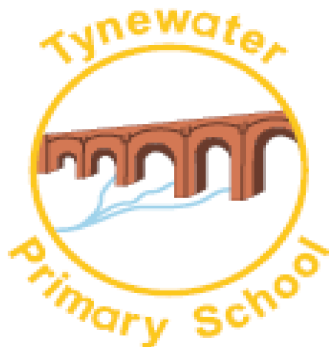


Midlothian
Council



a thinking, caring,
learning community

A to Z of Information for Parents / Carers of Early Years Pupils

Tynewater Primary School
32 Crichton Road, PATHHEAD,
Midlothian EH37 5RA

website: <http://tynewater.mgfl.net/>

Telephone 0131 271 4710

email: tynewater.ps@midlothian.gov.uk

Head Teacher and Manager

Mr Douglas Lawson

Senior Early Years Practitioner

Ms Emma Beattie

Early Years Practitioner

Ms Mhairi Cook

Modern Apprentice

Mr Gary Bowman

Administrative Assistant

Mrs Louise Munro

08.15 to 16.00 Monday

11.15 to 16.00 Tuesday

08.15 to 16.00 Wednesday

11.15 to 16.00 Thursday

08.15 to 13.00 Friday

Office Assistant 08.30 to 12.00 (Mon - Frid incl)

Mrs Teresa Anderson

Times for Nursery Pupils

| Times: | Full-time | | |
|-------------------|------------------|--------------|-------------|
| Day | Start | End | Min |
| Monday | 08.40 | 15.15 | 395 |
| Tuesday | 08.40 | 15.15 | 395 |
| Wednesday | 08.40 | 15.15 | 395 |
| Thursday | 08.40 | 15.15 | 395 |
| Friday | 08.40 | 12.20 | 220 |
| Total Time | | | 1800 |

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| Permission for photographs and video recordings | Getting It Right For Every Child (GIRFEC) / Wellbeing |
| Play and Golden Rules | |

Our Nursery Aims

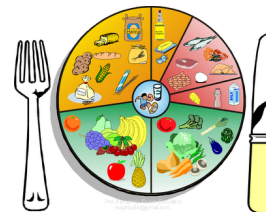
Tynewater Primary School
a thinking, caring, learning community

We believe that each of us can confidently:

Be happy, imaginative and creative



Make healthy choices
to take care of ourselves,
others, and our environment



Seek new learning opportunities
to enhance and develop our
skills



Explore, be part of
and build up our community



Introduction by the Head Teacher, Douglas Lawson, on behalf of the whole Staff Team

We trust that everyone will embrace and live out our School Aims to help all our pupils be the most capable learners they possibly can be.

We look forward to working with you each day to support your child(-ren)'s learning and development as much as possible in our safe, comfortable and stimulating learning environments, and learning visits outwith our school.

At Tynewater Primary School we help children to learn and develop from three years old to twelve years old and beyond; we cannot do this without your support. We want to get to know you even before you apply for your child's nursery place on their second birthday. Ms Davie (our Senior Childcare Development Worker) runs a 60-minutes session each week for parents/carers and their 2 year old child(-ren) – sometimes younger. Please speak with Ms Davie or enquire at our School Office.

We are a *Rights' Respecting School* and recognize that all rights inevitably involve individual and collective responsibilities.

Our efforts as an *Eco School* to promote sustainable living involve everyone.

What kind of school do we want Tynewater Primary School to be? What kind of school do we want Tynewater Primary School to be known as, or for? Our school, Tynewater Primary School, is what each one of us makes it to be.

Children model themselves on those around them – staff, parents / carers, people in our community, and other children. A simple fundamental of our school life is **to think before we speak or do anything**, asking ourselves: “Is it . . . true? helpful? inspiring? (Does it build up someone?) needed? kind?”

Everyone has much to contribute to give the children of Tynewater Primary School the best possible learning opportunities as they journey through their learning from 2 years old to 12 years old and beyond.

Please speak with me or a member of staff, if you have any concerns, questions, feedback or suggestions, or simply need to talk through something. If you have an idea, we are always happy to hear from you. Our school welcomes your approach to speak with you about any matter relating to your child (-ren) or our school as we work with you each day to support your child(-ren)'s learning as much as possible.

With best wishes, Douglas Lawson *Head Teacher*

Your Contact Details



It is vital that our School Office has up-to-date information – on how to contact you or your agreed contact – the address and telephone number of an emergency contact – should there be an emergency and to whom your child can be sent if he/she becomes ill in the nursery. If this is not possible a child's parent would be contacted at work if the situation is considered serious. Please give this information – clearly written – to the School Office.


In the event of an emergency or early closure of the Nursery or the whole School, you will be sent a text by the School Office.

Attendance



If your child is not attending his/her nursery class on a particular day, please telephone 0131 271 4710 before 8.30 am and leave a message with Mrs Anderson (Office Assistant) or Mrs Munro (Administrative Assistant), or on the School Office answering machine, to be passed to Nursery Staff.

Please phone the school if your child is likely to be absent for a few days.

| | |
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| | <p>Nursery Staff need to know in advance if there is a change to who normally collects your child.</p> <p>Please collect your child at the appropriate time. If you are 'running late', please phone the School Office.</p> |
| <p>Entering our Nursery</p>  | <p>The Nursery entrance has a sign 'Nursery' above the door. There is a press buzzer entry system to the left of the door. Please only use the buzzer if you are collecting your child early from a pre arranged time.</p> <p>As parents are not allowed inside the nursery at present, at drop off times a member of staff will be outside the nursery door to welcome your child and take them inside into the nursery and will tick the attendance chart.</p> |
| <p>Going home</p> | <p>As parents are not allowed inside the building at present, a member of nursery staff will wait outside the nursery so that you can collect your child.</p> |

**from our
Nursery**



When collecting your child a member of staff will mark a line through the tick to make a cross on **the Children's Attendance Chart.**

Nursery staff should share a few words about how your child was during any session. Please take the opportunity to have a short chat.

**Safe
Driving
and
Parking**

Accidents and injuries are caused; they don't just happen

Could you please ensure that you park your car safely and considerately? Please note that the school entrance and car park are continually recorded on video cameras.

Please respect the 20 miles per hour speed-bumps along Crichton Road and patiently giving way to oncoming traffic.

At the lay-by nearest the playground gate, please give priority to the mini-buses that transport a significant number of children to and from our school.

Please do not block parked cars and leave your car – members of staff may need to leave school promptly at 3.30 pm for an appointment in another school / elsewhere.

Please ensure that the disabled spaces are available for those who need to use them.

Please ensure that your child(-ren) do not run out of the school playground and go straight across the road /

| | |
|--|---|
| | <p>car park to parents waiting in cars, just as other parents are speeding off. – An accident waiting to happen!</p> |
| <p>Healthy Eating / Eatwell</p> | <div data-bbox="491 584 694 734" data-label="Image"> </div> <p>On our School Website in 'Information for Parents', you will find 'an Eatwell Guide – Helping you [and your child] to eat a healthy, balanced diet' published by Food Standards Scotland and issued to Parents and Pupils on 16/3/2016.</p> |
| <p>Snack</p> | <p>All Nursery Staff have been trained in food hygiene; this is updated every three years.</p> <p>Please let us know in writing if your child has any special dietary requirements eg: vegetarian, allergies, and so on.</p> <p>Children are involved in the choosing and preparation of snack wherever possible. As a health promoting school, snack always offers the children healthy choices based on the document 'Nutritional Guidance in the Early Years' published by the Scottish Government. Information about what children will be offered for snack in any given week is displayed in the Nursery foyer for parents to see.</p> <p>Snack is not mandatory. If a parent does not wish their child to have snack then he/she simply needs to let the Nursery staff know in writing. We ask that parents / carers do not send their children with alternatives to the snack that is provided.</p> <p>Milk / Water At Snack time and Lunch time, only milk or water is provided.</p> <p>Pupils can bring water as an alternative to milk, but no forms of juice are allowed.</p> |

| | |
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| Lunch | <p>Children are encouraged to wash their hands, dry their hands, find their name, put their name card away, select milk or water and help themselves to snack. They are then encouraged to tidy up and leave the space ready for the next person. This area can be a friendly relaxed area where children feel happy to chat to each other.</p> <p>Children will be provided with a lunch Monday to Thursday inclusive. They can choose a hot lunch or a sandwich, there will also be salde available with each lunch. The children will be given fresh fruit daily and a dessert.</p> |
| Realising the Ambition: Being Me | <p>Education Scotland published the new guidance, Realising the Ambition: Being Me (2020), it reflects the original principles and philosophy of Building the Ambition and complements the current policy direction of Early Learning and Childcare (ELC). Changes to the Children and Young People (Scotland) Act 2014, have resulted in our youngest children being at the heart of significant new developments. To support the expansion in hours, Building the Ambition was refreshed. This document provides up to date advice for everyone working with babies, toddlers and young children in all areas of early learning and childcare and in early primary school.</p> <p>This refreshed early years national practice guidance for Scotland presents key information about the characteristics of child development based on research and evidence. It explores the range of interactions, experiences and spaces we need to provide for babies and young children to help them learn and grow best from their earliest days through to being a young child in early primary school. It also provides support for putting theory into practice by offering case studies and</p> |

reflective questions to provoke discussion and to help support improvement.

Realising the Ambition: Being Me, describes what is good practice in creating caring and nurturing early years settings that allow wellbeing, communication, curiosity, inquiry and creativity to flourish. It increases expectations of high quality early learning and childcare, but still provides the necessary support for all who work in the early years' sector and beyond.

Nursery staff's daily practice is based on this guidance document to allow for the children to have the best possible start to their early education.

Realising the Ambition: Being Me acts as national practice guidance to support practitioners in providing high quality early learning and childcare. It provides support for putting theory into practice, helps support improvements, supports practitioners in delivering what young children need most, and how we can most effectively deliver this to give children the best start.

The term ELC was introduced in the Children and Young People (Scotland) Act 2014. Early learning and childcare is defined as service, consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting.

Early Learning and Childcare: Statutory Guidance
'Early learning and childcare' covers everything that a child experiences at their early learning and childcare setting. It is intended to emphasize that:

- the care and education of very young children are not two separate things but should be 'indivisible and seamless'

| | |
|---|---|
| | <ul style="list-style-type: none"> • learning is continuous and starts from birth. |
| | |
| <p>Curriculum for Excellence (CfE)</p> <p>the Curriculum 3 to 18</p> <p>Bringing learning to life and life to learning</p> | <p>Curriculum for Excellence is practised across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.</p> <p>Through Curriculum for Excellence, every child and young person is entitled to:</p> <ul style="list-style-type: none"> ● experience a curriculum which is coherent from 3-18 ● develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing ● personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide ● experience a broad general education up to the end of Secondary 3 (S3) ● experience a senior phase where he/she can continue to develop the four capacities and also obtain qualifications (S4 to S6) and ages 16-18 out of school ● support in moving into a positive destination (post 16) |

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

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

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

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

We use different ways of **assessing progress** and ensuring children achieve their potential.

We provide personal **support** to help children fulfil their potential and make the most of their opportunities

with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

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

Curriculum for Excellence provides a coherent, flexible and enriched curriculum to children and young people from 3 to 18. It aims to ensure that all children and young people develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities, helping them to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school

● Opportunities for personal achievement

Pupils will experience learning mostly through interdisciplinary learning:

- Expressive Arts
- Health and Wellbeing
- Literacy and Language including Modern Languages. All pupils at Tynewater Primary School, from Nursery to Primary 7, learn French language
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Literacy, Numeracy and Health and Wellbeing are taught across all learning as well as being recognised in their own right. Each curriculum area contributes to the four capacities.

Interdisciplinary learning

This ensures the curriculum includes space for learning beyond subject boundaries.

Ethos and life of the school

This promotes a positive ethos and climate of respect and trust based upon shared values across the school community, as a starting point for learning.

Opportunities for personal achievement

This recognises that pupils need opportunities for

achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. Added to this, because children learn through all of their experiences – in the family and community, pre-school centre, nursery and school – the curriculum aims to recognise and complement the contributions that these experiences can make.

Parents can find out more at:

<https://education.gov.scot/parentzone/>

Active Learning

In Scotland, as in many countries throughout the world, active learning is seen as an appropriate way for children and young people to develop vital skills and knowledge and a positive attitude to learning. Active learning is central to all stages of *Curriculum for Excellence*:

- spontaneous play
- planned and purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

Active learning is defined as learning where the learner is responsible for starting, planning or managing what they do, therefore, all of these approaches are relevant at every stage. In this way, active learning can include:

- designing experiments
- testing hypotheses
- presenting information and ideas
- carrying out investigations
- undertaking creative work in art and design, music, dance, or
- any activity where learners are given greater independence and control over what they do and how they learn.

Active learning also applies to learning where teaching staff are responsible for starting, planning and managing what the learner does in a way that involves the learner actively, for example:

- through engaging the learner in dialogue
- asking questions
- posing problems
- setting stimulating tasks
- encouraging investigations, and
- through co-operative learning approaches.

Learner engagement is at the heart of *Curriculum for Excellence*. Its purpose is to ensure that children can learn effectively and cope with new and changing situations. Learner engagement needs to involve regular opportunities to acquire and rehearse the skills that only come from learning actively.

One of the key aspects of developing *Curriculum for Excellence* is learning that goes beyond the acquisition of factual knowledge and embracing understanding and the application of knowledge. This is what is implied in the curriculum design principle 'depth'.

Deep learning involves an active process whereby the learner makes sense of his / her experiences. Creating meaning in this way is central to active learning. Young children are usually adept at developing an understanding of their world in this way. However, there is nothing about the concept of active learning that is specific to early years. On the contrary, it is fundamental to successful learning at any age.

Deep learning involves constructing meaning or making sense of what is being learnt. Active learning always involves conscious acts of thinking; *meaning-making processes* take place in the mind of the learner. Teaching staff are responsible for providing learners with:

- environments that are conducive to active learning
- powerful and motivating experiences
- diagnoses of difficulties, and
- encouragement and support.

It is the learner who ultimately needs to take ownership of the learning process and engage in acts of creating meaning. All of this has profound

implications for the roles of teaching staff in observing, recording progress and planning for active learning / teaching.

Teaching staff are responsible for creating the contexts and conditions for effective active learning for all learners at any given stage by:

- Ensuring continuity of experience, learning and curriculum between stages within the school and across curriculum areas and activities.
- Using assessment to plan progression in learning.
- Identifying, and taking account of, learning that has taken place outside school and in other areas within the school.
- Providing an environment and ethos that encourages learners to have a positive sense of self, and of others, and to respect diversity.
- Supporting learners in building relationships, acting appropriately within these and adapting to new environments and situations.
- Planning an environment and climate where learners feel safe and confident to tackle new challenges and take risks, and where trial and error are viewed as a normal part of the learning process. (Responding to 'Learning Points')
- Deciding what mix or combination of activities is appropriate to meet the children's stage of development and learning.
- Ensure that, where necessary, in consultation with the Head Teacher, learners receive appropriate help from external services and partner agencies.
- Integrating opportunities for learning through the Internet and other forms of Learning Technologies, encouraging research-based approaches.
- Providing opportunities for learners to apply learning in 'real life' situations.

- Providing *breadth, depth and application* (Building the Curriculum 5) through learning in a range of styles and contexts and therefore a mixed approach in teaching methodology at all stages.

At Tynewater Primary School, teaching staff aim to consistently model and support active learning and enquiry by:

- Making clear to children that staff and parents/carers are also learners, working together with pupils to find answers and solutions.
- Ensuring that learners can reflect on their learning and are aware of the concepts, skills and understanding that they have acquired so that they can use them in different contexts.
- Encouraging learners to work co-operatively.
- Involving learners in planning their learning.
- Giving learners opportunities to raise questions and prompt enquiries.

Tynewater Primary School teaching staff make use of various strategies to promote active learning, summarised in general terms as follows:

- *Learning often takes place best in authentic real-world settings rather than in the abstract setting of the classroom.*
- *Learning involves moving progressively from concrete examples to the use of symbolic representations.*
- *Practical experience gives a secure basis for subsequent theory.*
- *A task that is beyond – but only slightly beyond – the learner’s current capability offers a fruitful opportunity for ensuring progress.*
- *Learners need opportunities to both ask and answer questions.*
- *Learners benefit from sharing and ‘performing’ their understandings.*
- *There is an important social dimension to learning. Discussion and small group work have tremendous value.*

- *Open-ended questions provoke thought and reflection more powerfully than questions with simple factual answers.*
- *Time needs to be devoted to reflection and meta-cognition: thinking and talking about the process of learning. Dialogue and interaction are powerful means of promoting learning.*
- *Opportunities need to be given to discuss with the learners the nature of their own thinking.*
- *Teaching is a particularly powerful learning experience. Learners benefit from the opportunity to teach each other.*
- *Challenge is essential but the experience of success is highly motivating.*
- *What kinds of learning environments do teachers provide their learners:*
 - *Organising their classroom and atrium space to promote active learning?*
 - *Organising access to resources for learners – to encourage enquiry, creative thinking and doing?*
 - *Giving opportunities to learners to learn outside the classroom?*

A child has achieved a particular level in their learning when staff have significant evidence that he / she:

- has achieved a breadth of learning across all the experiences and outcomes for the level, including any significant aspects of the curriculum area;
- has responded consistently well to the level of challenge set out in these experiences and outcomes;
- has moved forward to more challenging learning in some aspects, and

- has applied what he / she has learned in new and unfamiliar situations.

Early Years Level: generally by the end of Primary 1

First Level: generally by the end of Primary 4

Second Level: generally by the end of Primary 7

Third Level: generally by the end of Secondary 3

**The purpose of our Curriculum 3 to 18 – the four capacities
To enable ALL learners to be:**

Successful learners with

- *enthusiasm and motivation for learning*
 - *determination to reach high standards of achievement*
 - *openness to new thinking and ideas*
- and able to**
- *use literacy, communication and numeracy skills*
 - *use technology for learning*
 - *think creatively and independently*
 - *learn independently and as part of a group*
 - *make reasoned evaluations*
 - *link and apply different kinds of learning in new situations*

Responsible citizens with

- *respect for others*
 - *commitment to participate responsibly in political, economic, social and cultural life*
- and able to**
- *develop knowledge and understanding of the world and Scotland's place in it*
 - *understand different beliefs and cultures*
 - *make informed choices and decisions*
 - *evaluate environmental, scientific and technological issues*
 - *develop informed, ethical views of complex issues*



Effective contributors with

- *an enterprising attitude*
 - *resilience*
 - *self-reliance*
- and able to**
- *communicate in different ways and in different settings*
 - *work in partnerships and in teams*
 - *take the initiative and lead*
 - *apply critical thinking in new contexts*
 - *create and develop*
 - *solve problems*

Confident individuals with

- *self respect*
 - *a sense of physical, mental and social wellbeing*
 - *secure values and beliefs*
- and able to**
- *relate to others and manage themselves*
 - *pursue a healthy and active lifestyle*
 - *be self aware*
 - *develop and communicate my own beliefs and view of the world*
 - *live as independently as they can*
 - *assess risk and take informed decisions*
 - *achieve success in different areas of activity*

A to Z Information

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| <p>Additional Support Needs (ASN)</p> | <p>If you are concerned about any aspect of your child's development, please speak with one of the Nursery Staff or the Head Teacher. Likewise, if Ms Beattie, Senior Childcare Development Worker is concerned about anything, she will have a chat with you. Everything remains confidential.</p> <p>In consultation with parents and only with parents' signed agreement, the Senior Childcare Development Worker via the Head Teacher can refer a pupil's needs for additional support, for example Speech and Language Therapy. Nothing would be done without parents/carers being involved.</p> |
| <p>Annual Standards and Quality Report</p>  | <p>In August the school produces and publishes a Standards and Quality Report about our performance as a school which includes details of :</p> <ul style="list-style-type: none"> ● attainment in standardised assessments and other assessments ● achievements ● feedback from pupils ● feedback from parents <p>This report is issued to each family in paper form and published on our website.</p> <p>From August 2020 the nursery will produce a Standards and Quality report which relates specifically to nursery.</p> |
| <p>Annual Improvement Plan</p>  | <p>From August 2020, following consultation with our Parent Council; Pupil Council; Pupil Voice-Leadership Groups; partner agencies, and staff, staff produce and publish a Nursery Improvement Plan. This plan is issued to each family in paper form and published on our website.</p> |
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Anti-bullying Policy

Tynewater Primary School is committed to providing a safe and supportive learning environment for all pupils. Bullying behaviour of any kind is unacceptable; unfortunately, it can be present wherever human beings, of any age, live or work together. Studies have shown that incidents of bullying in schools are significantly reduced where:

- All members of the school community – staff, parents / carers and pupils are aware of their individual responsibilities in maintaining a safe school.
- There are well-focused school wide interventions.
- The issue of bullying is brought into the open and the school gives a clear unambiguous lead on how to deal with the behaviour.
- Staff act consistently and respond quickly to any case of bullying.
- Parents / carers are encouraged to work in partnership with the school to reduce the incidents of bullying,
- Children gain the confidence to 'tell', in the knowledge that the resulting actions will not be aimed at antagonising the bullies, but at changing their behaviour

Maintaining a safe environment for pupils, staff and parents/carers is a key aim of all Midlothian staff. As in any school, Tynewater Primary School staff continually review their strategies for eradicating incidents of bullying and have a whole-school focus each November.

Our school anti-bullying policy has a high profile to raise the school community's awareness of how we all have a part to play in effectively dealing with bullying. A consistent and effective approach to bullying will have a positive effect on:

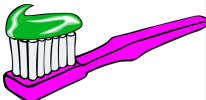

- Providing a safer environment for young people
- Promoting positive behaviour
- Increasing self esteem and motivation
- Improving attendance

- Raising attainment across the curriculum

Our complete anti-bullying policy is available on our school website under **Information for Parents**.

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| Assemblies | Our Nursery classes are very much part of our School, but unfortunately due to Covid-19 we are unable to have a large gathering of children to take part in assemblies. This will be reviewed over time. |
| Assessment and tracking pupils' progress | Staff and children themselves continually use a number of ways to gather a wide range of evidence about how your child is progressing in their learning. This information is used to inform decisions – made by your child in discussions with staff - about the various next steps needed in your child's learning. |
| Assessment is for learning | Please see a separate document Assessment is for learning in Information for Parents on our school website. |
| Baking and cooking | Opportunities for baking activities will constantly be reviewed as new guidance is produced. |
| Big Bedtime Read | <p>The Early Years are invited to take part in The Big Bed Time Read. The children will be given between 4- to 7 books home each week to enjoy whilst spending quality time with a significant adult.</p> <p>Research has shown that by reading to your child at least three times a week has a positive effect on their literacy skills and encourages a love of reading.</p> |

| | |
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| | <p>Due to the current situation with Covid-19, we will not be sending the Big Bed Time Read bags home but will continue to read stories within our setting.</p> |
| <p>Care Inspectorate</p> | <p>If after consulting Mr Lawson, Head Teacher, or Midlothian Council, you continue to be concerned about any aspect of the life and work of our nursery provision at Tynewater Primary School, you can contact Ms Linda Smith, Care Inspectorate Officer, Care Inspectorate, South East Region, Stuart House, Station Road, Eskmills, Musselburgh EH21 7PB; telephone 0131 653 4100.</p> |
| <p>Child Protection</p> | <p>All Staff undertake a Child Protection training update every two years.</p> <p>Midlothian Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils 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 Edinburgh, Lothian and Borders Child Protection Inter-Agency's Child Protection Procedures (2012) which are used by all Midlothian schools and our partner agencies.</p> <p>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 and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents / 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</p> |

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| | <p>decision as to when and how parents / guardians 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.</p> <p>Should you wish to discuss this or any associated matter further, please contact the Head Teacher who is the school's designated Child Protection Co-ordinator.</p> |
| <p>Cleaning teeth</p>  | <p>Due to Covid19 we will not clean the children`s teeth after snack. This will be reviewed over time.</p> |
| <p>Clothing</p>  <p>Outdoor learning</p> | <p>Our school sweatshirt and polo-shirt can be ordered online (see School website) or from the School Office at any time of the year. Parent volunteers through our Parent Council organise opportunities for school garments to be resold / exchanged.</p> <p>As you know, children benefit from wearing easy fitting clothes to help them when going to the toilet. Elasticised waist clothes and velcro-strap footwear help children to be independent.</p> <p>Indoor footwear should be left in your child's storage box in the Reception Area. These should be suitable to wear in the Nursery classroom, gym hall, expressive arts room, school library and school corridors.</p> <p>Children benefit immensely from learning outdoors as much as possible and the school has superb, safe grounds.</p> <p>Our Nursery has a set waterproof 'overalls'. Given we want to take advantage of being able to learn outside, it is always helpful if children come to nursery in clothing that</p> |



you do not mind getting dirty as we encourage the children to help to grow our own vegetables, investigate in the mud kitchen and explore our outdoor environment in all weathers. The children also will be going out walks weekly in the local area.

Community Involvement

One of our four School Aims is ‘to explore, be involved in and build up our community’. We are continually looking for new opportunities. Please speak with the Head Teacher if you have an idea.

Complaints Procedures

Parents/carers, nursery classes 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 his/her 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.

If you are concerned about a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on his/her behalf.

The Head Teacher 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, the Head Teacher will notify you, normally in 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.

If you are dissatisfied with the school's response, please notify the Head Teacher that you wish to pursue the matter further.

He/she will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact. (See **Useful Contacts**)

Contact the named officer by telephone or by letter at Education Division head quarters. The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.




Nearly all matters of concerns are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage two; 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.

If you continue to be concerned about any aspect of the life and work of our nursery provision at Tynewater Primary School, you can contact Ms Linda Smith, Care Inspectorate Officer, Care Inspectorate, South East Region, Stuart House, Station Road, Eskmills, Musselburgh EH21 7PB; telephone 0131 653 4100.

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| Consulting children | Children are consulted in the Early Years on a daily basis. In addition two children represent our Early Years at our Early Years to P7 Pupil Council held twice a term. |
| Dates / Diary Information | Diary Information for the whole school is emailed as an attachment to Information for Parents/Carers at the beginning of each term; this information is placed on our |

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| | <p>school website; it is also given to families in paper form if they have indicated to receive it in this way.</p> <p>Early Years pupils and Primary pupils start and end each term on the same days. Early Years Staff produce and issue Early Years Information at the start of each term.</p> |
| <p>Deferred entry to Primary 1: request for an additional year of pre-school education</p> | <p>Parents of children with birthdays in January or February who wish their child to defer entry to Primary 1, in consultation with Early Years Staff and the Head Teacher, can make a request to Midlothian Council, for an additional year of pre-school education.</p> <p>Children with September to December birthdays whose parents wish them to defer entry to primary school cannot claim an extra year of pre-school as a right; however, the local authority will consider applications on an individual basis. Please consult Early Years Staff and / or the Head Teacher.</p> <p>An application form and guidance notes can be obtained from the School Office. Applications need to be discussed with Early Years Staff, and signed by, the Head Teacher and submitted to Midlothian Council by the end of February. Specific dates are given in registration for school documents issued to parents by Midlothian Council.</p> |
| <p>Designing and making</p> | <p>The designing and making area lets the children select a variety of materials – paper, boxes, small items of natural materials, and packaging leads them to create their own ideas. Children are then encouraged to find their own name from a set of self-adhesive labels and place a name label onto their finished work. This helps with name recognition, fine motor skills and develops independence.</p> |

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| | <p>Useful materials – but not glass, polystyrene or toilet tubes – are always welcome.</p> |
| <p>Eco School</p>  | <p>Tynewater Primary School gained its first Eco School Green Flag in September and its third Flag in June 2019. We encourage everyone in our school community to learn more about, and live out, practices to protect and sustain our environment, locally, nationally and internationally. Our school should always be litter-free.</p> |
| <p>Educational Visits / 'Learning Visits'</p>  | <p>Excursions and study visits are integral to the school's teaching and learning. Information and permission forms will be issued to parents to allow plenty of notice. Parent help is needed to meet a necessary safety ratio of children to adults.</p> <p>Early Years Staff wish to take advantage of our close proximity to Vogrie Country Park and plan 'a learning visit' each term to experience seasonal changes.</p> |
| <p>Emergency First Aid at Work</p> | <p>All Teachers, Learning Assistants, Early Years Staff, Playground Supervisors, our Administrative Assistant and Kitchen Staff undertake certified training every three years. In addition, Mrs Jackie McNairn (Learning Assistant) undertakes certified Emergency Aid at Work training.</p> |
| <p>Feedback / Suggestions</p>  | <p>Parents / carers are invited to complete questionnaires at various times during the nursery year. Your views and comments are very important for school staff as we continually improve our early learning and primary education provision and services that we offer.</p> |

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| | <p>We welcome your approach and encourage you to speak with us. Feedback forms are available in our Early Years foyer and School Reception beside a golden Feedback / Suggestion Box.</p> | |
| Fire drills | <p>Whole school fire drills are carried out at the beginning of each term and at other times.</p> | |
|  French | <p>All pupils at Tynewater Primary School learn French language.</p> | |
|  Garden | <p>The early years / school grounds have areas for all children to experience growing, taking care of, and harvesting vegetables and soft fruit. Parent help is always appreciated. A sensory garden is also next to the early years play area.</p> | |
| Getting It Right For Every Child (GIRFEC) / Wellbeing | <p>Getting it Right for Every Child works alongside Realising the Ambition: Being Me document to ensure that all the children`s needs are being met and we are providing the best care possible.</p> <p>Staff undertake regular training to ensure we are following the current guidelines.</p> | |
| Golden Rules | <p>Our Golden Rules are the foundation of our school policy and practice in promoting positive behaviour</p> | |
| We are gentle. | <p>We don't hurt others.</p> | |
| We are kind and helpful. | <p>We don't hurt anybody's feelings.</p> | |
| We listen. | <p>We don't interrupt.</p> | |

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| We are honest. | We don't cover up the truth. |
| We work hard. | We don't waste our own or others' time. |
| We look after property. | We don't waste or damage things. |
| We play well with others. | We don't spoil others' games. |
| We care for the playground. | We don't damage or spoil anything. |
| We take care of litter. | |

We keep the playground safety rules.

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| Hall / gym hall / school hall | We use the school hall to develop Physical Education (PE); games; dance and movement, and assemblies, bringing all the children together for shared activities and experiences. |
| Head lice | <p>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. Treat it immediately to prevent them spreading.</p> <p>Advice about treatment can be obtained from your local pharmacy or please go to: www.nits.net/bugbusting or NHS Choices – your health, your choices: www.nhs.uk/conditions/Head-lice/Pages/introduction.aspx www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx</p> |
| Health and Safety | It is paramount that the early years / school environment is always healthy and safe. The Head Teacher, Early Years Staff continually carry out risk assessments for any new or repeated activity. The Early Years garden is checked daily before the children have access to it. |

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| <p>Health and Wellbeing</p> | <p>For information please go to NHS Choices – your health, your choices: http://www.nhs.uk/Conditions/Pages/hub.aspx</p> |
| <p>Healthy Eating / Eatwell</p> | <div data-bbox="472 551 678 707" data-label="Image"> </div> <p>On our School Website in Information for Parents, you will find ‘an Eatwell Guide – Helping you eat a healthy, balanced diet’ published by Food Standards Scotland and issued to Parents and Pupils on 16/3/16.</p> |
| <p>Hygiene and washing hands</p> | <p>Could we please make every effort to ensure that children wash their hands thoroughly after being at the toilet; before eating any food, and regularly throughout any given day. Also can we please encourage children to keep their fingers; pencils, and pens out of their mouth. We realize this is not so easy! Both practices will go a long way in trying to avoid the Norovirus (‘winter vomiting disease’)</p> |
| <p>Information for Parents</p> | <p>Information for parents and pupils is issued by the Head Teacher each term on paper and on the school website and includes a comprehensive diary of events, times and arrangements for parents/carers to highlight. If details need to be changed due to unforeseen circumstances, we always try to give as much notice as possible.</p> <p>If you would prefer to receive most information by email, please complete the form issued by the School Office.</p> <p>The following are placed on our school website:</p> <ul style="list-style-type: none"> ● At the start of each learning period (4 to 6 weeks) respective Outline Plans prepared by each Class’s Teacher and pupils; ● Two weeks after the start of each term, a magazine page prepared by each Class’s Teacher and pupils |

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| Language development | Language – speaking, listening, watching, writing and reading – is the key to understanding and communication. We encourage everyone involved in the children’s learning to, as much as possible, speak with them; listen to them; look at interesting things together and ask lots of ‘open questions’ that go beyond ‘yes’ and ‘no’ answers, eg “How do you think this works?” “Look, what do you think about this?” |
| Learning Technologies | Pupils have access to computers and are encouraged to develop skills using the mouse, ‘touch screen’ and interactive games. iPads are used daily by children and staff to record learning events and experiences in the early years. |
| Learning Together Sessions | Periodically Early Years Staff arrange ‘Learning Together Sessions’. Please come along and learn more about how you can help your child to learn, and meet the staff who work with your child. We encourage your active involvement in your child’s learning. Unfortunately we are unable to carry these out at the moment but we will review over time. |
| Lending Library | Our school has a wonderful library, but unfortunately we are unable to visit it at present. The early years will have a selection of books available for the children to look at and read. |
| Medical Care | <p>Parents should inform the school in writing of any special medical conditions or requirements, particularly conditions that may need the essential emergency administration of medication. A special form for the administration of medicine can be obtained from the School Office.</p> <p><i>There is no obligation on school staff to administer medication of any kind to any pupil, and parents are</i></p> |

asked to note that routine medicine will not be administered by the school. This includes antibiotics, cough bottles, pain killers, creams, eye, ear and nose drops. Parents should make arrangements for children to take this medication when at home and should not send it to school.

Where a child has a condition that may lead to others being affected, for example, a contagious infection, the Head Teacher should be notified.

For information please go to **NHS Choices – your health, your choices:**



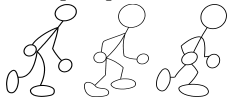
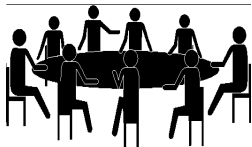
<http://www.nhs.uk/Conditions/Pages/hub.aspx>

Covid-19 Of primary importance at this time is our approach to infection control, we recommend that children and young people, staff and visitors wash their hands: Before leaving home · On arrival at school/setting · After using the toilet · After breaks and sporting activities · Before food preparation · Before eating any food, including snacks · Before leaving school/setting.

If a child has the symptoms of Covid-19 namely a new, continuous cough, high temperature, loss of taste/smell, they will be removed to the nursery isolation room and parents/guardians contacted for the child to be immediately collected. The child should then stay at home for seven days as per NHS guidelines.

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/coronavirus-covid-19-general-advice>

If a pupil might have been in contact with someone infected with Coronavirus they should not attend

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| | <p>education even if they are well. Parent/Carers should first contact NHS24 (111) for further assessment and advice then report this to the Head Teacher. The above guidelines also apply to all of our teaching and other staff.</p> |
| <p>Music</p>  | <p>Children can experiment using different musical instruments. Singing, dancing and creative arts help children express themselves. Nursery songs, rhymes and action songs are invaluable.</p> <p>From Early Years to Primary 7 we use the online music programme Charanga for use in schools throughout the United Kingdom.</p> |
| <p>No Smoking</p> |  <p>Smoking is not allowed on school premises, both inside our school building and in our school grounds.</p> |
| <p>Open times for parents of Early Years to P7 pupils</p>  | <p>Unfortunately at the present time we are unable to have open times in the Early Years. This will be reviewed over time.</p> |
| <p>Parent Council</p>  | <p>The objectives of our Parent Council are:</p> <ul style="list-style-type: none"> • To work in partnership with the school to create a welcoming school which is inclusive for all parents, guardians and carers of children attending Tynewater Primary School. • To promote partnership between the school, its pupils and all its parents. |

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| | <ul style="list-style-type: none"> ● To develop and engage in activities which support the education and welfare of the pupils. ● To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils. <p>Please see the full Constitution and List of Parent Representatives in Information A to Z on our School Website.</p> |
| <p>Parents’ Early Education Partnership (PEEP)</p> | <p>Unfortunately PEEP Sessions are unable to run at the moment. These will be restarted in due course. Once it restarts, as communicated, for one hour per week in Community Room 2, a PEEP Session (Parents Early Education Partnership) for children between 2 and 3 years old and their parents / carers. PEEP is an early intervention programme to support parent/carers with making the most of everyday opportunities and interactions to support their own child’s learning and development. This includes, making the most of daily routines, talking, playing, singing and sharing stories. PEEP recognises that parents/carers know and understand their own child better than anyone else. PEEP’s main focus is promoting early communication and literacy and numeracy as well as supporting children’s personal, social and emotional development. All PEEP practice is supported by a set of principles that underpin all PEEP work.</p> |
| <p>Parent Forum</p> | <p>All parents / carers with a child or children at Tynewater Primary School are members of our Parent Forum. www.parentzonescotland.gov.uk</p> |

**Parent
Helpers /
Volunteers**

The school welcomes help from parent volunteers, however this is not possible at present. We hope to reintroduce this soon. An invitation is extended to every parent / carer at the beginning of each term, but you can speak to Early Years at any time. A Criminal Records Check is needed before you can help in the early years.

ParentPay: Frequently asked questions

Activating your account

I don't have a computer, how can I use ParentPay?

You can access the ParentPay website from your smartphone or tablet, or why not visit your local library and book a computer?

Alternatively, you may be able to get access to a computer at your work, but you should check the policy in your workplace before doing this.

Why do I need to log in via the mygovscot / myaccount?

'myaccount' is a simple, secure way to access a range of services provided by Midlothian Council online.

I am having problems activating or signing in to mygovscot / my account, what should I do?

Note that if you are using Internet Explorer, you may have to update to Internet Explorer 11 to access ParentPay.

If you are having issues with mygovscot myaccount, the support service can be found on <https://www.mygov.scot/myaccount/>

I am having problems accessing ParentPay

Your first line of any enquiry should be your school office. They will contact ParentPay on your behalf if they are unable to help.

Can more than one family member pay for items for a child?

Please ask at the school office and they will be able to set up another ParentPay login for your child's account. You won't be able to see each other's personal details, but will see payments and account balance for the child.

I've lost my activation codes/forgotten my username/password

The school office will be able to reissue your activation codes and username.

If you have forgotten your mygovscot / my account username/password, you should go to the mygovscot sign in page via

<https://www.parentpay.com/public/client/security/#/login>

and click the forgot password or forgot username box.

I already have a ParentPay account for another one of my children, can I merge their accounts?

Yes. Log into the account you want to use as your master ParentPay account; go to 'Add a Child' and enter your new activation codes. Follow the on screen instructions to add your children at any ParentPay school from one account (up to 6 children).

My children attend different schools using ParentPay, can I add them all to my account?

Yes. The rollout of ParentPay is on a phased basis so you may not be able to do this straight away, but once you receive an activation letter for each child from their school, you can add your child(ren) to your account.

Using ParentPay

How can I make a payment?

ParentPay accept Maestro, Switch, Delta, Electron, Solo and Visa debit cards. You can also use MasterCard and Visa credit cards.

If it's easier for you to continue to paying in cash, ParentPay supports PayPoint. PayPoint payments can be made at any store that has a terminal (there are thousands of terminals in newsagents, convenience stores, supermarkets, garages and off-licences around the country).

Details on how to pay using PayPoint can be provided by your school office.

Are online ParentPay payments safe and secure?

Yes. All card transactions are processed securely and are encrypted. ParentPay and the school do not have access to your card details.

Standard website addresses begin with the letters http. However, the address for a secure site will always begin with https.

You will also see a small padlock at the bottom/top right of the screen on our login page and after you have logged into your account.

Never enter your card details, or personal data on any web page whose address does not start https.

How does my school know I have paid?

The administration staff within your school are notified that you have made a payment. They know which pupil the payment is for, how much has been paid and the item(s) you have paid for.

What about personal information?

We operate under strict guidelines set out by the Data Protection Act and hold a very limited amount of information about you and your child to administer your account.

We do not share or give information to any other organisations.

ParentPay will never contact you by phone, email or mail and ask you to divulge confidential information like passwords or card numbers.

If you are contacted by someone claiming to be from ParentPay, call ParentPay immediately on 02476 994 820.

Are there any charges for using ParentPay?

ParentPay is a free service for our parents.

Who should I contact if I have further questions?

Your first line of any enquiry should be your school office. They will contact ParentPay on your behalf if they are unable to help.




Parent-Staff meetings in October and May / June



We organise Parent-Teacher meetings for parents / carers in October (15 minutes) and May (10 minutes), for example on two evenings 4.00 to 6.30 pm and one Friday afternoon 1.30 to 4.00 pm





We look forward to meeting you on one of the above occasions to discuss your child(-ren)'s progress and how we can work together to help your child(-ren) with his / her / their learning.

We invite all parents of Early Years pupils to a 10 or 15-minutes' meeting. If there is something in particular that you wish to talk about, please write a note on the back of your reply slip. If you and your child's Teacher find you need more time to talk, you can arrange another meeting before or after one of your child's nursery sessions. Please indicate which date / time is convenient for you, by completing the online booking form. If there is something in particular that you wish to talk about, please indicate this on the back of your reply form.

We look forward to meeting you during one of the three sessions, to discuss your child's progress and how we can work together to help your child with his/her learning. During these sessions the Head Teacher is also available in school for consultation about your

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| | <p>child's progress. If you or staff find you need more time to talk, you are welcome to arrange a second meeting at a future date.</p> |
|  <p>Parents' Room</p> | <p>The parent's room is not in use at present.</p> |
| <p>Permission for photographs and video recordings</p>  | <p>Permission for photographs and video footage placed on any social media</p> <p>From any school event, please ensure that you do not post on any social media any photographs or video footage of children, other than your own, without the permission of their parents; or of staff or other parents, without their permission. Thank you.</p> |
| <p>Play</p> | <p>Safety is paramount. Our Golden Rules are the basis for all school, class and playground behaviour and underpin our whole-school system for promoting positive behaviour.</p> |
| <p>Promoting Positive Behaviour</p> | <p>See Play and Golden Rules above</p> |
| <p>Pupil Council</p>  | <p>Each pupil from Early Years to Primary 7 has the opportunity to put himself / herself forward for election as a Boy or Girl Representative for their Class – as part of a Pupil Council which meets twice a term, facilitated by a Teacher. Early Years pupils stay for a shorter time. The purpose of the Pupil Council is to improve learning in our school. The views of all pupils are surveyed to</p> |

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| | <p>inform decisions. The Primary 7 Girl and Boy Representatives are the School's Head Boy and Head Girl who work as Chairperson and Secretary.</p> |
| <p>Recycling</p>  | <p>Rag Bag Textiles Recycling Scheme for School Funds and to help our environment "accepts all good quality, clean and dry clothing, paired shoes, handbags, wallets and ties. They do NOT accept soiled or wet clothing, pillows, cushions, duvets carpets or rugs."</p> <p>Bags will be issued. To ensure that items are kept dry, please deposit bags under our P4 to P7 shelter near the P4 to P7 entrance by 8.45 am on any given date. Please do not bring any bags to school before this date.</p> |
| <p>Reporting children's progress to parents / carers</p> | <p>Early Years staff will give regular updates on your child's progress, this may be during informal chats or by staff arranging a convenient time to meet with parents/ carers to discuss the progress of your child. Early Years staff encourage parents to arrange a meeting if they have any concerns or questions.</p> |
| <p>Rights Respecting School</p> | <div data-bbox="491 1397 651 1576" data-label="Image"> </div> <p>Pupils, parents and staff of Tynewater Primary School are working towards recognition as a UNICEF Rights Respecting School</p> |
| <p>Safety: accident and incident reports</p>  | <p>All school staff received training in emergency aid in September 2018 and will do so every three years.</p> <p>Depending on the nature of the accident or incident, parents / carers are informed straightaway by telephone or at the end of the session by a note. Staff will write a note of any accident or incident in a dedicated duplicate book and a copy will be sent home.</p> |

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| | Staff and parents must inform the Head Teacher of any serious accident or incident. This will be investigated and a written report submitted to Midlothian Council Health and Safety. |
| School Website | Two weeks after the start of each term, a magazine page prepared by Early Years is placed on our school website. |
| Smoking |  Smoking is not allowed on school premises, both inside our school building and in our school grounds. |
| Stakeholder Surveys | All stakeholders of our school – parents / cares, pupils, staff, members of partner agencies and members of our community – are surveyed regularly to gain feedback about our collective performance. |
| Suggestion Box | We welcome your approach and encourage you to speak with us. Feedback forms are available at the end of this document. |
| Suncream / sunblock  | If the weather is very warm and sunny, we ask parents to apply their own suncream or sunblock at home, before coming to school. The Early Years staff will reapply suncream throughout the session. Parents can supply their own suncream or use the early years one. |
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| Transition to Primary 1 | We are constantly working on the transition to school for all of our children; weekly opportunities to visit the gym hall and library, developing familiarity with the school setting. As part of a May-June programme, pre-school early years children will experience two sessions (9.15 to 11.00 am) with their Primary 1 Teacher. Also, the |

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| | Primary 1 Teacher and the Learning Assistant will get to know the children in their Early Years setting. |
| Useful Links | www.parentzonescotland.gov.uk http://www.healthyliving.gov.uk http://www.hpa.org.uk/topics/index (UK Health Protection Agency) |

Useful Contacts – See last page

Visiting your child's Class

If you wish to visit your child's Class, simply speak to the Head Teacher, even on the day that you wish to visit, or you can make an appointment via our Administrative Assistant.

Walking to our Nursery Class and School



We encourage parents and children to walk to our Early Years and School - if at all possible.

Wellbeing

See **Getting It Right For Every Child (GIRFEC)**

Useful Contacts

Midlothian Council Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Midlothian Council website: <http://www.midlothian.gov.uk/>

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| Chief Executive | Dr Grace Vickers | 0131 271 3002 |
| Executive Director Children, Young People & Partnerships | Fiona Robertson | 0131 271 3718 |
| Head of Children & Families | Joan Tranent | 0131 271 3721 |
| Schools Group Managers | Julie Fox | 0131 271 3726 0131 271 3725 0131 271 3701 |
| Additional Support Needs Manager | Jennifer Allison | 0131 271 3689 |
| Principal Educational Psychologist | Leisa Randall | 0131 271 6686 |
| Education Officer, Lifelong Learning | Annette Lang | 0131 271 3923 |
| Placing Requests, and Primary School Swimming Programme | Vacant | 0131 271 3733 |
| Education Maintenance Allowance | Barbara Scott | 0131 270 6765 |
| Free School Meals and Clothing Grants | Nicky McLean | 0131 271 3655 |
| School Lets | Mhairi MacLennan | 0131 271 3705 |
| Parent Councils | Vacant | 0131 271 3739 |
| Home to School Transport Section | Debbie Hunter | 0131 561 5453 |
| Early Years Manager | Rob Beal | 0131 271 3694 |
| Scottish Government 0131 556 8400 | Victoria Quay, Edinburgh, EH6 6QQ | |
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