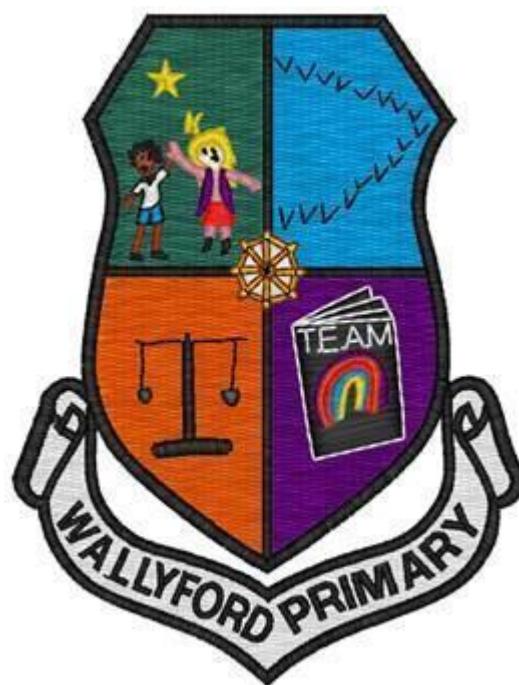


Wallyford Primary School & Nursery Handbook



**Parent & Carer Handbook
2025-2026**

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INTRODUCTION FROM THE HEAD TEACHER

Dear Parent/Carer,

Our Vision is to Be Kind, Include Everyone and Learn Together

I am delighted to welcome you and your child to Wallyford Primary School and Nursery. I hope that your association with the school as a partner in your child(ren)'s learning will be a happy and satisfying one, enabling us to work together to provide the best educational opportunities and experiences for your child.

This handbook provides you with key information about the school. If you have any questions which are not answered in the following pages, or if there is anything else you would like to see included in the handbook, please let me know. If you have not yet visited our school, I would encourage you to arrange a visit as this is the only way that you will get a true impression of our school and its wonderful facilities.

At Wallyford we consider mutual trust, understanding and partnership between parents/carers, our pupils, and the school team to be important in helping to make a child's experience here both happy and successful. We actively encourage parents'/carers' involvement and support in their child's education. We will start our year with a strong focus on 'Bringing our Best Selves to School' each day. We set high standards and expectations for all our learners and your support with this is vital. We will also give you all the help you need to ensure you feel confident supporting your child with their learning at home.

Our team of teaching and non-teaching staff are committed to providing the best possible educational experience for every child in our school. You can be assured that we will do everything possible to make your child's time here at Wallyford a worthwhile and rewarding experience. Please keep up to date with our latest news, activities and documentation by checking your child's Google Classroom daily and our Website which you can find at [Wallyford Primary School & Nursery \(edubuzz.org\)](https://Wallyford Primary School & Nursery (edubuzz.org)). We also have a social media feed on X (see page 4 for details).

We look forward to working with you and your child(ren) and wish you a happy and successful year.

Mrs Zena Diggle
Head Teacher

August 2025

BASIC INFORMATION ABOUT THE SCHOOL

SCHOOL CONTACT DETAILS:	Head Teacher: Mrs Zena Diggle Wallyford Primary School Futures Way, Wallyford, EH21 8FF Telephone: 0131 665 2865 Email: admin@wallyford.elcschool.org.uk Website: wallyford.edubuzz.org X: @WallyfordPS
ASSOCIATED HIGH SCHOOL	Head Teacher: Ms Gail Preston Rosehill High School Telephone: 0131 202 8466
PUPIL ROLL	Primary: 601 pupils across 24 classes Nursery: 128 pupils <i>correct at time of printing, Aug 2025</i>

THE SCHOOL DAY

Please note that we **do not have a parent/carer car park** and parking in the immediate vicinity of the school is restricted. Instead we promote various options to get to school and pick up your child(ren) each day. Full information can be found on our website [Travel To and From School Page](#). You can also contact [East Lothian Out of School Care Network](#) to ask about the Breakfast Club and After School Club services at Wallyford for our families. You will also have the opportunity to sign up to our Walking Bus which operates each morning. The flyer and information is on the Travel To and From School web page on our website.

	Monday to Thursday	Friday
Primary 1 -2	8:50am to 2:40pm Break Time: 10:30am -10:45am Lunch Time: 12:20pm - 1:05pm	8:50am - 12:15pm Break Time: 10:30am - 10:45am
Primary 3 & 4	8:50am to 3:15pm Break Time: 10:30am -10:45am Lunch Time: 12:40pm - 1:25pm	8:50am - 12:25pm Break Time: 10:30am - 10:45am
Primary 5, 6, 7	8:50am to 3:15pm Break Time: 10:30am -10:45am Lunch Time: 12:50pm - 1:35pm	8:50am - 12:25pm Break Time: 10:30am - 10:45am

Nursery
<p>Group A children attend on a Monday and Tuesday and alternate Fridays. Group B children attend on a Wednesday and Thursday and alternate Fridays.</p> <p>Our Nursery opens at 8:15am and closes at 5:45pm Drop off times are between 8:15am and 8:30am and between 8:45am and 9am Please ensure your child is in Nursery by 9am.</p> <p>Pick up times are 3pm, 4:15pm or from 5pm onwards. On a Friday there is an additional pick up time of 12:30pm <i>Please ensure you provide spare clothes including pants and socks, along with nappies/wipes if your child needs them.</i></p>

SCHOOL SESSION DATES 2025/26

Teaching day	
In-service day	
School holiday	

August 2025						
Su	Mo	Tu	We	Th	Fr	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sat
						1
2	3	4	5	6		8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

WALLYFORD'S STAFF TEAM

Please note that this is subject to change, as personnel and complements may vary throughout the year.

SENIOR LEADERSHIP TEAM		
Whole School	Zena Diggle	HT
P1/E Level	Rebecca Vials	DHT
P2-4	Trudi Anderson	DHT
P5-7	Louise Innes	DHT
TEACHING TEAM		
P1D	Shirley Delaney	Class Teacher
	Kim Dickson	Class Teacher
P1M	Linsey McKinlay	Class Teacher
P1T	Neil Dunn	NQT Class Teacher (Mon, Tues, Wed, Fri)
	Katie Thomson	Class Teacher (Thursdays)
P1V	Caitlyn Vanbeck	Class Teacher
P1W	Amie White	Class Teacher
P2F	Rhona Forbes	Class Teacher
P2BD	Samara Bell	Class Teacher
	Sarah Drummond	Class Teacher
P2R	Megan Reece	Class Teacher
P3EB	Amelia Etherington-Brown	Class Teacher
P3R	Vanessa Rendall	Class Teacher
P3DT	Katie Thomson	Class Teacher (Tues, Wed)
	Rachel Dixon	Class Teacher (Mon, Thurs, Fri)
P3A	Grace Rennie	Class Teacher
P4F	Nicola Fergusson	Class Teacher
P4R	Lauren Rankin	Class Teacher
P4L	Nikola Lynch	Class Teacher
P5RH	Ruth Haldane	Class Teacher
P5S	Ben Stewart	Class Teacher
P5TH	Tim Hay-Heddle	Class Teacher
P6B	Caitlin Banks	Class Teacher
P6S	Logan Spence (supply)	Class Teacher
	Rachel Dixon (Tuesday cover)	
P6R	Jo Rose	Class Teacher
P7I	Shannon Irvine	Class Teacher
P7G	Roseanna Gaffney	Class Teacher
P7C	Ryan Craig	Class Teacher

SPECIALIST TEACHING TEAM		
Support for Learning	Louise Nicol	
PE	John MacDonald	
Art	Amie Ferguson	
Music	Kirsten Ireland	
SUPPORT FOR LEARNING TEAM		
Whole School	Louise Nicol	SfL Teacher
Whole School	Sian Howie	Pupil Support Worker
	Yvette Cowan	ASNA
	Amy Devine	ASNA
	Amanda Lyons	ASNA
	Isla Perry	ASNA
	Pauline Reid	ASNA
	Lauren Mason	ASNA
	Hira Ashiq	ASNA
	Susan Nisbet	CA
P1	Marta Guzikowska	Early Years Practitioner (P1)
NURSERY TEAM		
	Lora Kirton-Macintyre	SEYP
	Monika Uhrova	SEYP
	Sacha McClorey	SEYP
	Denise Rose	EYP/SEYP (covering Mat Leave for SM)
	Hayley Gray	EYP
	Mia Hall	EYSW
	Paula Hay	EYP
	Rebekah Hay	EYP
	Lara King	EYP
	Caitlin Kinnear	EYP
	Danielle Murray	EYP
	Claire Mackenzie	EYP
	Nikki McGimpsey	EYSW
	Victoria McLay	EYP
	Danielle Murray	EYP
	Claire Rutherford	EYP
	Elizabeth Luke	EYP
	Carol Walker	EYSW
	Sara Forshaw	EYP

CORE STAFF - NON TEACHING	
Kayleigh Szymanski	Business Support Administrator
Kirsty McGregor	Senior Business Support Assistant
Veronica Brown	Senior Business Support Assistant
Cara Lough	School Auxiliary
Lisa Cruikshank	Dining Supervisor
Emma Sounnes	Playground Supervisor

ENROLMENT INFORMATION

ENROLMENT TO PRIMARY 1

Enrolling your child is relatively simple. East Lothian Council will send information to all households in which a child is of age to begin their primary education in August 2025. In respect of any requests for enrolment to a school outside a local catchment area, information is also provided. East Lothian processes all such requests centrally, advising parents of the decision, normally in early April. You should enrol/register with your local catchment school even if you are planning to put in a placement request for a different school.

Registration week takes place during November. You should provide the following:

- Proof of address
- Your child's birth certificate
- Details of your child's doctor
- Emergency contact numbers including mobile numbers

In May, if you are out with the catchment area, you will be contacted by Rebecca Vials, our Deputy Head Teacher with responsibility for the early years, when the school has confirmation from the Education Department that your child has been granted a place at Wallyford.

STARTING PRIMARY 1

The first year in school is extremely important in your child's education. We aim to make this an enjoyable, successful and secure time for children. Before the school's summer break, we began our Transition into Primary 1. Our transition programme for session 2024/25 gave children the opportunities to:

- Attend school assemblies.
- Create buddies with the current Primary 1 classes, joining their buddies for outdoor play and enjoying lunch together in the dining hall.
- Visit the Primary 1 classrooms.
- Meet their new Primary 1 teachers through visits to the nursery settings.

We hope that the Wallyford Primary School transition programme gives the children an opportunity to see the school, become familiar with their new classroom and meet their teacher and other adults who will be supporting them. The transition programme also includes an opportunity for our parents and the school to discuss and prepare for the early experiences of Primary 1. This included a Primary 1 Parents Information Evening, parents were provided with a welcome pack containing the Primary 1 Handbook and a child friendly

document all about Primary 1. This aims to provide a secure beginning, allowing staff time to meet children individually and providing parents with an opportunity to talk to teachers.

ENROLMENT INTO PRIMARY 2 – PRIMARY 7

Enrolment to P2 - P7 stages simply involves requesting and completing the enrolment forms and providing supporting documentation. This may need to be done via email - see address on page 4. Providing there is capacity in the class, a place will be offered. We encourage visits before enrolling to view the school and to meet key members of staff. An opportunity to visit may be discussed by phoning the school. .

TRANSFER TO HIGH SCHOOL

At the end of their Primary 7 year, pupils normally transfer to Rosehill High School. If your child is transferring to an alternative High School, we will also facilitate an effective transition. Parents of Primary 7 children will be informed of the transfer arrangements for this year. There is a close exchange of information between the High School staff and Primary 7 teachers. This is done to ensure that the transition from primary to secondary school is an easy and happy process for the learners and parents/carers.

THE EAST LOTHIAN WAY

Our values and behaviours

Our values, and the behaviours which support them, known as 'The East Lothian Way', help us meet the objectives of our organisation detailed in the [East Lothian Council Plan 2022-27](#).

Our vision is for a prosperous, safe and sustainable East Lothian, with a dynamic and thriving economy that enables our people and communities to flourish.

Our **values** are:

ENABLING and encouraging everyone we work with to be able to achieve their full potential

LEADING by example and taking responsibility to improve ourselves and our services

CARING for each other, our community and the work that we do

The **behaviours** staff are actively encouraged to demonstrate in support of these values are to:

WORK TOGETHER

We collaborate with our partners, customers and colleagues to build strong and lasting relationships based on understanding, compassion, trust, integrity and mutual respect.

BE THE BEST WE CAN BE

We take responsibility and use our initiative to deliver the highest quality of services as efficiently and effectively as possible.

INITIATE AND EMBRACE CHANGE

We embrace the need for change and initiate new ways of working to improve ourselves and our services.

MAKE THINGS HAPPEN

We plan and deliver our work effectively, making sure we understand needs and priorities.

CUSTOMER FOCUSED

Customers are everyone we provide a service to or support. We put our customers at the heart of everything we do and take responsibility to uphold our Customer Charter.

WALLYFORD PRIMARY SCHOOL

VISION, VALUES AND AIMS

Our Vision:

Be Kind, Include Everyone, Learn Together

Our Values

Rationale
(How I am going to do this)



Encourage & Persevere

We know that everyone has unique skills and talents which should be respected. With a "can do" attitude we can achieve even more.

- I use and share my talents and have a go at learning new things.
- I support and encourage others to do the same.



Cooperate

We know that TEAM means Together Everyone Achieves More.

- I listen to others and value their contributions.
- I share my skills, ideas and knowledge with others respectfully.



Choose Responsibly

We know that it is important to be informed to make good choices and can get help to make decisions that affect us.

- I know I can work on my own and as a team to do this.
- Through a variety of experiences I learn to make the right and honest decisions.



Respect and Care

We know that different people need different support at different times in order to reach their full potential.

- I am polite, caring and show respect to everyone.
- I will ask for help when I need it and offer help to others.

OUR CURRICULUM RATIONALE

CURRICULUM FOR EXCELLENCE

We aim to bring **learning to life** and **life to learning** for all our learners, regardless of circumstance.

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

Curriculum for Excellence enables professionals to teach subjects creatively in a variety of contexts, to work together across the school and with other schools, to share best practice and explore learning together. We use Google Classrooms to work online with our learners and share information with their parents and carers.

Our teachers will share information with you and with each other, in order to effectively plan a child's 'learning journey' from 3-18, helping their progression from nursery to P1, primary to secondary and beyond. We aim to ensure any transition is smooth. We will ensure children continue to work at a pace they can cope with and at a level of challenge they can thrive on. Our Curriculum for Excellence seeks to balance the development of knowledge, understanding and skills. Every child is entitled to a broad and deep general education, whatever their level and ability.

Our Curriculum develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. We aim to bring real life into the classroom and take learning beyond the classroom making learning relevant and helping young people apply lessons to their life beyond the classroom. To this end, we are committed to providing learning experiences using up to date digital learning resources as well as ambitious teaching techniques and learning support strategies.

Our Curriculum links knowledge across subject areas, helping children to understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

SUPPORT FOR LEARNING

Individual support for learning is available to help pupils fulfil their potential and make the most of their opportunities whenever that is needed. At Wallyford we strongly emphasise the importance of looking after our children's health and wellbeing, to ensure that the school is a place where children feel safe and secure.

Nurturing and supporting our children to feel good about themselves and confident as learners, is a key aim at Wallyford and something which we pride ourselves on being able to do.

Ultimately, our Curriculum aim 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.

A BALANCED EDUCATION

The curriculum at Wallyford reflects our aims to identify and address individual needs in a 'whole child' context. Wallyford's policies are working interpretations of Scottish Government and East Lothian Council's guidelines for schools.

Throughout our programmes of study there is an emphasis on purposeful learning. Teaching and learning are placed within a 'real world' context wherever possible, providing a practical framework for mastering the basic skills and knowledge required.

PROGRESSION

Your child will be encouraged to work and develop at a pace most compatible with his/her own needs. Clearly this means a different pace for different children. A child's rate of progress can vary as he/she moves through school, so there is always flexibility regarding the group within which your child is working. In addition, children are not necessarily grouped by ability. The important thing is that your child progresses at a rate and in an environment in which they can be challenged and achieve success.

The following sections give a general description of the content of each of our curricular areas.

MATHEMATICS & NUMERACY

Maths is all around us and we strive to ensure that our pupils develop an awareness of the real life practical application of the mathematical skills they learn. Children have opportunities to learn cooperatively with others, as well as independently.

At Wallyford Primary School, we follow the East Lothian Numeracy Framework. In doing so, we:

- emphasise the importance of building a secure foundation in number
- support learners to develop their knowledge and understanding of numeracy and mathematics
- take learners through a progression of skills and provides them with a pathway of skills development

We make full and effective use of digital technology (including online programmes such as Mathletics) and a wide range of practical equipment to enhance our pupils' learning experiences. Our mathematics curriculum at Wallyford aims to develop in our pupils the ability to confidently:

<ul style="list-style-type: none">● Interpret information● Reason logically● Analyse information	<ul style="list-style-type: none">● Solve problems● Think creatively● Think abstractly
--	--

These skills are taught within the following areas:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots

- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

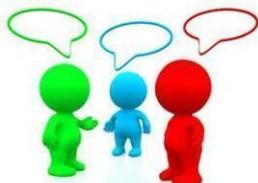
- Data and analysis
- Ideas of chance and uncertainty.

LANGUAGES & LITERACY ACROSS LEARNING

Language is at the heart of children's learning. High priority is given, therefore, to developing pupils' ability to use English Language effectively. In our Literacy programme we are concerned with the development of the four elements of **Listening, Talking, Reading and Writing**.



Listening: Essential in any learning process and we encourage children to develop good listening habits from an early age. Activities are planned to develop skills in listening for a variety of purposes. These include listening for information and instructions, as well as listening for pleasure. We aim to develop pupils' ability to become effective and critical listeners, able to reflect upon ideas, experiences and opinions and respond in an appropriate way.



Talking: Having the confidence to share information, ideas and opinions is an essential life skill. Our pupils are given many opportunities for discussion and dialogue to help them reinforce concepts and clarify new ideas. We value giving pupils the opportunity to 'talk through their thinking'. Spoken activities are a regular part of the class routine and opportunities are planned to allow pupils to develop talking skills for a range of purposes and in a variety of situations, one to one, small groups and larger audiences.

Reading



Reading is taught in a structured way which aims to ensure that children experience success and enjoyment of books from the Early Years and beyond. The Read, Write, Inc. Literacy Programme is used at the early stages combined with practice in recognising common words, and use of illustrations and context.

Our reading programme uses an extensive range of resources at the centre of which are the Read, Write Inc and Accelerated Reading together with an increasing range of supplementary readers and novels. We also have a wide range of colourful and attractive books both for recreational reading and reference purposes. Emphasis is placed on the importance of understanding the text at all stages and, as pupils become more fluent readers, activities are designed to develop increasingly sophisticated comprehension skills.



Writing: A wide range of skills are required to be mastered for children to become fluent writers. We often find that children who are keen readers are better writers, absorbing and using ideas to develop their own writing style. Personal writing about their own experiences, imaginative writing and functional writing of reports, instructions, letters etc. require children to be able to write in different styles for different purposes and audiences. We use a range of approaches and participate in the National Writing Improvement Programme to support the learning and teaching of Writing.

MODERN LANGUAGES

At Wallyford Primary School, pupils have the opportunity to experience French from Primary 1 and we are currently developing the opportunities for pupils to experience a third language as well. One of our key aims is to develop young people's 'communicative competence' in French so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

We use a variety of resources appropriate to the age and stage of our pupils and we strive to provide them with stimulating activities including opportunities for depth and breadth of learning.

SOCIAL STUDIES & SCIENCE

Wallyford Primary School benefits from a wide range of resources to support learning in science and social studies. We make full use of the environment around us to support learning and teaching.

This includes use of our grounds, our local area and excursions whenever possible. Topics are enriched by objects, photographs and information which the children find with parents' help and enjoy sharing with the class. Active learning experiences are vital and at Wallyford Primary we are planning to further develop our grounds for outdoor education, to enhance learning across the curriculum.

SCIENCES

Today's society demands increasing skills in technology and science and Wallyford's pupils are given opportunities to observe and explore basic scientific principles and use their skills to adapt or design solutions to problems. Our science lessons are designed to stimulate the interest and motivation of our pupils and we strive to plan challenging, engaging and enjoyable learning activities. We take advantage of opportunities for study in the local, natural and built environments, looking for opportunities to deepen our pupils' knowledge and understanding of the big ideas of the sciences. Children are encouraged to appreciate the wonders of nature and develop responsible attitudes towards the natural environment.

Above all, at Wallyford we nurture our pupils' natural curiosity and their desire to create and work in practical ways.

SOCIAL STUDIES

At Wallyford, we aim to develop pupils' knowledge and understanding of their own environment and beyond. Through the study of their own community and other societies, both past and present, we hope that pupils will learn to respect others and take their place in society.

The social studies curriculum is structured under the following three main areas:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

We aim to develop our pupils' skills in investigating, exploring, discussing and presenting from nursery to P7. We also use the context of Social Studies to develop skills in literacy and numeracy.

TECHNOLOGIES

At Wallyford, technology is not seen as a subject in isolation. The development of specific computer skills is taught from Nursery onwards and will include word processing, desktop publishing, databases, spreadsheets, position and movement as well as the use of email, social media and an understanding of online safety.



Technology is an important part of everyday life and our pupils are given many opportunities to use different types of technology to assist and enhance their learning in school. We ensure all our children learn how to use the internet safely and securely. The use of technology is integral to learning and teaching and is a stimulating and creative tool.

Wallyford learners use Chromebooks. In addition, we have Promethean Boards as well as Interactive Smartboards in every classroom, providing pupils with a visual and interactive way of learning that is fun and engaging. Design and technology also provides an active and fun approach to learning. We use a wide range of contexts for learning about technologies and strive to offer opportunities for personalisation and choice for our pupils. We look for opportunities for learning about technologies through other curriculum areas so that our pupils can see the connections across and between subjects.

The technologies curriculum covers six main areas:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

EXPRESSIVE ARTS

Within the balanced curriculum, the Expressive Arts play an important part in children's development by encouraging their imagination, creativity and enjoyment. Through activities in **Art and Design, Dance, Drama, Music and Participation in Performances and Presentations** children are also helped to understand themselves and others by sharing and expressing thoughts, feelings and experiences.

Expressive Arts can also provide a valuable means of learning in other areas of the curriculum. For example, drama can be used to explore strategies for diffusing conflict or re-enacting life in the past. An art display often encourages children's enthusiasm in a topic and helps to reinforce their knowledge and understanding.

ART AND DESIGN

At Wallyford, our Art and Design Programme aims to develop a balanced progression of skills in Drawing, Painting, Printing, Collage, 3D and Fabric. At Wallyford we have a dedicated Art Teacher, Mrs Ferguson, and an Art Classroom which is well resourced. There are opportunities to study and discuss the work of artists and designers. Children enjoy seeing their work on display and staff make every effort to maintain interesting displays of all pupils' work. We also enter pupils' artwork into local community exhibitions and competitions as much as we can.

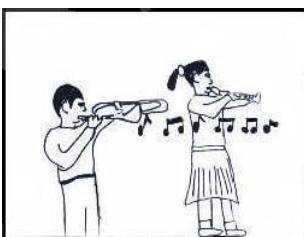
DANCE

Through dance, Wallyford's pupils have the opportunity to be creative and to experience inspiration and enjoyment. Our pupils enjoy creating, performing and taking part in dance which contributes to their physical education and physical activity. We encourage our pupils to develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. We also encourage our pupils to evaluate performances and comment on their work and the work of others.

DRAMA

In drama work children learn techniques such as role-play, mime, improvisation and working as a team. However, drama must have a purpose in order to be meaningful and worthwhile. Drama skills are therefore developed through creating situations which are like real life, enabling pupils to experience scenarios, and explore their thoughts and feelings in the safety of make believe. For this reason drama lessons usually link into other areas of the curriculum as described above. Of course it is also used to entertain an audience as in our school assemblies and concerts!

MUSIC

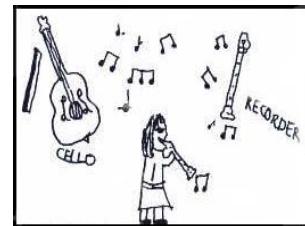


All pupils have the opportunity to enjoy taking part in music making through singing and playing percussion instruments. Listening to music is an important part of developing their knowledge and understanding, as well as encouraging a lifelong interest and enjoyment of music. Music is an important part of our assemblies, as well as school and community concerts. We encourage every pupil to take part in these. This year our pupils will receive input from our Music Specialist Teacher, Kirsten Ireland. She will be responsible for the development of the music programme, providing the children with stimulating and varied musical experiences.

Some children, where appropriate, may benefit from input from our Music Instrumental Specialists in brass, piano, guitar or woodwind. It is not possible to offer tuition to all in these instruments, so a selection process is used. A child may only receive instruction in one of the instruments above. The instrumental tutors make the final selection of the most suitable instrument.

We have a number of pupils who play musical instruments. The children and instrumentalists sing and play at various musical events for parents and the wider community.

The school strives to promote, through practical and creative activities, an enjoyment of music.



HEALTH & WELLBEING

At Wallyford, Health and Wellbeing education is embedded into our daily school life, and is included in all aspects of the pupils' learning. Staff follow our Health & Wellbeing curriculum that we call Relationships, Sexual Health & Parenthood (RSHP) education. This is a national resource which you can see at <https://rshp.scot/>. Our Health & Wellbeing curriculum takes account of the stage of growth, development and maturity of each individual, as well as the social and community context. *Your child's class teacher will give you at least 4 weeks' notice of this content being taught and if you feel you would rather withdraw your child from these lessons, please let your child's teacher know. This will be done sensitively and discretely.*

We aim to help our pupils become more aware of their own identity and build positive relationships with others. Role- play is a useful activity in helping children to explore different attitudes, values and experiences.

The main themes in our programme are:

- Food & Health
- Mental, Social, Physical and Emotional Wellbeing
- PE, Physical Activity and Sport
- Planning for Choices and Change
- Relationships, Sexual Health and Parenthood
- Substance Misuse

The development of our school playground and gardens will promote the Health and Wellbeing awareness at Wallyford, and enhance fitness and the importance of exercise, healthy eating, and biodiversity, sustaining our world and looking after our environment.



PHYSICAL EDUCATION:

There are four areas covered by our P.E. programme - gymnastics, games skills, dance and swimming.

We hope to increase the opportunity for Wallyford's pupils to take part in a wide variety of sports including cricket, cross-country running, cycling, netball, basketball, football, hockey and rugby, depending on the interests of the children. We also hope to take part in more sports festivals, joining with other schools in East Lothian. We hold an annual Sports Day in June.

Each child receives 2 hours of PE per week. If, for any reason, you do not wish your child to receive P.E. in any week please contact your child's class teacher.

SWIMMING

Pupils in P5 benefit from a block of swimming lessons each year. Where there is a composite class including P5, the whole class will be included in the swimming lessons.

In all of this, we want to find a balance between helping children try their hardest and also develop a sportsmanlike attitude. We hope to improve and extend opportunities for children to meet up with children from other schools through sport. We benefit greatly from having an Active Schools Co-ordinator, who supports many additional Health and Fitness opportunities for the children and encourages new activities in all the East Lothian schools.

Health Education permeates our whole school ethos. Our school meals service promotes healthy ingredients and healthy choices. Personal and Social Development is a fundamental aspect of the education of the whole child. It is concerned with the development of life skills. Through our school aims and curriculum, we promote positive self worth and a regard for the value and needs of others, developing in our pupils the skills necessary to enable them to make informed healthy choices throughout their primary school years and beyond.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education helps pupils learn about important aspects of all major religions, and to understand why people attach great importance to their religious beliefs. Pupils are also given the opportunity to think about personal aspects of religion and moral issues. Throughout their programmes of study, we aim to support and encourage pupils' spiritual, moral, social and cultural values and to consider questions about meaning and purpose in life. We hold a regular programme of assemblies in Wallyford throughout the school year. Our assemblies are led by promoted staff and supported by guest speakers and each year there will be a particular focus on the UN Convention on the Rights of the Child. Assembly themes support discussion in the classroom setting. Moral education permeates all areas of school life.

While recognising the role of Christianity as the major religious tradition of this country, all pupils are encouraged to develop understanding of, and respect for, people of other faiths or beliefs and people who adopt a non-religious stance for living. Legislation allows parents the right to withdraw, without detriment, a child from any religious observance or religious education. We aim to identify and agree suitable alternative arrangements, as appropriate, and encourage parents to share their wishes with the school.

ENTERPRISING SKILLS FOR LIFE AND WORK

Developing the Young Workforce is a seven-year programme introduced by Education Scotland that aims to better prepare children and young people from 3-18 for the world of work. This programme builds on the foundations already in place as part of Curriculum for Excellence and aims to reduce youth unemployment. All of Scotland's young people are entitled to an educational experience that is relevant to the world of work.

Enterprise in education is a child-centred approach to encourage opportunities which support the development of capable and confident learners, who will have a 'can do' attitude in everything they do. Each year, every class from Nursery to Primary 7 will be involved in an enterprise project which can range from a business, community or environmental focus. A significant part of this learning will be financial education. All pupils are involved in making products for our Christmas Fayre every year.

HOME LEARNING

Following a full consultation with learners, parents and teachers, our School Policy for Home Learning was updated for August 2025. Our School Community supports the aim that all learners have the opportunity to undertake some home learning. This provides opportunities for the pupils to practise, reinforce or research the work being undertaken in school. It develops good study skills and can provide opportunities for you to work with your child, praise their progress and/or to sample the kind of work he/she is doing in school. **Children who are supported and encouraged by their parents/carers to complete home learning tend to be more confident and capable learners in school.**



We cannot stress enough the importance of parents/carers supporting children with their home learning.

At times we are asked by parents for advice as to how much help to provide and the length of time the children should be allowed to complete this work. The following information may be of help. Home Learning tasks are added to your child's Google Classroom. This may be in the form of an assignment or a link to a particular website. Tasks will have a date to be submitted by and pupils will be encouraged to 'hand in' their work virtually.

Homework in Primary 1 and 2:

Reading practice should be for around 5-10 minutes daily (or a little longer if your child wants to continue or to play reading games). Reading together should be a positive, regular, sharing experience for all involved. Should it become stressful for either adult or child, please contact the teacher. Pupils will also be expected to consolidate sounds, practice blending sounds, spelling words and learning sight words to help fluency in Reading. The children may also, at times, be asked to carry out some simple writing or number exercises or research linked to topic work - again, only five to ten minutes long.

Homework in Primary 3 to Primary 7

In addition to any regular reading task, 10-15 minutes of home learning is set for Primary 3, progressing to approximately 30 minutes for Primary 7. The work given will meet your child's ability and be designed to be completed within these times. Depending on what you feel is acceptable, your child may spend more time than this. However, should your child apply himself/herself fully to a piece of work but have difficulty in completing their tasks within a reasonable period of time, please do alert us to enable home and school to work together to address any concerns.

As already stated, parents play a very important role in supporting home learning, in the interest shown and in checking homework is completed regularly. Your child should normally be able to attempt all the set work on his/her own. **Please do not hesitate to contact your child's teacher should there be any concern over any aspect of your child's homework. We strongly recommend discussing any matters of concern at an early point.**

PUPILS WITH ADDITIONAL SUPPORT NEEDS

East Lothian Council policy 'Included, Engaged and Involved - Identifying, Assessing and Providing for Additional Support Needs of Children and Young People' outlines the ways in which East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing.

Should parents wish additional information on our approach to supporting children with additional needs, the first point of contact in our school is our Support for Learning Teacher, Louise Nicol. However you may also contact the appropriate DHT (either Miss Vials for Nursery-P1, Mrs Anderson for P2-4 or Miss Innes for P5-7). Further information is also available through a range of support services, in different formats and in different languages. Please do not hesitate to ask for advice on this.

Early Intervention

If, at the time of enrolment, you know that your child has any kind of additional support need, please discuss these with the school as soon as you can. This will ensure that staff are able to provide appropriate support for your child as soon after they start at Wallyford as practicable.

Every class teacher has termly Attainment Meetings with the Head Teacher and each individual pupil's progress is discussed at these meetings. This enables us to identify any support needs as quickly as possible.

Including All Pupils



East Lothian has a policy of ensuring the inclusion of pupils with additional needs, including pupils with significant special needs. We believe that inclusion is the cornerstone that will help schools to achieve equity and excellence in education for all our children and young people. However, it is recognised that some children may require additional time and resources to meet their needs. Direct support may involve working with pupils out with their class but is most frequently classroom-based. Our Senior Leaders, Learning Support Teacher, Classroom Assistants, ASN Auxiliaries and Class Teachers work very much as part of a team to quickly identify and address support strategies appropriate to pupils with additional support needs.

Working with Parents to Support Learning

Parents and pupils are involved in setting up, where appropriate, plans for their child. These identify specific and measurable long and/or short term targets, in consultation with school staff and potentially outside support agencies. The school will also agree with parents a regular arrangement for monitoring pupil progress in their targets and the arrangements and timescales for meetings with school staff and any outside agency staff who may be involved in supporting a pupil.

THE WIDER CURRICULUM



Within our limits of time and cost, all classes are encouraged to use the wider environment to provide a 'real world' context for learning. In an average year, classes will either go on visits to places and events such as the theatre, industrial and historical locations, museum or zoo, or have specialised workshops visit the school. All outings are advised in advance by letter and permission is required. We do, however, ask parents to complete a form annually which allows us to take children out into the surrounding environment and local community. This information is then

updated by the school on an annual basis to ensure any additional medical matters are brought to the attention of the school.

Residential: It is our school policy to offer a residential experience to all Primary 7 stage pupils. While on residential, the children will participate in a variety of outdoor activities such as climbing, abseiling, forest walking, archery, orienteering and compass work. The cost of the P7 Residential will be kept to a minimum and we will communicate this as soon as we can. Payments can be made in instalments through iPay.

Extra-Curricular Activities

In partnership with the Active Schools Coordinator for our area, we are developing the activities we can offer to the pupils before and after school. Our aim is to provide more expert coaching in a variety of sports. As activities become available, we will communicate details to pupils, parents and carers as soon as possible by letter and social media. The School is currently working towards their Bronze Sports Award.



Bikeability Training - Every pupil who successfully completes the Scottish Cycle Training Programme - Bikeability, and who, in consultation with their parents, agrees to the school's rules of safety, is permitted to bring his/her bicycle to school.

ASSESSMENT AND REPORTING ON PUPIL PROGRESS

ASSESSMENT IS FOR LEARNING

There are various forms and methods of assessment to promote and support pace and challenge in pupil learning but the key purpose of any form of assessment is to have a positive impact on learning, teaching and future progress.

Formative Assessment

Teachers use a range of formative assessment strategies in the course of their daily work, to engage pupils more closely in their learning. Teachers share learning intentions and success criteria and agree targets with pupils. They encourage pupil self-assessment and peer assessment. The teacher shares the **Curriculum Overview** for the year at the start of each session during the Bring Your Adult to School evening. The teacher also puts this onto the Google Classroom.

Formative assessment is the most significant form of assessment of a child's learning. Assessments are based on the National Curriculum for Excellence which is divided into Learning Experiences and Outcomes. These are set out in the following levels:-

Level	Stage
Early	The Pre-school Years and P1 or later for some.
First	To the end of P4 but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1- S3 but earlier or later for some. The Fourth Level broadly equates to SCQF level 4
Senior phase	S4 - S6 and college or other means of study

Summative Assessments

PRIMARY 1: We begin assessing pupils initially in the first weeks of Primary 1

PRIMARY 2 to PRIMARY 7: To help us track individual pupil progress from Primary 2 to Primary 7, we then carry out nationally approved standardised assessments in literacy and maths in all classes. National Standardised Assessments (NSAs) are undertaken by P1, P4 and P7 learners once during that school year.

DIAGNOSTIC ASSESSMENT: this normally involves specific individual forms of assessment which can be used to help us to identify the strengths and weaknesses of particular children in a specific aspect of their learning. These are mainly used in our school by our Support for Learning Teachers, in consultation with the class teacher, promoted staff and parents/carers.

Reporting to Parents

Three formal parent/teacher Learning Conversations take place each session, usually at the end of September/beginning of October, early February and end May. During these consultations, you will have a conversation with your child's teacher centring around their targets. This will show how they are progressing in their learning across the curriculum. This also gives the opportunity for you, your child and their teacher to discuss next steps in learning and to set targets. This ensures that in each school term parents are provided with meaningful information on their children's progress.

Should you have a concern over any aspect of your child's progress and well being in Wallyford, at any time in the school year, please do not hesitate to contact the school to arrange a meeting. Similarly, it is our policy to contact parents at an early stage to support a pupil's learning and/or pastoral needs. Wallyford strongly promotes a positive, active partnership between home and school. Parents are also welcome to make an appointment at any time to discuss their child's progress with the class teacher.

THE NATIONAL IMPROVEMENT FRAMEWORK

The National Improvement Framework has the following key aims:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.

The Purpose of the National Improvement Framework is to:

- Drive improvement for children, with a clear focus on raising attainment and closing the gap.
- Set out the priorities that everyone needs to be working towards, and the measures and support that will help deliver these.

The following are the priorities referred to above:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Everyone at Wallyford Primary School is committed to achieving these priorities for the good of the children in our school community.

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY

SCHOOL & NURSERY POLICY ON UNIFORM

All children must wear our school/nursery uniform. We want to promote a strong positive image in our community. The Wallyford logo and colours are part of the community's traditions and we hope your child will be proud to wear them. Our uniform forms an important part of the ethos of the school, encouraging a sense of identity and belonging to a team. We believe that pupils arriving at school in school uniform, demonstrate a readiness for their working day. We appreciate the support of all parents in the matter of promoting our uniform.

We have free Uniform Packs available for anyone who is finding it challenging to afford a uniform. Please contact us for help and support with this.

WALLYFORD PRIMARY & NURSERY SCHOOL DRESS CODE

We expect children to attend school or nursery every day (including a Friday) wearing their school uniform. Wallyford's School Uniform is available on [Border Embroideries](#) Website. The sweatshirts, cardigans and hoodies are a royal blue and children should wear dark trousers, shorts, skirts or dresses.

You may prefer to purchase school uniform, in the appropriate colour, from any good retailer or supermarket. However, if you would like your child to have the school logo on their uniform, please order via Borders Embroideries website direct,

<https://www.border-embroideries.co.uk/schools/wallyford-primary-school.html>

Under no circumstances should children be presenting in cropped tops or football strips. This applies both to nursery and primary. Thank you for your cooperation.

Please put your child's name on all items of clothing and footwear that he/she might remove during the school day.

For the purposes of good discipline, football or rugby team tops are not permitted at school. For health and safety reasons, false nails, or extensions are not permitted and loose jewellery or dangling earrings should not be worn in school.

PE Kit - Primary Learners

For PE lessons **indoors**, or in good weather outside:

- Black, navy, or dark blue shorts
- White, black, navy or blue t-shirt or polo shirt
- Trainers or plimsolls

For PE lessons **outside**, as above but could also wear:

- Black, navy or dark blue jogging bottoms
- White, black, navy or blue sweatshirt (not hoodies as these can get caught or pulled)
- Trainers

Please donate any pre-loved PE kit or school uniform your child has grown out of to the school. In the interests of sustainability, we would like these to be available for re-use by other children in Wallyford.

COST OF UNIFORMS - CLOTHING GRANTS

The Authority operates a scheme of clothing grants to assist parents/carers.

School Clothing Grants are £130 for Primary pupils and £160 for Secondary pupils. School Clothing Grants are processed annually throughout the year. As of April 2025, if you receive one of the following benefits you are entitled to apply for Free School Meals and a School Clothing Grant:

- ★ Income Support,
- ★ Income-Based Job Seekers Allowance,
- ★ Income-Based Employment and Support Allowance
- ★ Universal Credit with a monthly earned income of not more than £850

You can access further information online here- [Free School Meals & Clothing Grants](#).

If you wish to apply for free school meals and a school clothing grant, you should complete the [online application form](#). Please contact Mrs Sian Howie, our Pupil Support Worker, at the school if you would like support with your application.

PUPIL VOICE

From the earliest stages, pupils are encouraged to develop responsibility and be involved in decision-making. At the start of each session, with their teacher, the pupils identify and agree their Classroom Charter which will promote a safe, healthy and productive learning environment. Discussions in class build on an ethos of trust and openness. They provide opportunities for pupils to raise matters of interest or concern in school life, again enabling pupils to feel an integral part of the decision-making process.

In addition, we are developing opportunities for pupils to be elected to serve in one of the following roles:

- Rights Respecting Schools Ambassadors
- Junior Road Safety Officers
- Sports Leaders - Junior Active Schools Coordinators
- Pupil Council Members
- House Captains & Vice Captains
- Dining Hall Lunch Squad



RIGHTS RESPECTING SCHOOLS



Wallyford are delighted to have achieved accreditation as a Silver Rights Respecting School and we are now striving to achieve our Gold Accreditation. The Silver Award is a major achievement and we are proud to be 'Rights Aware' as a school.

We will keep you informed of our progress towards Gold!

SUPPORT FOR FAMILIES

[Family Lives](#)

[Childline](#)

[Kidscape](#)

[www.antibullying.net](#)

[CEOP](#)

HOUSES

We have four house groups at Wallyford Primary School,

Selkies
Kelpies
Wisps
Unicorns

Your child(ren) will be allocated automatically to a House upon enrolling with us at Wallyford. House Points are collected weekly and celebrated at assemblies throughout the school year. At the end of the year, the House with the most points will receive the Wallyford House Cup!

SCHOOL ATTENDANCE

Poor attendance is a significant factor in reducing a child's attainment.

Parents are responsible for ensuring that their child attends school regularly and on time. Details of all absences are collected by computer for the Scottish Government. Each absence has a specific code which must be marked against it. If your child has a dental or doctor's appointment during the school day, the school should be informed that this is the reason for absence. You can do this by calling or emailing the school.

Late arrival to school also causes disruption to the start of school routine for the pupil arriving late, as well as his/her classmates and takes non-teaching staff away from other duties so they can accompany pupils to classes. Pupils may miss important instructions issued to the class at the start of their day's work. Teachers may be required to repeat these instructions for one pupil. **Please ensure your child arrives in the school grounds in advance of the 8:50 am bell.** If you arrive after the lines have been taken in and the doors have been closed, please access the school via the office where late arrival may be recorded. Similarly, if you need to pick up your child early, you should always inform us in advance of this in writing. **The end of the day is just as critical as the start and we ask that early pickups are authorised by the Head Teacher or Deputy Head.**

Each pupil's attendance is monitored regularly and during the course of the session, the Head Teacher will let parents/carers know by letter if their child(ren)'s attendance has fallen below 95% and/or they have had a significant number of 'lates'. We feel that it is important to keep parents/carers up to date with regard to their child's attendance in order that we can ensure the best possible access to learning for every child.

Persistent Poor Attendance or Lateness

We want to help support every child to maximise their attendance and will work tirelessly with families to help support this. Please let us know what we can do to help. However, if despite our efforts to support, unsatisfactory attendance or persistent lateness continues, the following action will be taken:

- Parents will be informed by letter or phone call of the concern, followed by a request for a meeting.
- Should the unsatisfactory attendance or lateness continue, the Head Teacher will refer the concern to Children & Families.

Absence through Illness

Should your child be unable to attend school due to illness or any other permissible cause, please telephone the school absence line by 9:00 am if your child is unable to attend school that day. You may also report the absence by 9am via Parents Portal. If no phone call is received, we will endeavour to make contact with parents/carers to ascertain the reason for absence.

Absence due to Family Holiday

Holidays should be taken within the school holiday period but every session many requests are made for pupils to have holidays within term time. Guidance states that, in most cases, family holidays taken within term time will be classed as **unauthorised absences**, and marked accordingly. Please do not hesitate to contact the school should you wish to discuss this further.

TRANSPORT



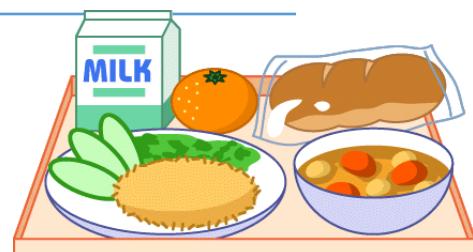
Most of our pupils walk to school. East Lothian provides free home to school (HTS) transport for East Lothian pupils who live more than two miles away from their local primary or secondary school.

The pupil's home address is defined as being that of their parent or legal guardian, not the address of a childminder or relative who may care for them on school days. In the event of parental separation, the home address is defined as the address of the guardian receiving the Child Benefit payment.

Free school transport isn't available if you choose to send your child to a school that isn't their local primary or secondary school. Please contact your school office for advice on how to submit an electronic application form for HTS transport. Paper applications are no longer issued.

HEALTHY SCHOOL MEALS / MILK

At Wallyford, we encourage and support the concept of Healthy Eating in school. We are committed to encouraging children to make informed healthy eating choices through our Health & Wellbeing Curriculum. The Education Authority in East Lothian aims to promote healthy choice and balance in our children's eating habits, both in our school meals service and through the school curriculum. By working together, we provide our children with the life skills necessary to make informed healthy choices. [here.](#)



Our school menus can be found [here](#).

If you are sending a Packed Lunch with your child, we would ask you to support us in our aim to encourage Healthy Eating. Please do not include sweets, chewing gum or fizzy drinks. We are happy to provide advice and support about Healthy Packed Lunches.

Pupils having either school meals or their own packed lunch enjoy lunch together in the dining area. Lunch times are supervised with reasonable manners and eating habits being encouraged, supported and expected from all. Our Wallyford Way applies to the Dining Hall as well as the rest of the school.

Menu Lists

The daily lunch service offers a 3 week menu cycle serving three options per day. A lunch consists of a main meal with dessert, Monday to Thursday with homemade soup, fresh fruit, salad/vegetables and bread served daily. All children are encouraged to try the range of fruit and vegetables on offer. School meals provide a balanced diet designed by both the local authority and the Health Trust.

Free School Meal Provision

How to apply or renew free school meals and school clothing grants: the person making the claim must be the person in receipt of the child benefit, and only one application form is needed for all the children in the family you wish to claim for.

If you wish to apply for free school meals and a school clothing grant, you should complete the [online application form](#).

To complete the application you will be asked to provide the following:

- your details and your partner's details (if applicable)
- your national insurance number
- your child's name(s), date of birth and school attended
- your bank account details (school clothing grants are paid directly to your bank account, we cannot accept post office accounts. We can accept third party bank accounts)

School Milk

Free milk is available in the Nursery class.

Milk is available every morning after break time for those who are in receipt of Free School Meals and those who have ordered for the term.

We accept termly payments for milk and the school office will notify you in writing when payment is due. This must be paid via your school iPay account and will be closed after the deadline advised to prepare class lists and order the correct amounts required for our milk supplier.

FOOD ALLERGIES

For pupils who have been diagnosed with an allergy by their GP but have not required to attend the allergy clinic at the Royal Hospital for Sick Children, **Form 4: Request for school to issue long-term 'as required' prescribed medication in school** should be completed along with an individual **Symptom and Action Flowchart for Allergic Reaction NOT INCLUDING an Adrenaline Pen** and a supply of the antihistamine prescribed by the GP should be given to the school.

For pupils who have been newly diagnosed with a severe allergy at the allergy clinic at the Royal Hospital for Sick Children, a School Healthcare Plan will be completed by the consultant/specialist allergy nurse. The School Healthcare Plan should be given to the school with a supply of the prescribed medication.

Children should be reviewed at the Allergy Clinic before starting primary school or transferring to secondary school. At these reviews, an updated School Healthcare Plan will be completed by clinic staff.

For pupils with severe allergies, diagnosed at a hospital allergy clinic who

- move into the area from outwith the City of Edinburgh or
- are not due to be reviewed for some time and do not have a School Healthcare Plan in place

Form 9: School Healthcare Plan - Severe Allergies should be completed. The school nurse service can facilitate the completion of the plan if required. All School Healthcare Plans should be reviewed every year.

Only our staff who have attended 'Asthma, Allergies and Epilepsy Management' training can administer adrenaline pens.

If your child has food allergies and has school lunches, all reasonable measures will be taken by the school meals service to provide an appropriate meal. Parents/carers must remind your child(ren) regularly of the need to refuse any food items that might be offered by other pupils. If you would like to have the opportunity to speak with our Cook Supervisor regarding your child's allergies and food requirements, please get in touch with the school office to arrange.

PLEASE HELP- NO NUTS IN SCHOOL

We have children in our school who suffer from allergies, including nut allergies.

Children with a nut allergy can suffer life-threatening consequences if they come into contact with nuts, either through ingestion or through touch.

Although we cannot guarantee being a "nut free school" we would like to reassure children and families with nut allergies that we do everything we can to minimise the risk of them coming into contact with nuts. No nuts are used in the preparation of school lunches or snacks.

If a child does come to school with a nut based product we will ask them to put this back in their bag and provide them with an alternative snack.

Can we ask ALL families to help by not sending children to school with nuts products too.

Examples of nut products are:

Sandwich fillers such as:

Peanut Butter

Nutella/Hazelnut Spread

Packs of nuts

Chocolate and cereal bars that contain nuts

Sesame seed products including rolls

Cakes or biscuits with nuts in them

Thank you for your ongoing support with this important matter.

BIRTHDAY CAKES IN SCHOOL or NURSERY

If you would like to hand a birthday cake into school to share with your child's classmates, please ensure this is shop bought, sealed and nut free. In addition to this, please check with the class teacher for any dairy/gluten requirements.

Nursery policy is not to accept cakes. Our Nursery Team will provide an opportunity for children to bake a birthday cake if their birthday falls on a nursery day.

HEALTH AND SAFETY

East Lothian Council's Education division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

School Security

All East Lothian schools have access control systems. During periods when pupils are in class, visitor access to school is only available via the reception point in the main building. Visitors are asked to register and are issued with identification badges.

Vehicular Access

Vehicular access to our school is limited. The car park is for STAFF only. The school team and pupils monitor and revisit the issue of pupil travel to school on a regular basis. **The authority advises that responsibility for the safety of the children on their way to and from school is legally a parental matter.** Please follow traffic regulations in place in the vicinity of the school. They are there for the safety of the pedestrian child. Information clearly showing Recommended Pupil Routes is available on our school website: [Travel To and From School](#)

Mobile Phone Use In School

Our school recognises that for health and safety reasons some parents may wish their child to have a mobile phone. Therefore, if you would like your child to have a phone at school, please complete a slip (available from the School Office or website) to have your child included on our Mobile Phone Register for their class so that your child's phone can be taken in first thing, locked away safely, then returned to them at the end of the day.

Please note:

- Any child who is not on the Mobile Phone Register should not bring a phone into school.

- A child can, however, add their name to the register at any time by handing their phone in first thing in the morning for safekeeping and they will be given this form again to take home for completion to have their name added to the Mobile Phone Register.
- If a child is found with a phone but has not handed it in for safe keeping that phone will be confiscated and parents/carers themselves will be asked to pick up the phone at the end of the day, along with a form for adding their child's name to the Mobile Phone Register if this is to be requested. The child will also be moved onto the next stage of our Positive Behaviour System as a consequence of not following this rule.

We hope you will support this arrangement which we are putting in place to ensure the safety of children and appropriate use of mobile phones in school. However, please also note that, in spite of these arrangements and our best efforts, we cannot be held responsible if your child's mobile phone is lost, stolen or broken when in school.

MEDICAL CARE



It is essential the school be advised of any special medical conditions or requirements involving your child, particularly in respect of conditions which may require essential or emergency administration of medication. This ensures the school acts appropriately should a medical situation arise. Forms are available from school for parents to complete in respect of the administration of medication to their child in school.

Should a child advise of illness during the school day, parents may require to be called to collect the child. Please note children are not allowed out of school unaccompanied for any reason and in the event of a planned appointment during the school day, parents should report to reception to arrange the pupil to be collected from class. For reasons of health and safety, it is not appropriate for a pupil to wait at the school door or gate.

Accident Procedure

In the event of a child having a serious accident, the school will arrange immediate medical assistance and then telephone the parent/carer or, if they are uncontactable, the emergency contact number. In the case of a less serious incident, we contact the parent/carer in the first instance.

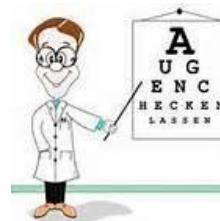
Contact Details

Emergency contact details should be provided to the school at the time of enrolment, and should be kept up to date.

School Health Service

Throughout their time at school, a team of specialist Health Service and Education Department staff will be seeing children as part of a planned programme to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after school. The School Health Service is part of the East Lothian Child Health & Wellbeing services and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health team at all times. The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service.





Some of the services e.g. testing of vision in Primary 1, are normally provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, parents will be informed and consent requested. If you have any concerns about your child's vision please contact the school nurse who will arrange to test vision or alternatively you can take your child to a local optician (optometrist).

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

School Nurse:

The school nurse is the lead professional in mainstream schools in East Lothian. School nurses are involved with health promotion and education, prevention of ill-health immunisation, health surveillance and screening. The school nurse may be helped by a **health assistant** and have close working links with **community paediatricians**.

The school nurse acts as an important link between home and school. She/he visits the school regularly and liaises with the teaching staff. Where a teacher is concerned about a child's health, a referral may be made to the school health team only after obtaining parental permission. Separate referrals to child and family mental health services also need parental permission. The school nurse can also link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team works closely with colleagues from other children's services.

The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition, she may review children who are referred either by parents, teachers or other health professionals at any stage in their school life. Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

The School Nurse carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with the **school doctor**. Parents are not normally notified of screening tests (vision, hearing, speech) and any parent who wishes his/her child excluded should notify the school in writing at the beginning of the session. The attention of the doctor is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary. If you have concerns about your child's hearing the school can refer him/her to the appropriate specialist directly.

Parents are also asked to complete a health questionnaire about their child at Primary 1 and Primary 7. Any specific conditions can be raised at that point. With your consent, the school doctor also carries out **immunisations** to protect against various diseases.

Speech & Language Therapist (S<):

The S< can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow up at school if required. Speech and Language Therapists work closely with school staff and support is often provided as part of a Learning Support programme.



Dental Service and Childsmile:

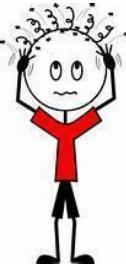
Any enquiries concerning the provision of **dental services** should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (Tel: 0131 667 7114).

Childsmile is a national programme designed to reduce oral health inequalities and helping to improve Scotland's oral health among children. It is funded by the Scottish Government and has three main components:

- Distributing multiple packs to children and supporting daily supervised toothbrushing in nurseries and schools.
- Addressing oral health inequalities through embedding support workers in communities to offer oral health support.
- Delivering preventive care interventions for children aged two years and upwards to children who are at increased risk of dental decay.

Guidelines on the Treatment of Head Lice

The Scottish Government has directed that schools no longer issue letters home when instances of headlice are reported. However, our parents have fed back that it is helpful to send out information to all families on a regular basis.



East Lothian Council follow NHS and Scottish Government guidance regarding headlice. The government guidance can be found by accessing this link:

[Head Lice & Nits](#)

Only the parents of a child who appears to have a head lice infection will be informed by telephone. This will be handled sensitively as we know it may be distressing for parents. We will also take account of the needs of parents for whom English is not their first language.

Working with the school nurse, we will provide parents with information about the detection and treatment of head lice infection in a proactive and systematic way, at the start of every new term as well as at any point in the school year when a general (rather than individual) problem has been identified.

In summary the guidance is as follows: after a head lice infestation has been confirmed you can treat the lice at home by wet combing the hair with a head lice comb or by using a lotion or spray that's designed to kill head lice (see below).

Most infestation occurs in the home or close community contacts. You need:

1. A detection comb (from the community pharmacist or supermarket, etc)
2. An ordinary comb
3. Good lighting

- Detection combing is recommended at least once per week as routine and as soon as possible after any close contact has been found with head lice infestation.

- Wash hair well, (conditioner may be applied to make combing easier) then dry it with a towel. The hair should be damp, not dripping.
- Make sure there is good light. Daylight is best.
- Comb with a detection comb. Start with the teeth of the detection comb touching the skin of the scalp at the top of the head. Draw the comb carefully towards the edge of the hair. Look carefully at the teeth of the comb in a good light to see if any lice are present.
- Repeat this from the top of the head to the edge of the hair in all directions working round the head. It can take 15 minutes or so to do it properly for each head.
- If there are head lice, you will find one or more lice on the teeth of the comb.
- If you find what you think is a moving louse, stick it to a piece of paper and cover it with clear adhesive tape. If necessary, show this to the nurse, pharmacist or GP for confirmation and advice regarding treatment.
- Clean the comb under the tap. A nail brush may help.

Additional Notes

- Check damp hair by combing at least once a week.
- Detection combs can be purchased from the community pharmacist. Some treatment preparations contain a detection comb.
- If you need help or advice regarding the detection procedure, ask your local pharmacist, school/practice nurse, community nurse, health visitor or GP.
- Do **not use** treatment preparations unless you are sure that you have found a **living, moving louse**.

We hope that the School Health Service can, together with yourselves, contribute to your child's overall wellbeing and development. Please do not hesitate to arrange through the Head Teacher to see the school doctor, school nurse or the health visitor if you want any information.



Most children and young people get all the help and support they need from their parent(s), wider family and community, but sometimes they may need a bit of extra support. Children and young people from birth to 18, or beyond if still in school, have access to a Named Person to help support their wellbeing as part of the *Getting it right for every child (GIRFEC)* approach.

The Named Person is a central point of contact if a child, young person or their parent(s)/carers want information or advice, or if they want to talk about any worries and seek support. They can also, when appropriate, reach out to different services who can help. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

Who is the Named Person for your child(ren)?

A Named Person will normally be the **Health Visitor** for a pre-school child and the **Head Teacher, Depute Head or Principal Teacher** for a school age child. The named person duties are integrated into their current role and strengthen the support they currently provide, formalising their role as a central contact for children, parents and other people working with them.

What will the named person do? The named person will be available to listen, advise and help a child or young person and their parent(s), provide direct support or help them access other services. For example, a Health Visitor might ask for help from a speech and language therapist, or a Head Teacher may put parents in touch with a local bereavement counselling service. They will also be a point of contact for other services if they have any concerns about a child's wellbeing.

CHILD PROTECTION

The Council has a range of duties and responsibilities in relation to the child protection procedures for all which includes having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the East Lothian Council Child Protection & Safeguarding Policy which is used by all East Lothian schools and our partner agencies.



In circumstances where a school has a significant concern that a child or young person has been, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and/or Health colleagues who have a legal duty to investigate further.

While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and/or Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, who is the school's designated member of staff for Child Protection Co-ordinator, or one of our Depute Head Teachers.

SCHOOL CLOSURES FOR OCCASIONAL AND EMERGENCY ARRANGEMENTS

Parents are informed by letter or newsletter in advance of planned closures for in service or holiday.

In the event of an unplanned closure of the school, that is, in an emergency situation, parents will be informed by the most appropriate method - **this is usually by groupcall text so please ensure we have your most up to date mobile phone number.** In the case of closure due to severe weather conditions, parents will be informed on arrival at the school and local radio will regularly broadcast information to parents.

It is against school policy for children to be allowed out of school unaccompanied. In an emergency situation, under no circumstances will children be sent home without a responsible adult to accompany them.



PLAYGROUND SUPERVISION

At morning interval and lunchtime pupils are supervised in the playground by a Playground Supervisor, Classroom Assistants and ASN Auxiliaries. It is important that basic rules of conduct are followed at all times to ensure safety and the consideration of others. We will do whatever is possible to ensure a safe and enjoyable playtime for the children, and our staff are expected to take reasonable steps to prevent accidents and to ensure that basic good conduct is maintained. However, it is not possible to guarantee that no such accidents will occur.

In the event of any minor head knock, or other incident of concern, occurring during the school day, a note is sent home and parents are advised by telephone as soon as possible.

Start of the Day - School Opening

The authority **does not** provide playground supervisors in advance of the start of the school day and pupils are expected to arrive in school dressed for the prevailing conditions. However, in inclement weather, pupils are allowed access to the classrooms at 8:40, under the same conditions that apply during indoor intervals.

The children are supervised in the building and so should be able to come into the building by themselves, rather than be accompanied by their parent/carer. This avoids congestion and health and safety issues of wet floors and buggies in corridors.

Indoor Intervals

During inclement weather pupils remain in their classrooms over break and lunchtime periods. Should however, they place themselves or others at risk, through inappropriate poor or inconsiderate behaviour, they will be supervised elsewhere indoors.

WALLYFORD PRIMARY SCHOOL AND OUR COMMUNITY

Wallyford Primary has a strong, positive role to play in the community. This is important to all involved in our school. We welcome, enjoy and benefit from the support of the local community. We see the members of our community as a valuable educational resource and welcome contributions to class topic work. Our pupils are encouraged to develop a sense of responsibility towards their community and local environment and to the people living in it.

Good links exist with our nursery, neighbouring primaries and with our local High School, Rosehill High. Regular meetings and exchange visits are arranged throughout the session. Regular curricular opportunities will be arranged with Rosehill High School.

Community Lets

East Lothian Council manage all community let requests. Requests should be made to primaryschoollets@eastlothian.gov.uk

WALLYFORD PARENT & CARER COUNCIL (WPACC)



It is very important that the education of the individual child is seen as a shared responsibility of home and school. The partnership takes many forms, including learning at school and home, discussing and sharing concerns or difficulties, mutual support and practical assistance. For those parents and carers who would be interested and available to help, there is opportunity to assist by helping directly in school, e.g. on

educational outings and with school events such as School Fayre, Book Week. We greatly appreciate the number of parents who offer their support to our activities.

Our Parent & Carer Council is actively involved in the life of the school and supports the school in a wide range of activities. They have raised funds through social events for children and parents, special events and discos for classes. The fund raising makes a significant and positive impact on all of our children's lives at school. You are very welcome to come to the Parent & Carer Council meetings.

PARENT COUNCIL CONTACTS

Chair - Willie Gordon

Treasurer - Amanda O'Donoghue

Clerk - Vacancy

Nursery - Amy Harron

P1 Rep - Lynda Hunter

P2 Rep - Mel Denes-Funedda

P3 Rep - Dionne Innes & Sandie Munro

P4 Rep - Faye Wylie

P5 Rep - Eva Ballantine

P6 Rep - Willie Gordon & Linn Glancy

P7 Rep - Emma Park

ASN Rep - Eva Ballantine & Amanda O'Donoghue

WPACC has a Facebook page ([Wallyford Parents and Carers Council](#)) and Facebook groups for each year group.

The nursery group is called [Wallyford Nursery Parents](#).

The year groups all follow the same pattern for their name - [Wallyford Primary \[year group\] \[year\]](#) for example "Wallyford Primary P1 2019" and "Wallyford Primary P4 2019".

We use these pages to share information and news. They are not for making comments about the school or individuals. The minutes of our meetings are put on the school website ([wallyford.edubuzz.org](#)). We try to share the agenda for meetings a week before each meeting.

You can also email us at parentcouncil@wallyford.elcschool.org.uk.

BREAKFAST CLUB and AFTER SCHOOL CLUB

The Breakfast Club and Afterschool Club at Wallyford Primary School is run by Edinburgh and Lothians Out of School Care Network (ELOSCN).

Breakfast Club	Monday-Friday	0730-0850 (P1-P7)
After School Club	Monday-Thursday	1440-1745 (P1-P2) 1515-1745 (P3-P7)
	Friday	1215-1745 (P1-P2) 1225-1745 (P3-P7)

Information around registering for this service, fees and contact details can be found at : <https://www.eloscn.com/> or via their email address: reception@eloscn.com

EMPLOYMENT OF CHILDREN

Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

SUMMARY OF CONTACTS WITH PARENTS

Reference has been made to contacts with parents in several sections of this handbook. I hope it is helpful to summarise below the methods of approach and approximate dates.

The school encourages all parents and carers to sign up to **Google Classrooms** to keep up to date with news and ongoing information for your child(ren)'s class.

- **School Newsletters** are sent home every Thursday by email. Please check your 'spam' or 'junk' email boxes if you don't receive this and also add our email address as a 'safe contact' in your email account.
- **Class letters** may be sent home via email/groupcall or as paper copies at any point in the session and normally relate to specific issues and events. Letters and bulletins may include a return or response slip.

- At the start of each session, the **Curriculum Overview** for the year is shared with parents and carers at our Bring Your Adult to School Evening and is also uploaded to Google Classrooms.
- **Letters to individual parents** will normally be used to support home/school dialogue on a specific matter affecting the progress or well-being of your child. .
- **Report** of each pupil's progress is provided at the end of May and before the final Parent Consultations.

GIFTS & HOSPITALITY

We would like parents and carers to know that, as employees of the Council, teachers must complete an application form for gifts in excess of £20.

There is no requirement for teachers to declare gifts given to them by pupils and their families as token gestures of appreciation. However, some gifts from grateful parents and carers are becoming more elaborate and there have been whole class collections to give teachers larger gifts. At Wallyford we discourage this as it can put pressure on families. Great work is being done across our Learning Community to reduce costs to families and to assist where hardship prevents participation in the curriculum or extracurricular activities. Our team at Wallyford are committed to this agenda and encourage parents and carers to be mindful of this when purchasing collective end of term gifts for teachers. An alternative option would be to donate to the school fund or a local charity.

COMPLIMENTS & COMPLAINTS PROCEDURE

The Headteacher or Depute Head Teachers are available during the school day to discuss any comments, compliments or concerns you may have over your child's progress and well being, or the work of the school. It is not always possible to speak to a member of the Senior Leadership Team immediately. It may be necessary to make an appointment, because of the busy life of a school. Usually parental concerns are resolved in partnership between home and school. East Lothian's education team generally follows these principles and procedures: .

- Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.
- We will keep you informed of your child's progress and we will deal confidentially with any information, which will help us in planning her/his education.
- We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.
- We rely on your support and we welcome your comments on the school.

Stage 1

If you are concerned about a particular aspect of our work, please arrange an appointment to discuss the matter with a member of the senior leadership team as follows:

For Nursery or P1 pupils: Contact Rebecca Vials, DHT
For P2-4 pupils: Contact Trudi Anderson, DHT
For P5-7 pupils: Contact Louise Innes, DHT

Our DHTs will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation. In any event, we will notify you, normally within five working days, of the school's response. It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

Stage 2

If you are dissatisfied with the school's response, please notify the Head Teacher that you wish to pursue the matter further. She will either review the proposed action or notify you of the appropriate Quality Improvement Officer within the Education Authority whom you should contact.

You can contact the named officer by telephone (0131 653 5290), email (feedback@eastlothian.gov.uk) or by letter to John Muir House, Brewery Park, Haddington, East Lothian, EH41 3HA. You can also make a complaint via the online form found here: [Comments, Complaints & Compliments](#).

East Lothian will:

- acknowledge receipt of your complaint within 3 working days
- discuss your complaint with you to understand why you remain dissatisfied and what outcome you are looking for
- give you a full response to the complaint as soon as possible and within 20 working days

East Lothian will tell you if the investigation is going to take longer than 20 working days and will agree a revised date with you.

Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact the Quality Improvement Officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

In all cases, final appeal can be sought through the Chief Executive's office.

Information contained in this Handbook is accurate at the time of compilation, but is subject to changes in rolls, staffing and resources in future.

Mrs Zena Diggle, Head Teacher, August 2025

Appendix 1

John Muir House Handbook April 2025

USEFUL CONTACTS
