepts taught.

Opportunities to engage in either the active learning resources or free play are encouraged and built into the structure of each day.

Outdoor Learning

Opportunities for outdoor learning are woven into the school day. Outdoor free play sessions occur regularly throughout the week at our beloved PG Playpod – a container in our playground filled with a range of loose part play materials. **Loose parts play** is a type of **play** that supports invention, divergent thinking, problem solving and offers a sense of wonder to children. The materials are all items that can be moved, carried, combined, redesigned in multiple ways, such as pipes, boxes, rope, pots, materials, pegs.

Primary 1 children, along with Nursery and P2-P3 children, also have the chance to learn about sustainability in an outdoor context through termly “One World Groups.” Previously we had a focus on Zero Waste, with children choosing and planning an aspect of this to learn about. These opportunities for cross class learning will resume once it is safe to do so.

We use the wildlife garden to support learning across curricular areas and develop understanding in real life contexts. We are so proud to have the location that we do and aim to take advantage of it as much as possible.



Literacy

Listening and talking

The ability to listen, sustain attention, to express oneself and to offer an opinion are vital life skills and ones which we seek to foster right from the start of school. Children will be required

to listen and talk in a variety of situations and for different purposes, for example as a class, in small groups, one-to-one, to the teacher, to their peers, to a visitor, about stories, to find or give information, to follow a set of instructions, etc. As teachers we provide lots of opportunities to develop talking and listening skills in all these situations.

Reading

During the first year at Parsons Green Primary we will introduce a reading scheme called the “Oxford Reading Tree”, which features well-written stories that the children (and adults) find interesting and amusing. Reading books will be introduced where appropriate as the children develop throughout the year. This will usually be January once the children have been taught to blend initial sounds. Initially it is important that the books are read in their entirety so that the children experience the pleasure of the story line rather than just decoding words. We try not to lose sight of our ultimate aim, namely to foster a love of reading and books, rather than merely teaching children to read.

- Learning to read can be hard work. If the children are to tackle the task with enthusiasm they need to find it rewarding in itself.
- We want their reading to be purposeful and enjoyable, at home as well as at school. Reading scheme books, real books and library books will be sent home to be shared and it is best to establish a regular time each day for reading together in a relaxed atmosphere free from any pressure.
- Choose a time when your child is fresh and as far as possible can have your individual attention. Let your child see that reading has a high priority with you.
- At first simple shared readers will be sent home for you to enjoy with your child. Then Stage 1 of the reading scheme will follow with books and key words sent home to practice.
- Please jot down any positive comments you have and sign the Reading Record as a form of communication with the class teacher. If you have any questions or concerns these are better addressed through contacting the teacher by letter or a meeting.
- Learning to read involves a variety of skills and responses and different children rely more heavily on some skills than others. Most use a combination of all the skills. These skills include the ability to recognise the sounds in words and correspond these to the written symbol, the ability to memorise words from their appearance, the ability to predict the word that will come next to make sense of what they are reading, the ability to use the pictures and context of the story to work out what the word may be.
- We seek to foster all these skills in the early stages of reading and want them to be encouraged at home too. If after examining all the clues your child struggles over a word, simply tell them the word and let them move on to ensure that the story flows.

Learning the letter sounds

We use the Literacy Rich programme to teach letter, sounds recognition and word building.

- The scheme teaches the 42 main sounds of English, not just the alphabet sounds.
- We begin teaching initial sounds where children learn to segment, word build and blend as soon as they have been taught the first three sounds.
- The first group - “s a t i p n” - has been chosen because they make simpler three letter words than any other six letters.
- After they have learned the 26 sounds and can confidently build three letter words, the children progress onto consonant diagraphs for example ch, sh, wh etc. and then vowel diagraphs ai, ay, oo, ew etc.
- The two sounds oi and oy are taught together and the children are taught that in most cases, one is in the middle of a word and the other is at the end e.g. rain, ray, pain, pay. All the sounds and words will be practised in class using a variety of approaches that are fun and multi-sensory.
- The children are taught to encode, where they split the letters up (m-a-t) to work out unknown words when reading and join the letters together (ma-t) when trying to hear the sounds and write words for themselves.
- Most children grasp this part quite quickly. It is a technique your child will need to learn and it improves with practice. Some children take longer to do this than others.
- To start with you should sound out the word and see if your child can hear it. The sounds must be said quickly to hear the word.
- This goes hand and hand with decoding words by reading the three sounds and blending the letters together to say words.

Tricky words

Some common words cannot be sounded out or spelt correctly by listening for the sounds in them; the, was, put. These are called the “Tricky Words” and have to be learnt. As your child becomes more fluent at reading and writing, they will be taught how to cope with Tricky Words. These words will be sent home in their homework book bag and it is important to practise reading and spelling the words regularly. This practice is the first step towards your child becoming an independent writer.

Phonetic sounds homework and occasionally worksheets will be given to your child weekly. New sounds are taught and revised throughout the week. It is very good practice and important to help reinforce work to repeat previous sounds learned.

This all sounds a great deal of work, but it goes in stages and is spread over a considerable period of time. Little and often is best. Your child may be tired after school but don't worry. It is better to leave it than to push it too hard. There is no doubt that the effort on your part, at this stage, is well worth it.

Writing

We spend a lot of time in the initial stages of Primary 1 developing the children's handwriting.

- Writing at first takes the form of children drawing pictures using black felt pens.
- The children are encouraged to draw their story and then talk about what is happening to the teacher, who in turn scribes the story for them until they are able to write it for themselves.
- We expect the children to put as much detail into their drawing as they can to tell their story.
- This is an initial way of developing their imaginations and the planning and organisation of thought which is essential to good writing.
- At the same time the children are taught how to form the letters of the alphabet in cursive writing, concentrating on correct pencil grip and correct letter routes.

At this stage we are aiming towards automatic and speedy recall in the writing of all initial sounds learned through the literacy programme and the ability of the children to transfer their phonetic and tricky word knowledge into becoming confident, independent writers.

Numeracy and Mathematics

From an early age, your child has been developing Numeracy and Mathematical concepts.

- Numeracy and mathematics play an important role in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games.
- In the early years, we aim to offer pupils a structured, well-balanced mathematics programme in which they will experience a range of activities, which are practical, enjoyable and challenging.
- First and foremost, in Primary 1 we aim to ensure that the children have a secure understanding of numbers, i.e., that the number symbol corresponds to the quantity of objects that they see and count and that this remains constant. We use the SEAL (Stages of Early Arithmetical Learning) approach to developing numeracy which aims to help the children develop a strong foundation of how numbers are made up and involves lots of verbal counting backwards as quickly as forwards and practical counting work.
- Once the children have a firm grasp of the numbers 1-10 and can count consistently and accurately, forwards and backwards, we introduce the concept of addition. Throughout the school we place great emphasis on mental maths (the fast recall of number bonds, e.g., $2+2=4$) and this begins at P1 with the development of a range of addition strategies. Children will be encouraged to practise these at home later in the year and we would appreciate your support in helping them develop this fast recall.



- We also explore early mathematical rules pertaining to shape, measurement, information handling and problem solving. A lot of this work will involve the use of concrete material to make the learning a tangible experience and encourage the children to explore the different properties involved.
- After the start of the year, parents will be invited to attend an information session to provide more information on how we implement the literacy and numeracy programmes and how you can support your child at home.

Social Studies, Science, Technologies and Religious and Moral Education

In Social Studies, your child will learn about the world we live in. He or she will learn of its people and places, past and present, develop an informed attitude to looking after the environment and how they can participate as a citizen within a global society.

Our programme for science aims to develop an interest in, and understanding of, the living, material and physical world. Your child will engage in a wide range of collaborative investigations, which allow him or her to develop important scientific skills encouraging them to become creative, enquiring and enterprising.

Their work in Social Studies, Science, Technologies and RME will be incorporated into themes that provide a relevant context for learning.

Health and Wellbeing

We aim to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Your child will have regular P.E. lessons developing skills in basic moves, ball and team games, gymnastics, as well as DPA (Daily Physical Activity) sessions. For the first few weeks of Primary 1 your child will participate in a daily Perceptual Motor Programme which aims to improve fine and gross motor skills.

Children will take part in weekly gym sessions that will be led by their class teacher, or occasionally a visiting specialist. Gym sessions may also be indoor or outdoor. It is important

a gym kit is provided at the beginning of term that is suitable for both indoor and outdoor gym. This should be kept in a bag in school as the timetable for gym can change frequently.

Suggested gym kit:

Shorts and/or long jogger bottoms

T-shirt

Rubber gym shoes

Jumper

The above should all be labelled (please!) and kept inside a labelled bag. This will be kept on your child's peg in school and will be sent home each term where it can be washed if needed.

As they progress through the school your child will also learn about key aspects of learning in terms of their emotional health and wellbeing through a whole school programme called "Building Resilience." This is a programme split into 10 blocks that explore 10 tools in which to build resilience. The programme is delivered through a friendly character called Skipper. Information about which block the school is focussing on that term will be sent home in the homework information.

Your child will also experience a programme of work called Keeping Myself Safe. We also have special focus weeks to raise awareness in certain areas e.g. Road Safety and Health Week. Towards the end of the school year we also have school Sports Day.

Expressive Arts

Music, Drama, Art and Creative Dance all play an important part in the curriculum and in your child's physical and emotional development. It develops creative response, critical appreciation and interpersonal skills.

In Primary 1, your child will have opportunities to express themselves creatively through painting, model making, drawing, dancing and making music.

Expressive Arts activities allow self-expression, develop concentration and observation skills, and promote a sense of achievement. As part of the weekly balance of the curriculum children will have regular opportunities to take part in Dance and Drama which develops confidence, co-ordination, agility and creativity skills.

A variety of musical experiences will also be available which will give your child the opportunity to create, perform, respond and gain skills in music through active participation.

Support for Learning

All children are different. Just as they learn to talk or to walk at different times so too will they make different progress in learning. Some children are more ready for learning than others when they come to school and others may not make rapid progress right away. Some children may not initially have the motivation and concentration necessary for learning.

At Parsons Green Primary we try to identify the children who may experience difficulty as early as possible and intervene to give them the extra support and practice they may require. Extra help at this early stage is often only required for a short term. A few children may need on-going support.

Homework

Home learning will be an essential part of the blended learning model for the coming months. Home learning will be specific learning that will cover literacy, numeracy and opportunities to learn across other curricular areas. This will be shared with you weekly to support your child's development. The homework suggested below is what our expectations would be in normal circumstances.

Homework activities will be varied but will always relate to current class work. Homework is important because it extends learning and provides practice of what is being learned in school. It also encourages pupils to become independent learners and above all it provides parents with the opportunity to share in the child's learning.

Try to find a time that is suitable to your child's and your own needs to make the experience as rewarding as it can be. Homework tasks in Primary 1 should be fun and shared between parent and child. In general, homework shouldn't last longer than 5 or 10 minutes each night.

Homework will be sent out in your child's red reading bag each Friday or through the Learning Journal and will contain a homework letter as well as any resources needed. The expectation is that the homework tasks will be completed little by little each night (that is appropriate for you and your family) and fully completed by the following Friday.

Types of homework will vary but Literacy, Maths and Numeracy homework are the priority therefore tasks related to these are sent home each week. There is need in Primary 1 for regular sound and tricky word practise therefore this is a consistent feature in your child's Literacy homework. Details of the sounds and tricky words learned in class that week and to be practised at home will be explained in the homework letter. Alongside this you will receive a flashcard for the sounds and tricky words. These should be collected as the weeks go on and all kept in your child's red reading bag in the plastic envelope provided as they are used in school time too. The sounds and tricky words should be practised using the flashcards through activities that will be detailed in the homework letter. In time and once all initial sounds have been learned, reading homework will begin too and will be detailed in a reading diary that should also be kept in your child's red reading bag.

Maths or Numeracy homework can take many forms and again, will be detailed in the homework letter. At the beginning of Primary 1, homework tends to be focussed on Numeracy and is detailed in a Numeracy Homework Wall – a page containing “bricks” of different practical and fun Numeracy activities to help develop and consolidate numbers with the idea being that children choose one “brick” to complete each week.

Occasionally Health and Wellbeing or topic homework may be sent home too.

Sharing your Child's Learning Journey

Continuing to share in your child's learning is very important. Homework is a great way to do this however we also share overview plans. At the start of each term, your child's class teacher will issue an overview of planned learning and will be available on our school website for you to view as well as learning journals. This allows you to share your child's learning however we also provide opportunities to discuss your child's learning. Informal discussions with the class teacher can be arranged throughout the term if needed and can be organised by contacting the school office or emailing the teacher. There are also more formal opportunities to discuss progress at Parent Consultation Evenings, these are held throughout

the year with a progress report in the summer term. Assessing progress is part of the learning and teaching process and takes place daily throughout lessons. Your child may talk to you about a 'learning partner' or a 'shoulder partner' which means they have been discussing some learning with a peer. They may use their thumbs to show some understanding, or a 'fist of 5'. These are simple strategies that let the teacher check in on how the learner is feeling and how they understand a particular area of learning. The teacher may use lollipop sticks with names on to randomly select pupils to answer a question or share something they have done.

This table describes the different levels through Curriculum for Excellence, each takes around three years. We talk about children 'Achieving a Level' by demonstrating their increasing knowledge, understanding and skills as they progress through the Experiences and Outcomes, across eight curricular areas, through Interdisciplinary Learning, as part of the Ethos and Life of the School and through personal achievements in and out of school. This allows us to view the child's learning holistically, building on individual strengths and helping to identify their next steps.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, But earlier for some.
Senior Phase	S4 to S6 in school/college/other types of study, until the age of 18.

Wider Achievements

At Parsons Green Primary we consider the whole child, therefore achievements out of school are just as important as achievements within. We celebrate **all** achievements in various ways therefore we would appreciate if you could send in any pictures, drawings, certificates, notes, medals for example so your child can share their successes with us too. These can be shared using the Learning Journals.

Contact

If you have any concerns or need advice the School contacts are:

Head Teacher

Mrs Susan Cochrane
60 Meadowfield Drive
Edinburgh
EH8
Telephone – 0131 661 4459
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Deputy Head Teacher

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We aim to keep the school website updates with information about the life of the school and links to other relevant places of information:

www.parsonsgreenprimary.co.uk

Or follow us on Twitter: @PGPrimary

Information about how we manage pupil data in schools/ELC settings

Parsons Green has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

- **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

- **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

- **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Parsons Green and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Parsons Green.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Parsons Green has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned

about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.