

King's Park Primary School

Dalkeith, Midlothian



School Information Handbook 2022/23



King's Park Primary School



King's Park
Primary School

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*"I like how our school talks about kindness."
Primary 5 pupil*



King's Park
Primary School

Welcome Message

Headteacher's Welcome

Welcome to King's Park Primary School. Our school handbook aims to provide you with an overview of school life at King's Park. We hope that you find it a useful guide to the day-to-day organisation of our school as well as an insight into our ethos and values.

We pride ourselves in including all learners within our school and strive to ensure that each and every learner fulfils their unique potential to become successful learners, confident individuals, responsible citizens and effective contributors through placing learners at the centre of everything we do. We recognise the importance of providing high quality teaching and learning experiences, recognising achievement and celebrating success.

Our King's Park community is important to us and we embrace a wide range of opportunities to develop a sense of community within our school. Our partnership with parents and carers is central to ensuring a shared vision, values and aims and is based upon mutual trust and respect. We are supported by our Parent Council and P.T.A to continuously build upon and improve our partnership working.

If you are a new family to King's Park or are considering a move to our school, we hope that this handbook provides you with the key information you will need. Please do not hesitate to contact the school office if you would like any further details or information. We are also happy to show prospective families around our school.

We have an open door policy here at King's Park. Please do not hesitate to come into school should you have any questions, concerns or information to share.

Warm wishes

Laurinda Renton
Head Teacher

Laurinda Renton

"Beautiful traditional building with enormous classrooms and lovely teaching staff."
P5 parent



King's Park
Primary School

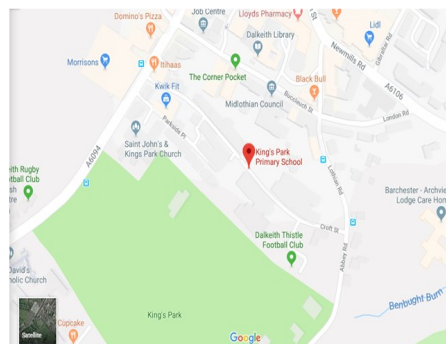
School Introduction

King's Park Primary School is a non-denominational school that was built in 1903 and serves the Dalkeith community. The school is built next to King's Park and the children have access to this for leisure and to enrich their learning opportunities. The school has a roll of 460 children from P1- P7 and 80 part time and 16 full time Nursery places.

Our school consists of two buildings within the grounds. Our Infant building comprises of Nursery-P3 learners, a combined library/ICT suite, a Support for Learning base and a dining hall. Our Senior building comprises of P4-7 learners, our School Office, a gym hall and Nurture Room. We have separate playground areas for P1&2, P3&4 and P5-7. P5-7 classes also have access to the King's Park playing fields to enrich learning.

Our school is part of the Dalkeith Learning Community and most of our P7 learners transition to Dalkeith High School. We have good links with the high school and with the other primary schools in our learning community.

We have highly committed staff who provide high quality teaching and learning experiences, and who contribute to the daily running of the school. We have visiting specialists for PE. Children can participate in woodwind, strings and brass instrumental tuition. There are a variety of opportunities for our learners to take part in after school clubs, including a homework club for P4-7 learners run by our teaching staff.



School Contact Details:

Headteacher: Laurinda Renton

King's Park Primary School

20 Croft Street, Dalkeith, EH22 3BA

Phone: 0131 271 4610

Email: kingspark_ps@midlothian.gov.uk

Communication

We have an App that we use to send out information to parents. You can download the App by searching for ScotEd in your App store and selecting King's Pak from the menu.

You can follow us on Twitter at @KingsParkPS

We also update our school website at www.kingspark.mgfl.net



"King's Park Primary School is a really friendly school in which my child is flourishing both academically and socially."

Primary 3 parent



King's Park
Primary School

School Vision, Values and Aims

Vision

King's Park C.A.R.E.S

We strive to create an environment where all our learners experience and demonstrate...

Creativity

Aspiration

Resilience

Empathy

Success

Values

Our Vision at King's Park Primary School is underpinned by our core set of shared values:

Effort

Happiness

Inclusiveness

Kindness

Respect

Aims

Through our three King's Park Rules, we are committed to:

Ready to Learn

...Creating an environment where all learners are fully engaged in high quality teaching and learning experiences.

...Meeting the needs of every learner through appropriate pace, challenge and effective support.

Be Responsible

...Promoting leadership at all levels where learners are engaged in all aspects of school life.

...Developing a community where everyone demonstrates a responsibility for care towards peers, staff and the property.

Respect for All

...Being a Rights Respecting School where all members of our school community feels included and welcomed.

...Working together to create a caring, safe and trusting environment.

"King's Park is a caring and nurturing environment thanks to the fantastic culture and people—both students and teachers."

Primary 5 parent



King's Park
Primary School

Staffing 2022/23

Headteacher: Mrs Laurinda Renton
Depute Headteacher: Mrs Tracey McCabe
Depute Headteacher: Mrs Zoe Orr
Principal Teachers: Miss Kerrie Goodman

Mrs Amy Kay
Mrs Bianca Nicol

School Administrator: Mrs Pamela Whitehead
Office Support Asst: Mrs Jill Porteous

Mrs Kelly Easton
Mr Martin McCann

School Janitor:

Class Teachers:

P1A: Mrs Fiona Russell
P1B: Miss Abbie McNaughton
P1C: Mrs Laura Flockhart
P2A: Mrs Kirsty Crawford
P2B: Miss Heather Craig
P2C: Miss Shannon Tant
P3A: Mrs Claire Cross
P3B: Mrs Catriona McMillan
P3C: Ms Amber Brown
P4A: Miss Anna Polson
P4B: Mrs Emma Farquhar
P4/5: Miss Laura Flynn
P5A: Mrs Corrie Thomosn/
Mrs Dawn Key
P5B: Mrs Mairi Milne/Mrs
Helena Mann
P6A: Miss Rachel Duff
P6B: Mrs Amy Kay/Miss
Lauren Lyall
P7A: Mr Murray Cross
P7B: Miss Holly Robertson

NQT Cover Teacher: Ms Kirsty Grossart
Support for Learning: Mrs Vicki Dixon
Literacy Support: Mrs Jennifer Walker
Enhanced Class (ASN): Mrs Michelle Stewart
Enhanced Class (IWBS): Miss Trish Currie

Non-Class Contact Time (NCCT) Staff:
Miss Kerrie Goodman
Miss Deanne Turner
Miss Gemma Goodwin

Your child will have two or three sessions per week with our NCCT staff.

Additional Support Needs (ASN) Assistants:

Mrs Jan Gent
Mrs Irene Hunter
Mrs Stacey Igoe
Mrs Azra Imran
Mrs Carol Jessiman
Mrs Jackie Rawsthorne
Mrs Debbie Thomson
Miss Nicola Gordon
Mrs Jude Hawthorn
Mrs Amanda Hunter

Nursery Staff:

Senior Early Years Practitioner (SEYP):
Mrs Lauren Rao
Mrs Cath Paterson

Early Years Practitioner (EYP) and Modern Apprentices (MA):

Mrs Natalie Fenwick
Mrs Kimberley Ferguson
Miss Shannon Harker
Mrs Lynda Morgan
Miss Lara Morris
Miss Catherine Pye
Mrs Carol Stark
Mrs Lorri Sutherland
Miss Kirsty McLean
Miss Kimberly Torrance
Miss Sylwia Szymanska
Miss Thea McDougall
Miss Rhona McDonald

Playground Supervisor: Mr Fathi Kmitcha

"The support around building positive relationships is great!"
Primary 7 parent



King's Park
Primary School

School and Nursery Hours 2022/23

Our school and ELC start and finish times are indicated below.

Timetable for school:

8.55	Children start school day
10.35	Break time starts
10.50	Break time ends
12.00	P1 and P2 Lunch break
12.15	P3 and P4 Lunch break
12.30	P5, P6 and P7 Lunch break
12.45	P1 and P2 Afternoon session begins
13.15	P3—P7 Afternoon session begins
15.20	End of school day*

Timetable for Nursery:

Mon—Thurs:

8.50am—3.20pm

Friday:

8.30am—12.30pm

* Please note that school finishes at 12.30pm on a Friday

Absence or Sickness Procedure

If you feel your child is too unwell to attend school please let the office know by telephone from 8.15 am, leaving a message if necessary. The school routinely contacts families of children who do not arrive at school for registration (8.55am).

If your child is taken ill or has an accident and needs to leave before the end of the day the parent/carer or emergency contact is informed immediately. *It is essential that your child's emergency contact details are kept up to date and parents/carers must ensure that the office have been notified of any changes as soon as they occur.*

If your child requires medication during school hours a form is available from the school office which **must** be completed. **No medication can be given to a child unless prescribed by a doctor/hospital and written instructions and permission has been obtained from parents. We cannot administer medication bought over the counter.**

If your child has an infectious or contagious condition which may lead to others being affected, the school should be notified as soon as possible. Please keep your children off school if this occurs. In the case of vomiting or diarrhoea, parents/carers are advised to keep their child off school for 48 hours from last bout.

If your child has any symptoms of Covid-19 (new continuous cough, temperature or loss of taste/smell) they should stay at home until they feel well enough to return to school.

"King's Park is not just a school but a community full of really good people who work well together to make our school a better place to learn and develop our talents."

Primary 7 pupil



King's Park
Primary School

Teaching and Learning: Curriculum for Excellence

Our Learning, Teaching and Assessment is based on the principles and designs of Curriculum for Excellence.

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Its purpose is often summed up as helping children and young people to become:

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

These are referred to as the four capacities.

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

There are seven broad principles that practitioners take into consideration when planning children's learning:

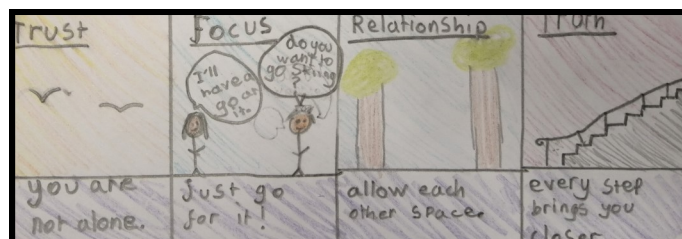
- Challenge and enjoyment
- Breadth
- Progression
- Depth

- Personalisation and choice
- Coherence
- Relevance

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Literacy, numeracy and health and wellbeing are recognised as being particularly important - these areas are seen as being the 'responsibility of all' staff.



"My favourite thing about school is Math but more importantly getting CHALLENGED in Math."

Primary 6 pupil



King's Park
Primary School

Teaching and Learning at King's Park Primary School

Effective learning and teaching in Literacy

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT

The balance between these approaches will vary at different stages and across different areas of the curriculum.

(Literacy and English: Principles and Practice)

The features of effective learning and teaching in Numeracy

Teachers will plan to establish and consolidate children's numeracy skills using imaginative, interactive approaches, so that young people develop a sound understanding of number. Through such approaches they will grow in confidence in recall and use of number bonds and multiplication facts, in their understanding of place-value, and in

the application of mental strategies. Teachers will reinforce these skills continually throughout the education of each child and young person.

A rich and supportive learning environment will support a skilful mix of a variety of approaches, including:

- active learning and planned, purposeful play
- development of problem-solving capabilities
- developing mental agility
- frequently asking children to explain their thinking
- use of relevant contexts and experiences, familiar to children and young people
- using technology in appropriate and effective ways
- understanding the purpose and relevance of the activities
- both collaborative and independent learning
- making frequent links across the curriculum, so that concepts and skills are developed further in different contexts

(Numeracy across Learning: Principles and Practice)



"King's Park is a great school which provides a great education."

Primary 6 pupil



King's Park
Primary School

Teaching and Learning at King's Park Primary School

The main purposes of learning in health and wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and wellbeing across learning: the responsibilities of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust - one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

Each practitioner has a role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methods which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person.

What features are required to effectively promote health and wellbeing?

Effective learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Learning and teaching which:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and builds on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people.
- harnesses the experience and expertise of different professions, including developing enterprise and employability skills.

*"You don't have to be number one
to be successful."*

Primary 6 pupil



King's Park
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Assessment and Reporting at King's Park Primary School

Assessment is a central part of everyday learning and teaching in King's Park. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations and tests. The assessment of children's progress throughout primary school is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a wide range of assessment information including standardised assessments.

Most children are expected to have achieved Early Level by the end of P1, First Level by the end of P4, Second Level by the end of P7 and Third Level by the end of S3.

In August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

Every child in P1, P4 and P7 undertakes national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments are completed online and are automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments are used to help teachers understand how well your child is progressing with his or her learning and to plan next steps.

How will your child's progress be assessed?

Assessment is used at every level to support our pupils' learning. Meeting the learners' needs is our core aim in school and by carefully assessing the attainment and achievements of every child, we are best placed to support and challenge them individually as appropriate. Staff have high expectations for all learners.

Assessment comes in many forms and is used to provide:

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge

- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking of progress

Reporting

Reporting - how will your child's progress be reported?

Teachers keep comprehensive records of assessments which are on-going over the session and these are used to report to parents. Pupil Reports are issued once each year. Pupil Reports make reference to the Curriculum for Excellence levels which a pupil is working within.

In King's Park we actively encourage all parents and carers to become involved in the on-going learning of their child. Parents/Carers will have the opportunity to meet with the class teacher three times each year, on a 1:1 basis, to discuss their child's progress and next steps in learning. Samples of children's work will also be available to view.

Each child has an individual SeeSaw profile which parents/carers can access to track their learning and achievements. Information about this is shared at the Meet the Teacher session.

Regular open mornings and informal opportunities to view your child learning in school are also provided throughout the year.

*"Conscientious of each individual's needs and
unique learning path."
Primary 3 parent*



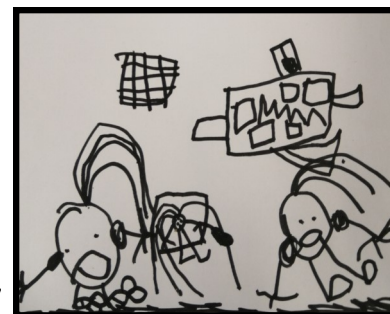
King's Park
Primary School

Support for Pupils: Additional Support Needs

When a child or young person experiences barriers to their learning, for whatever reason, they may have additional support needs (ASN) and can receive appropriate support to overcome these barriers and be successful in their learning.

Some examples of why a child/young person may require extra help with their education are:

- bereavement or family illness
- problems at home
- bullying
- being particularly gifted or able
- an illness, disability or sensory impairment
- having English as an additional language



A child's/young person's needs may last for a short time, and the problem may be resolved easily, or their needs might be very complex, and they may require additional support for a number of years. We work closely with our partner agencies to support children with ASN and their families.

We are committed to working positively with parents, carers, nurseries, and partnership agencies to:

- provide high quality support for children with ASN
- reduce barriers to learning
- maximise achievement

Midlothian Council's educational support services include:

- pre-school support service
- autistic spectrum disorders
- hearing impairment
- English as an additional language
- gypsy travellers
- young children with more complex additional support needs
- social, emotional and behavioural support needs



The Educational Psychology Service (EPS)

EPS has an advisory role within the council, and supports children and young people, their families and their carers, school staff and others working with children and young people.

"...he learned that challenge is good. That's how we learn."

Primary 3 parent



King's Park
Primary School

Support for Pupils: What we do at King's Park

Additional Support for Learning

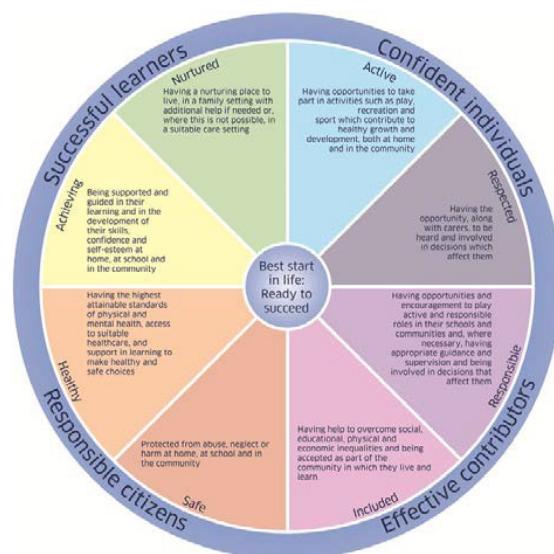
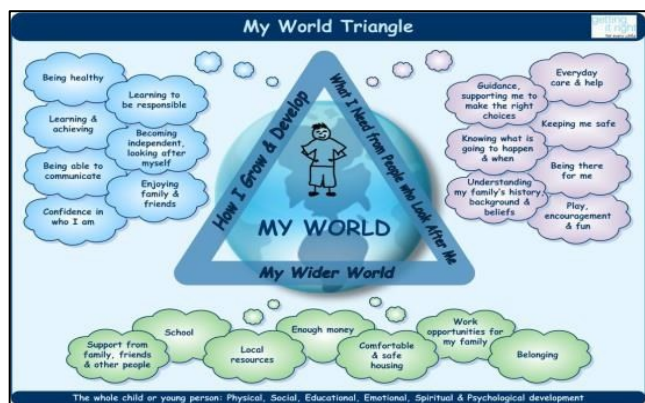
If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. They will then seek advice from our Support for Learning teachers to look at the best way to support your child. We operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised, and appropriate support can be provided.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

Child Planning Meetings

Where appropriate, we may invite you to attend a Child's Planning Meeting, where we can work together to ensure that the correct supports are in place for your child. We will look at your child's strengths, areas of concerns and what strategies have been used. We use the 'My World Triangle' to help capture the views of children in their support plan. The Wellbeing Wheel is also used to ensure that we are following the key principles of Getting it right for every child (GIRFEC).

Getting it right for every child (GIRFEC) is the national approach to reforming children's services to improve outcomes for all children and young people. It overarches all other policies for children, young people and families. GIRFEC is important for everyone who works with children, young people and families, as well as those who work with adults who look after children. It provides the strategic policy framework supporting other key policies and guidance, including Curriculum for Excellence.



*"I love this school because we take care of each other."
Primary 4 pupil*



King's Park
Primary School

School Improvement Plan 2022/23

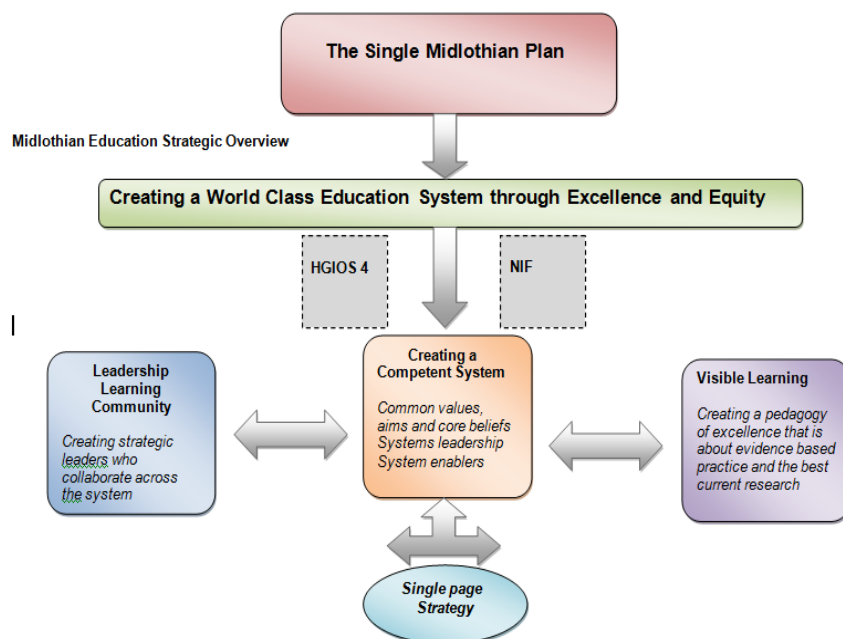
Each academic year we are required to produce a School Improvement Plan, which identifies the main priorities for improvement. The priorities for 2022/23 are:

Improvement Priority 1: Raising Attainment in reading and numeracy

Improvement Priority 2: Equity and Inclusion including Nurture

Improvement Priority 3: Enhancing Learning, Teaching and Assessment using Digital Technologies

These are created in consultation with staff, pupils, parents and other partner agencies. They also link into the Midlothian Plan, which ensures a consistent approach to school planning across the authority.



At the end of each academic year we are required to produce a Standards and Quality report. This reviews our progress for that session and helps to identify our capacity for continuous improvement.

The most recent Standards and Quality Report and School Improvement Plan can be found on our school website at www.kingspark.mgfl.net.

*"It's very charming and I love my teacher.
I love a challenge."*

Primary 4 pupil



King's Park
Primary School

General Information: A-Z

Absence:

If your child is going to be absent from school for any reason you must inform the school by telephone after 8.15am. On returning to school a letter of explanation is still necessary in order to update school records. Telephone calls will be made to ascertain why a child is absent from school. It is vitally important that you contact the school to alert us of your child's absence.

If you need to take your child out of school during the school day please put your request in writing or contact the school office. Please report to the school office when you arrive and your child will be brought to you. Children are not allowed out of school during the day unaccompanied.

Requests for holiday absence in term time should be made to Mrs Renton, detailing the reason. Mrs Renton will respond on behalf of the local Authority. Holiday absences are unauthorised and will appear as such in the register.

Midlothian Council aims to have all Primary School attendance at 96%. We are required to monitor absence rates in school in order to maximise attendance. Each month we review the absence rates across the school. When your child's attendance falls below this figure we may contact you to arrange a meeting to discuss the reasons for absence and to look at what supports we can offer you.

After School Activities:

A range of clubs are held at lunchtime and after school. These are organised by Midlothian Council's Active School's Coordinators. Each club is run by a qualified sports coach. Further information about the range of clubs on offer is available from the school office.

After School Club:

A Breakfast and After School club is held in our school dinner hall. This is operated by Dalkeith After School Club. Further information regarding times and availability of spaces should be sought directly from DASC on 07950852098.

Local Childcare providers such as Happy Days and Pinocchio's also offer a school drop off and pick up service. You should contact these providers directly.

Administering Medication/Medical conditions:

We can only administer medication to your child which has been prescribed to them by a medical professional. If your child has been prescribed medication you should contact the office in order to complete a form which will detail when the medication should be administered. If your child has a medical condition it is important that you inform the school about this to ensure that the correct support is in place. This may involve a meeting with the School Nurse and other medical staff. Healthcare Plans will be drawn up for children who may require emergency care, e.g. for allergies.

Where a child has a condition that may lead to others being affected, for example, a contagious infection, you should notify the school office to ensure the correct procedures are followed.

"I think King's Park is a nurturing school, where children are involved and treated with respect."

Primary 5 parent



King's Park
Primary School

General Information: A-Z

Behaviour Policy:

At King's Park Primary School we aim to create a positive ethos which is safe and nurturing for all. Our behaviour policy has been developed to provide a consistent approach across the whole school community.

Through discussions with staff and guidance from Paul Dix's book 'When Adults Change, Everything Changes' we have developed a Behaviour Blueprint which is built on our school values and meets the needs of all. We seek to build trusting relationships between staff and pupils and celebrate positive examples of good behaviour. The elements within the Blueprint aim to address behaviour in a positive and restorative approach. If you have any concerns around behaviour please contact Mrs McCabe for P1-P3 pupils and Mrs Orr for P4-P7 pupils.

Change of Personal Details:

The school must be notified of a change of address, telephone number or emergency contact number as soon as possible in order to maintain and update school records.

Child Protection:

Midlothian Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils which includes their right to be protected from harm and abuse. In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department or Health colleagues who have a legal duty to investigate further.

Whilst we always endeavour to work in an open manner with parents/carers, 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/carers will be informed is the responsibility of the Police, Social Work and 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 Mrs Renton, who is the school's designated Child Protection Co-ordinator.

If you wish to report a Child Protection concern yourself, please contact Social Work's Children and Families Contact Centre on 0131 271 6674. After hours and weekend calls should be made on 0800 731 6969.

Class Visits:

Throughout the school year class teachers often organise visitors to come to the classroom to share their knowledge and expertise with the children. These visits are extremely valuable and allow the children to speak to and work with many different people from different walks of life. If you have something of interest that you could share with a class please let your child's class teacher know. Visitors always enter the school through the Main Entrance and report to the school office to sign in.

Communication Policy:

We are working hard to ensure that we have a clear communication approach with parents. This includes written communications, information on our school website, School App updates and Twitter posts. Most letters will come in an electronic form through an email system called GroupCall. Copies of these letters will also be sent via the school app.

*"I feel safe and there are lots of caring people
and school includes everybody's ideas."*

Primary 5 pupil



King's Park
Primary School

General Information: A-Z

Complaints Procedure:

We always encourage parents to contact the school in the first instance to share any concerns you may have. If you are concerned about a particular issue, please arrange an appointment to discuss the matter with Mrs Renton. Where appropriate, Mrs Renton may nominate another senior member of staff to act on her behalf.

We will listen carefully to what you have to say to establish clearly the issue of concern and, if appropriate, provide you with any relevant information. In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation.

Whilst we aim to address all concerns raised with the school, we understand that at times you may not be happy with the service provided. In this instance you are entitled to contact the Education Department to pursue this further.

Covid-19:

Any pupil who is exhibiting symptoms of Covid-19 (new continuous cough, high temperature or loss of taste/smell) should isolate and request a PCR test. If this test is negative, they can return to school if they are well enough to do so. Any pupils identified as a Close Contact should follow the advice given by Test and Protect. If your child tests positive for Covid-19 they should self-isolate as per guidance.

Dalkeith High School:

Most pupils in Primary 7 transition to Dalkeith High School for their Secondary education. We aim to have a well planned transition for all pupils, working with the Secondary staff to ensure that all key information is shared.

Dalkeith High School staff organise an information evening for new S1 parents, usually in November. Pupils will participate in two transition days in June. An Enhanced Transition may be offered on an individual basis to children we feel may benefit from this.

Pupils who are attending other local high schools will be encouraged to attend any transition sessions which are organised by them.

Emergency Contact:

It is vitally important that we are able to make contact with parents or other named persons in cases of emergency, illness or school closure. Please make sure that we have up-to-date contact information. Every attempt will be made to contact you by telephone, voicemail or text message. Also, please let us know about changes at home which may have an impact on your child's education and wellbeing.

"The teachers are nice and they make my daughter feel safe."

Primary 2 parent



King's Park
Primary School

General Information: A-Z

Excursions:

During the year your child's class will usually take part in an excursion to further their learning in a particular subject. Coaches are hired from local firms and parents will usually be asked to make a contribution towards the cost. Advance notice of outings will always be given where possible. We make every effort to ensure that children are not excluded from outings on grounds of cost. Parent Helpers are vital to ensure that we have enough adults to support the learners.

First Aid:

Most members of staff are qualified first aiders and emergency first aiders, who will usually administer any necessary general treatment. Every effort will be made to contact parents if we feel an injury warrants it. In the event of a head injury we will make contact to let you know this has occurred.

Free School Meals and Clothing Grant:

Midlothian Council operates a scheme of free school meals and clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably dressed when attending school. Families in receipt of Income-based Job Seekers allowance, Income Support, Employment and Support Allowance, Child Tax Credit (with an annual income less than £16,105), Child Tax Credit and Working Tax Credit (with an annual income less than £6,420) or Support under Part VI of the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family.

Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

All children from P1-P5 are entitled to free School Meals.

Head Lice:

It is essential that all parents/carers regularly check for outbreaks of head lice. We no longer notify individual classes so please help us to reduce the number of infestations by checking your child's hair regularly for lice and their eggs. You should treat it immediately to prevent them spreading.

Health and Safety:

The school conforms to the Health and Safety at Work Act 1974. Fire drills are held regularly, at least once a term, to ensure quick and safe evacuation from the buildings. It is essential that the nursery and school environment is safe. The Head Teacher and all School Staff continually carry out risk assessments for any new or repeated activity.

If any parent/carer notices a hazard; damaged furniture, resources or structure of the building, they must report it as soon as possible to the school office.

"Learn, play and make friends."

Primary 2 pupil



King's Park
Primary School

General Information: A-Z

Lost Property:

Any lost property will be stored in the Lost Property hanging rails at the entrance to the Infant and Senior Buildings. We would ask that all clothing be labelled clearly so that we can help to reduce the high number of clothes that are in these areas. Children are encouraged to keep their belongings safe by using the cloakroom peg or drawer allocated to them.

Mobile Phones:

Pupils need to hand in mobile phones to their teacher on entering the classroom. The teacher will store/lock the mobile phone in his/her desk or filing cabinet. Teachers should return mobile phones at the end of the school day/when children are leaving.

Parents and carers are asked not to use their mobile phone whilst visiting the school or during an open day event.

ParentPay Online Payment System:

ParentPay offers a more convenient way to pay for school meals, milk, trips and much more online. Our aim is to make the school a cashfree environment. You will receive your unique ParentPay Account activation details and full step-by-step instructions on how to log in to the system. If you do not have an account, please ask at the school office for help setting this up.

You will have a secure online account, activated using a unique username and password; you will be prompted to change these, and to keep them safe and secure. If you have more than one child at our school, or children at another ParentPay school, you can create one single account login for all your children regardless of which school they attend.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system. Once you have activated your account you can make online payments straight away. If you have any difficulties in using the system please speak to the office staff who will offer you support.

Parking restrictions:

We are very short of parking spaces around the school. Croft Street should not be used for parking or dropping off children; parking restrictions are in place in this street around pick up and drop off time. Cars should not park in the turning bay or in disabled parking spaces unless permitted. This includes Nursery parents dropping off/picking up their children.

Drivers should take care whilst dropping off pupils at the small car park next to Fairfield House and should not park on any pavement areas. Safety of our pupils travelling to school is paramount and we encourage parents to 'Park and Stride' or walk/cycle where possible using the identified 'Safer Routes to School'.

"Fun and inviting playground for P3."
Primary 3 parent



King's Park
Primary School

General Information: A-Z

Partnership with Parents:

We have recently focused upon further developing effective partnerships with parents, carers and the wider community. We recognise the important role that parents and carers play in their child's learning and development and we offer a range of opportunities for parents and carers to share in their child's learning. If you would like to become a parent helper in school please let the school office know.

Personal Belongings:

Children are asked not to bring personal belongings (i.e. toys, trading cards) into school. These can become a distraction in class and can cause distress if they are lost or damaged.

Photograph Permission:

At the beginning of each session we send home a Photography/Video consent form. This allows us to take photographs of your child and to use them on the school website and other social media platforms. Please be aware that we do not have consent for all of our pupils to be photographed. We therefore ask that you do not take photographs at school events i.e. the Nativity and Church Service and share these on Social Media platforms.

Playground safety:

We encourage all of our pupils to use the playground area safely before, during and after the school day. We would ask that no bikes, scooters or roller skates be used in the playground. Footballs should also not be used in the playground before school. Children are also asked not to climb on any of the walls around the playground. Please support us by ensuring your child follows these rules before and after school.

Dogs should not be brought into the school playground.

PTA/PTC:

We have an active Parent Council whose role is to support the school in developing policy and promoting positive partnerships. We have an enterprising P.T.A. who organise social and fundraising events to support the school in achieving improvement.

These groups have a Facebook Page and are always keen to welcome new parents and carers to their meetings.

Pupil Voice:

We recognise the importance of pupil voice and have recently established Our Pupils Are Leaders (OPAL) groups where all learners are active participants in decision making and have the opportunity to express their views and have their opinions taken into account on aspects of school life that directly affect them. OPAL groups enable learners to be actively involved in self-evaluation and school improvement.

"The teachers teach you how to read."
Primary 2 pupil



King's Park
Primary School

General Information: A-Z

Residential Trips:

We have recently been able to resume Residential Trips for our P7 pupils. An information evening will be organised to share key details with parents and carers.. The residential camp for this year's P7 pupils will be held at Ford Castle, Northumberland.

School Closures:

In the event of adverse weather conditions or events that may affect the operational procedures of the school or the safety of our pupils and staff, we will ensure that we:

- keep the school open whenever possible
- maintain effective communications with all involved
- minimise disruption to children's learning

In the event of **severe** weather conditions or any event that may affect the everyday running of the school, we adhere to the advice from Midlothian Council. Following an assessment of the situation, and after consultation with appropriate staff in Midlothian Council, a decision will be made on whether or not to close the school.

If the school is closed we will ensure that Remote Learning activities are uploaded for each class on Seesaw.

School Meals:

At King's Park, we encourage Healthy Eating. Midlothian Council is committed to encouraging children to make informed healthy eating choices through its 'Healthy Eaters' initiative. In a partnership of school staff, children, parents, the Education Authority and Midlothian Catering Services, we aim 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.

Midlothian Council's school meals service provides meals for all primary and high schools in the Midlothian area. The service provides in excess of 1 million meals per year. The service aims to provide meals that are tasty, popular with the pupils and meet the Scottish Government's nutritional target.

Free meals are provided for all P1-P5 pupils, which includes a hot meal or a sandwich option along with a piece of fruit and water/milk.

"Lovely community feel. Primary 1/overall experience far exceeded my expectations!"
Primary 2 parent



King's Park
Primary School

General Information: A-Z

School Uniform:

Our dress code forms an important part of the ethos of the school, encouraging a clear sense of identity and belonging. We believe that pupils arriving at school following the dress code demonstrate a readiness for the learning day. We appreciate the support of all parents in the matter of promoting our dress code.

Our dress code consists of:

- School tie
- White shirt or blouse
- School T-shirt or polo shirt
- Navy pullover or school sweatshirt (A separate Primary 7 sweatshirt is available to senior pupils)
- Black or grey trousers or skirt
- Black school shoes
- For PE lessons, pupils are required to wear shorts, polo shirts or T-shirts and gym shoes.

For the purposes of avoiding conflict, football team logos on sports clothing is not permitted at school. Newly pierced ears with studs etc must be covered with tape during PE lessons to minimise the risk of injury.

Snacks:

Children can bring in one small snack which they will eat during their morning break. We encourage our children to make healthy choices and would ask that you support this by providing a healthy snack. Please note that we aim to be a nut free school and we would ask that you follow this guidance when selecting snacks for your child.

Staff Gifts:

All school staff appreciate the kind words and messages received from parents at the end of each school year. We are aware that we are looking to reduce the Cost of the School day, and wish to reiterate that there is no expectation for parents to purchase gifts for staff.

Water bottles:

Children are encouraged to drink water throughout the school day. Water bottles should be clearly labelled and refilled at home each morning. Diluting or fizzy juice is not allowed as an alternative to water.

Wet/Inclement Weather:

In the event of wet/inclement weather we would appreciate if children come to school as near to their start time as possible. Children will be able to go into their building early when it is heavy rain or snow. We would also ask that children dress appropriately with a warm jacket, hats, gloves and a scarf (as appropriate), as well as suitable footwear.

"I like when we are in Primary 5. We are treated like bigger kids with responsibility."
Primary 5 pupil



King's Park
Primary School

Transitions and Enrolment

Nursery Transition to Primary 1

Many parents/carers can be anxious about the move from Nursery to Primary 1 and all Early Years staff work together to ensure that this transition is as smooth as possible. Transition sessions usually take place in June, which allows all new Primary 1 pupils an opportunity to work alongside current Primary 1 pupils.

Children transferring from local nurseries have opportunities to visit the school and meet their teacher before they start school. School staff will visit each nursery to liaise with nursery staff to ensure they can support the transition into Primary.

P1 Enrolment

The Local Authority contacts parents of children due to start Primary 1, who live in the catchment area, in November. You will be invited into school to meet some of the Senior Leadership Team, have a tour of the school and to complete the required paperwork. Parents/carers who wish to enrol their child in a school which is not their catchment area school must first enrol in their own catchment area school and make a placing request for the school they would like their child to attend.

A "Placing Request" form is available from all primary schools. Parents/carers are informed by the Education Department whether their request has been granted.

High School Transition

The High School to which pupils normally transfer to is:

Dalkeith High School

2 Cousland Rd

Dalkeith

EH22 2PS

Tel: 0131 654 4701

Pupils transfer to High School at the end of P7. Parents/carers are notified of their catchment Secondary school by Midlothian Council during December of their P7 year. To ease transfer, P7 have pupils have opportunities to mix with other local schools at various activities throughout the year. High School staff visit P7 pupils and teachers prior to transfer. School camp is a good opportunity for children to meet children from other schools and forge friendships in preparation for the move.

Pupils requiring extra support may be able to take part in an enhanced transition to ensure they feel comfortable with the move. Each child's needs are assessed on an individual basis. Meetings take place between P7 teachers and high school staff to ensure that the move is as smooth as possible.

Parents/carers will be invited to attend open evenings at the high school to receive more information and have the opportunity to ask questions.

All Transitions have taken place remotely during the Covid-19 Pandemic.

"I like King's Park because it's fun, friendly and great for learning."

Primary 5 pupil



King's Park
Primary School

Transferring Educational Data about Pupils

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

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

What pupil data is collected and transferred?

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

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

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

*"King's Park has lots of opportunities for
everyone from sport to music."*

Primary 6 pupil



King's Park
Primary School

Transferring Educational Data about Pupils

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Concerns

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



King's Park
Primary School

School Term Dates and Holidays 2022/23

Term end / midterm break up dates are last day in school before holiday starts.

Autumn

- Term starts: Wednesday 17 August 2022
- Autumn holiday: Friday 16 September to Monday 19 September 2022 inclusive
- Midterm:
 - All break: Friday 14 October 2022
 - Pupils resume: Tuesday 25 October 2022
- Term ends: Tuesday 20 December 2022

Spring

- Term starts: Thursday 5 January 2023
- Midterm:
 - All break: Friday 10 February 2023
 - All resume: Monday 20 February 2023
- Term ends: Friday 31 March 2023

Summer

- Term starts: Monday 17 April 2023
- May Day: Monday 1 May 2023
- Victoria Day: Monday 22 May 2023
- Term ends: Wednesday 28 June 2023

Staff development/non-pupil days

- Monday 15, Tuesday 16 August 2022
- Monday 24 October 2022
- Wednesday 4 January 2023
- Monday 22 May 2023

Schools set their own start and finish times. To find out what time the school day finishes on the last day of term, contact your school.



King's Park Primary School

School Contact Details:

Headteacher: Laurinda Renton

King's Park Primary School

20 Croft Street, Dalkeith, EH22 3BA

Phone: 0131 271 4610

Email: kingspark_ps@midlothian.gov.uk

The information in this school handbook is considered to be correct at the time of publication (August 2022).