BRUNTSFIELD PRIMARY SCHOOL

Starting School - August 2017
Information for P1 Parents and Carers
Starting and Finishing Times for P1: August 2017

Full Morning Attendance
Primary 1 pupils start school for morning only throughout the first week of term.
The whole class will all begin school on the same day. This will help the children establish a relationship with the class teacher and to learn the many organisational routines that will assist them during the course of P1. The children have much to learn in their new environment with lots of new friends to make and adults to get to know. It is an exciting time for the pupils!

Resources and planning for the first mornings at school are specific to the individual children so it is very important that your child starts school from day one. Please note that the school closes at 12 noon every Friday for P1.
Your child’s timetable for school in week one is:

Wednesday 16 August 8.50am – 12.00pm
Thursday 17 August 8.50am - 12.00pm
Friday 18 August 8.50am – 12.00pm

Baseline
Every P1 pupil who attends an Edinburgh school completes a ‘Baseline’ with their teacher. This gives the teacher a chance to get to know your child, learn what they can do and plan their teaching to match your child’s needs. This Baseline is completed with your child and his or her teacher on a one-to-one basis, on one of the afternoons during the first week of term (16 – 18 August 2017). We appreciate your cooperation in bringing your child into school at an allocated afternoon time to complete this process, which takes approximately 15 -20 minutes.

Full Day Attendance
From Monday 21 August 2017 pupils attend school full time:
Monday to Thursday 8.50 am - 3.15 pm
Fridays 8.50 am - 12 noon
(Please note: Monday 18 September is a holiday)
General Starting Information

Entering and exiting the School
Starting from **Wednesday 16 August**, all P1 pupils line up at the east end of the building, to the right of the main door, **Door 1**, at the start of each school day (8:50am). Cones will be placed to help classes line up in the correct position. Parents and carers, please say “goodbye” and then move to one side so that the teacher can take the class into school. This helps establish a very important routine and encourages independence.

Home Time
From **Wednesday 16 August**, P1 pupils will exit the school at home time from the same door, **Door 1**. The teacher takes the class to the door and helps match pupils with their parents and carers in the playground. It is helpful if parents and carers collect their child and move to the side to allow the other pupils to spot their parents and carers. If a parent or carer is late or not in sight the teacher will take the pupil back inside to the waiting area at the foot of the stairs by the school office.

What You Need To Bring
We ask each P1 pupil to bring a labelled school bag, a labelled gym kit, a labelled art apron, a pencil case (pencils, coloured pencils, rubber & sharpener etc.) and an appropriate healthy snack for playtime.

Personal Items
Many pupils come to school with new clothes, P.E. kit, art apron, lunch box etc. It is surprising how many of these precious new belongings are mislaid! To try to avoid as much distress as possible, please label everything with your child’s name as clearly as you can.

Semi-Skimmed Milk and Snack
Parents have the option to purchase semi-skimmed milk for their child to enjoy at morning break. Should you wish to do so, please complete and send payment in a sealed envelope, clearly marked with your child’s name and class. The total amount for the year is **£30.40** or **£15.20 from August to December and £15.20 from January to June**. Cheques made payable to City of Edinburgh Council. Unfortunately, we are unable to accept late payments. Free milk is available for those who qualify. As a school we discourage all fizzy drinks, chocolate and crisps as snacks. We appreciate your support in promoting healthy eating. We have a number of children with severe allergies in school and their families appreciate your cooperation in not including snacks containing nuts and sesame seeds.

Lunchtimes
School lunches are currently free for pupils in Primary 1 - 3. Once your child is at school full-time (**week starting Monday 21 August**), there is the choice of either having a school lunch or bringing a packed lunch from home. The menu currently operates on a three week cycle. This information is on our website and displayed on the wall next to the main office and in the classrooms. Please discuss and agree choices with your child at home. The teacher will read out the menu to the children having a school lunch during registration to help them to choose.
Communication
Good communication with the school is essential, and we encourage you to keep us informed about your child. From time to time pupils may come home with newsletters, letters about visits, special events and general school news. **Please remember to check school bags for letters sent home!** Many of these are also available on our school website. Communication will also be sent to you via Parent Mail – information about this will be shared with you at the start of the term. Our seasonal Newsletter is published on the school website on the first Friday of each month. If you require a paper copy, please contact the school office.

Each pupil’s reading diary is a good way to share information between home and school on a daily basis. First thing in the morning is an extremely important and busy time for Primary 1. We have found, parents often wish to share information with the class teacher but we would ask that you do so via an appointment at the end of the day. Taking up the teacher’s time during the key opening moments of the day is disruptive to the class. We are to be available and approachable but do request that you assist us with these important procedures.

Absence
Please notify us in advance of medical appointments, or any other planned absences, by writing a note to the class teacher. In the event of an unplanned absence, please telephone the school office (Tel: 0131 229 1821) before 9.15am. Unexplained absences are checked in accordance with City of Edinburgh Council guidelines. It is important we know children are safely at home with you if they have not arrived in school.

Wet Weather Arrangements
In the event of extremely wet mornings, P1 and P2 children may come in through the main entrance door to the Dining Hall from 8:40am where they will be supervised. We request that parents say goodbye to their child in the playground to avoid congestion at the entrance.

Volunteer Parent Helpers
At Bruntsfield we have an excellent record of support from parents. Parent helpers support pupils in a wide range of activities such as reading, number games, art and craft and school trips. All our pupils benefit tremendously from this extra help. We welcome you to join us. If you are interested in helping, please complete a Volunteer Application Form and a PVG Disclosure Scotland form (as set by the City of Edinburgh Council). Forms are available from the school office.
Curriculum for Excellence: Learning & Teaching

Each pupil will receive a broad, general education, which includes all curricular areas below. This is taught through either an interdisciplinary approach, or discrete subject learning which allows each pupil to gain knowledge and skills and supports them in their personal and social development.

It is important for all parents to be aware of the teaching and learning which children experience during their first year at school. Teaching and learning in Bruntsfield Primary School follows the values and principles of ‘Curriculum for Excellence’.

P1 Pupils enjoy the following curricular areas:

**Literacy & English**

**Numeracy & Mathematics**

**Health & Well Being (including PE)**

**Expressive Arts**

**Sciences**

**Social Studies**

**Religious and Moral Education**

**Technologies**

ICT, whilst part of technologies, runs throughout all areas of the curriculum. Personal & social development, citizenship and an enterprising approach to learning are a holistic part of your child’s education and teachers plan opportunities for personal growth and achievement.

Teachers follow guidelines in each of the above areas and these, along with school policies and programmes of learning, are used when teachers plan work for their pupils. This work is assessed and recorded in various ways at different times during the school year. This information is reported to parents on a regular basis.

When pupils first enter Primary 1 they are assessed using pre-school profiles, nursery personal plans, class teacher observations and City of Edinburgh Baseline in both literacy and numeracy. The results of these assessments help teachers identify the correct starting point for each pupil, the next steps in each pupil’s education and possible grouping within the class. It is appropriate for pupils to experience a variety of working groups for different activities. There are planned opportunities for working in ability groups, mixed-ability groups and social groups.

Children work at different levels, progressing from Early to First to Second Stage, in all curricular areas. Teachers will share progress with you during consultation meetings and through the personal learning planning process.

If, at any time, you wish further clarification about your child’s work, or progress, please do not hesitate to contact the school to arrange a meeting with the class teacher or a member of the school management team.
Active Play
Active play and a wide variety of learning activities are planned by the class teachers.

These activities enhance the acquisition and practice of skills, allow socialising amongst pupils and allow them to gain knowledge in an enjoyable way. These activities include sand and water play, construction materials, imaginative and role play using small world materials and other resources.

Each P1 classroom has designated areas for drawing, writing and modeling activities. Classes are well resourced with books, construction toys, jigsaws, games, maths games and listening activities. We also use the school grounds and local area for outdoor learning.

Assessment Recording and Reporting
In P1 we use a variety of assessment strategies. The learning intentions are shared for each lesson with success criteria clearly identified with the pupils. This ensures your child knows what s/he is going to learn for the lessons and will receive continuous feedback which will help identify next steps in learning. We formally assess children using the City of Edinburgh Baseline and Progress assessments at the start and end of P1. This helps teachers plan at the correct level. We continually formatively assess pupils to meet and support individual needs. At the end of the year we use this information to aid transition to P2.

The Four Capacities of a Curriculum for Excellence
In all that we do, we encourage, support and challenge the children to become:

- Successful Learners
- Responsible Citizens
- Effective Contributors
- Confident Individuals

We share pupil progress within the above four capacities with the pupils through the feedback we give regarding their achievements and encourage pupils to take responsibility for next steps in learning.

We celebrate pupil success throughout the year with a variety of certificates, items in Newsletters, the Gatherings or on our Achievement Board.

The Four Contexts for Learning:
Learning opportunities are planned within the four Contexts for Learning, which are:

- Interdisciplinary Learning
- Discrete Curricular Area Learning
- Learning Through the Ethos and Life of the School
- Opportunities for Personal Achievement
- Teachers use a variety of contexts which are best suited to the learning outcomes identified the Principles and Practice of Curriculum for Excellence.
The Curriculum

English Literacy
We follow the Edinburgh Rich Literacy programme in P1 to ensure pupils learn to read and write at an appropriate pace so that they gain meaning from a wide range of texts in order to communicate effectively in writing.

The components of Literacy & English are listening & talking, reading and writing.

Listening
In Primary 1, much of the learning is achieved through discussion. It is very important for pupils to be able to sit attentively and actively listen, whether in the whole class situation, in a group, or on a one to one basis. Pupils are encouraged to develop good listening skills to help them follow instructions and directions properly, to help them enjoy and respond to stories and different types of text either read or told to them. To get the most out of the learning opportunities, pupils are taught the skills to enable them to listen attentively and to respond appropriately. When communicating with your child at home, in conversations as well as in story-telling sessions, it is helpful to reinforce this by encouraging your child to listen carefully and for you to ask questions about what has just been said or read to them.

Talking
The development of listening and talking is vital for progress in reading and writing. It is very important pupils are allowed to express themselves as much as possible. In school, pupils have many opportunities to do this and their opinions and feelings are valued and shared with others. The development of spoken language is crucial for meaningful communication between pupil and pupil, and pupil and adult. Pupils are asked to talk about their own experiences and feelings in groups and, where appropriate, in front of the class. In reading, different types of texts will be discussed in a small group situation.

Talking and sharing ideas are excellent preparation for writing.
Reading
Soon after starting school, your child will receive a reading folder which will contain a picture/story book and a reading record. The reading record serves two purposes. Firstly, it is a record of what has been read and when. Secondly, it acts as a means of communication between home and school. With reading homework it is important parents go over any reading prepared in school and then sign the record. This makes it clear to the teacher when the homework has been completed. It is also helpful to the teacher when parents record any feedback on the task.

In school your child will be introduced to the characters and key vocabulary from our core reading schemes. The reading books and keywords will be issued when the teacher considers your child is ready. This will be after much preparatory work in class using a variety of games, activities and assessment by the teacher. Many pupils go through a phase of memorising the text of a book. This is a normal part of the process of learning to read for some pupils, so do not worry if your child can “read” the book by heart.

Reading books are banded in a certain order so that the pupil gradually progresses through levels of difficulty to build confidence.

As well as being able to read the words confidently, it is important that your child shows understanding of what has been read. Ask your child what is happening in the story, discuss the pictures, and try to predict what will happen next. In school, pupils are asked to discuss and complete written language work. This gives the teacher further evidence of their understanding and reading skills. At this time pupils are learning the sounds of the alphabet and the sounds of certain letter patterns, following a prescribed phonic programme. Gradually, they will use this knowledge to sound out unknown words. Common words are also taught, we call these our ‘Tricky Words’.

Word cards, sound cards and activity sheets from our literacy programme will also go home in the reading folder. These sheets suggest several fun activities to practise at home to help develop reading and writing skills. The ‘Edinburgh Literacy Rich’ programme encourages parental involvement through the use of homework games e.g. word building using letter cards.

In addition to fiction reading books, we use poetry sets, rhyme and analogy material and fact-finders for practicing reading for information skills. Parents may support reading at home by encouraging pupils to read words in the environment around them.
Writing
There are three aspects to writing: spelling, handwriting and composing.

Using ‘Jolly Phonics’ materials to supplement the ‘Edinburgh Literacy Rich Programme’, pupils are taught both the sound of a letter and how the letter is formed using the cursive handwriting approach. To support handwriting development, a variety of handwriting resources are used. Before formally starting to teach handwriting, and for pupils requiring extra support, there are activities and strategies to help develop pencil and fine motor control. Pupils are initially taught how to form lower case letters, apart from the first letter of their name.

A drawing programme, ‘Foundations of Writing’, is followed to encourage pupils to add detail to their compositions. The drawings are discussed, enabling ideas to be shared and developed in groups to support the ordering and sequencing of thoughts. This promotes the beginning of writing.

Pupils are taught writing using a three-pronged approach. This focuses on the three elements of **independent writing, scribing** and **copying**. The three elements are used together to promote the development of writing at the early stages.

The combination of these elements is successful as each of the three activities supports the other. Pupils learn about the writing process from different perspectives.

The child may begin writing independently and an adult may scribe the rest. Alternatively, the child may add an ending of their own to a passage created from discussion of a topic. Spelling and vocabulary is supported with the teacher writing words on the board or from supplied word cards.

Pupils are taught how to write for different purposes. Writing will focus on different types of writing: functional, letter, report, poster/leaflet, account, personal imaginative response, account, and poetry.

Parents may support writing at home by encouraging writing for a real purpose such as creating a shopping list or writing a letter or card to a friend. Pupils may also be encouraged to write imaginatively, through story or a poem, or be encouraged to develop writing by keeping and noting their thoughts and ideas.
Numeracy & Mathematics
The components of numeracy & mathematics are number, money & measure, shape, position & movement and information handling.
Pupils experience activities in all these areas through mental, oral and written tasks and through an active learning approach, including games and maths in context.
We follow *Curriculum for Excellence* planners for numeracy & mathematics and use a variety of resources and activities to support and challenge pupils’ learning.

This is a structured approach to learning number skills. Pupils are engaged in practical, interactive learning with a clear focus to make them aware of number order, place value and recognising patterns and sequences.

Pupils experience practical work in all aspects of numeracy and mathematics. Time is taken to reinforce the number order by counting forwards, counting backwards, counting on and counting back e.g. counting up from 1 and counting up in sets of 2. This work leads to knowledge of number bonds which assists learning of addition. Once this is established pupils move on to work with numbers to 20 and beyond.

There are opportunities for pupils to experience a variety of problem solving activities and for them to develop strategies and techniques to tackle problem solving in a positive manner.

Pupils experience work with 2D and 3D shapes. They learn to make pictures and patterns with shapes and to identify and sort them in the environment.

Pupils collect and organise facts about themselves, or about things in their environment and sort this information. Sorted sets are displayed in pictorial or diagrammatical form. Their understanding of this will be shown through answering questions. We hope you will reinforce learning in numeracy and mathematics at home.

Health & Well Being, Including PE
Health Education, including PE, may be taught using a thematic approach or it may be taught as a series of lessons on a specific topic. Our vision is for all our pupils to be fit and healthy, to enjoy sport and exercise and to learn about nutrition and healthy lifestyles in order for them to make good choices as they grow and become independent. Children have opportunities to discuss feelings and building relationships as part of mental, social and emotional development. This may be done through assemblies, circle time, bubble time class discussions and drama.

At Bruntsfield we want our pupils to develop different learning powers. In doing this, we believe our pupils will learn how to become successful lifelong learners. There are four learning powers that are inherent to us all and are not fixed, they can be developed by everyone. The learning powers are: Resilience, Resourcefulness, Reflectiveness and Reciprocity.

Building Resilience is a whole school community approach that aims to support the development of mental, emotional, social and physical wellbeing through learning and teaching in partnership with staff, parents and pupils. It aims to help children to function well, both at school and in life. It provides practical strategies to help them cope with the ups and downs of their everyday lives and tools they can use when they experience difficulties, frustrations and challenging times. Use of the Building Resilience materials will provide children with skills for life.
Social Studies, Sciences & Technologies

Social subjects, science and technologies are usually taught in an interdisciplinary context, often through project or thematic work. In all three areas pupils will gain knowledge and understanding of concepts and develop skills and positive attitudes. In each teaching block, specific themes will be used as a context for teaching pupils about their environment. These themes will be detailed in the ‘P1 Welcome Booklet’ and ‘Annual Overview sheet’, which are issued at the start of the session.

Some typical themes for Primary 1 include:

- All About Me
- Keeping Safe, Keeping Healthy
- Autumn Festivals
- Winter Festivals
- Spring Festivals
- At School
- Our School Grounds
- Materials
- Day and Night
- Fairyland and Castles
- Growing/Jack and the Beanstalk
- Pushing and Pulling
- Themes led by children

As well as class themes there are whole school focus weeks throughout the session, such as Road Safety Week and Scots Week. Details are given at the start of the session.

Pupils are involved in a variety of activities which will teach them knowledge about their environment, allowing them to find out their own information. Pupils will develop skills such as investigating, recording, collecting evidence, drawing conclusions in order to make informed choices.

At times it will be appropriate to have an outside visitor come into school to share their knowledge and expertise with the pupils, or it may be possible to arrange a visit e.g. to a museum, gallery or theatre to compliment the learning in school.

Technologies

At Bruntsfield each Primary 1 class has access to its own computer linked up to an interactive smartboard or promethean board. There is also timetabled access to the computer suite and i pads. Pupils experience a considerable and comprehensive range of software programs and apps, which are used to enhance teaching and learning in all areas of the curriculum. From the beginning of Primary 1 pupils are taught how to use equipment correctly and are given experience of a range of software appropriate to their learning needs. Pupils follow a planned skills program in order to develop their computing skills.

Religious and Moral Education

At the beginning of Primary 1 the emphasis in this area of the curriculum is on moral teaching. Pupils, having started school together, learn to recognise the need for an ordered routine and an agreed code of behaviour. They learn to share materials and the teacher’s time. They learn to play together and help each other. It is important that a safe, caring and secure environment is established by, and for, the pupils. They learn to work together, both in and out of school, and to look after each other to establish positive relationships.

Pupils attend our school assemblies or gatherings, which are led by a combination of individual classes or groups, the school chaplain and the management team and staff. Pupils learn about Christian festivals
and festivals and celebrations from other world religions. Environmental themes, citizenship, learning powers and Golden Rules are also covered. Bruntsfield is a multi-cultural school and this is reflected by the content of our assemblies, gatherings and projects. At Bruntsfield we follow a whole school approach to personal and social development. Current pupils have identified and agreed a set of ‘Golden Rules’ and everyone at Bruntsfield follows them. We promote self respect and respect for others and their property.

**Expressive Arts**

The components of Expressive Arts are:

- Art and Design
- Dance
- Drama
- Music

Pupils experience all areas of expressive arts, usually set within an interdisciplinary context, to ensure a broad, general education.

We encourage our pupils to extend their enjoyment of expressive arts through clubs and after school activities.

**Further Information**

Further information is available from our website and our School Handbook. We share our Newsletter with parents and carers and if there is any further information you require, we are happy to help in any way possible.

I hope this P1 booklet has answered some of your questions about P1. We invite you into school in August, to share the P1 curriculum with you. You will have the opportunity to meet with the class teachers and find out more about the work in P1 for the year ahead. Individual parent consultation meetings will be in September.

I have added our shared vision to the end of this document, but in short, we encourage all the children to ‘Be the best we can be……..achieve your personal best!’

I look forward to working with you in the years to come and welcome you to our school.

Kind regards,
Carol Kyle,
Headteacher
We shall try to make the school a place where everybody feels welcome, safe and happy and where learning is the best it can be.

We shall:
- have opportunities to learn helpful skills for life
- treat each other fairly
- work together to help everyone become a Successful Learner, a Confident Individual, a Responsible Citizen and an Effective Contributor
- look for and support everyone to become wise, fair, caring and honest
- help pupils have the best future possible

In short, our vision for all pupils and staff is to..........
"Be the best we can be...........achieve our personal best!"

Written by the children in Bruntsfield Primary School’s Pupil Council.
We endeavour to create an inclusive, educational environment of the highest quality which:

- values and respects each individual
- provides pupils with the necessary skills for life
- works in partnership for the benefit of all
- promotes Wisdom, Justice, Compassion and Integrity

School Aims:

We aim to:

- provide the highest possible standard of teaching and learning experiences to encourage all pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors
- facilitate pupils and staff to achieve their full potential and celebrate achievements
- create a stimulating, enjoyable and secure environment, built on mutual respect
- create an environment where pupils, parents and carers, staff and partnership services and agencies work together
- show respect for, participate and contribute to the life of the school and wider community
- develop an awareness and understanding of local and global issues

Curriculum

We aim to be guided by the ‘Principles for Curriculum Design’ outlined in a ‘Curriculum for Excellence’ which are:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

In short, our vision for all pupils and staff is to:

‘Be the best we can be........achieve your personal best!’

Compassion: we try to understand how others feel and what we can do to make them feel better

Justice: we try to act and treat people fairly, to recognise right from wrong and to hear all sides of a disagreement

Wisdom: we know that learning is important and we try to use what we learn with common sense and caring

Integrity: we try our best in all things and always try to be honest and respect the rig