



## Tweedbank Primary School.

'Aiming for Excellence'  
Headteacher- Mrs. Alyson Weir.

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Chair of Parent Council – Mr. Justin McCormack

# Information for Parents 2013 – 2014.

## **Tweedbank School**

Tweedbank Primary School caters for children of Nursery age up to P7. The school accommodates around 200 children in total this session. This includes a nursery class in the morning and in the afternoon each of which has capacity for 17 children.

Lord David Steel opened Tweedbank Primary School in October 1976. The school is set in an attractive environment looking out on to Gunknowe Loch and Tweedbank Park. The building has windows to floor level, which allow as much light as possible to make the school an attractive and stimulating place in which to work and learn. The school was further extended and refurbished in 2011. Councillor Parker officially opened the improvements to the building on 30th May 2011.

The school building is mostly open plan. Classrooms open out onto a larger area which can be used for small group work; art activities or pupil initiated play based learning activities depending on the lesson focus and age of pupils.

The school hall is used for assemblies, as a dining room, special events and for P.E.

In addition classes have use of two general purpose classrooms in the portacabin. These are particularly useful for music, drama, special events and activities during themed weeks where more space is required e.g. Generation Science visits.

The nursery class is housed in a separate building with its own newly developed outdoor play area at the side of the main school building.

### **Our School Vision** (Agreed with Staff, Pupil Council and Parent Council).

At Tweedbank Primary School we want staff and pupils to have high expectations of learning and behaviour in order for everyone to realise their full potential in a safe, secure, fun, motivating and inspiring environment.

We will promote a pro active school team to encourage a strong sense of responsibility, community, equality and fairness.

Tweedbank Primary School is inclusive and celebrates diversity through pride in ourselves and our school. We appreciate and accept all our differences and will support and respect each other so everyone is valued and our school community will thrive.

### **Our School Aims**

Tweedbank School is Aiming for Excellence by.....

- Challenging everyone to be the best they can be
- Treating everyone equally, fairly and with respect
- Seeking, recognising and celebrating success
- Inspiring the curiosity and creativity that leads to lifelong learning
- Being a vibrant community active in the wider community

### **Celebrating Achievement.**

In order to encourage our young people to do their best we want to reward and celebrate their achievements.

There are half termly 'Happy Assemblies' which celebrate those children who have achieved the target number of points on the behavioural tracking sheet.

'Star of the Week' assemblies celebrate outstanding effort in a particular piece of learning or in positive/improved attitudes.

Children earn 'Tweedbank Tokens' for positive behaviour in school, these are collected by each class and when their chart is full the class earns a class reward.

These tokens can be awarded by all school staff and visitors to school.

Children earn house points to support their house in achieving. Sports Day or House events gain points and are linked to achievements for pupil's particular house also. All classes have their own additional rewards systems, verbal praise, stickers, certificates and bonus points on the tracking sheet which can be earned at any point in the school day.

Mrs. Weir sends postcards to children and their families to celebrate improved or prolonged positive efforts.

### **Behaviour**

At Tweedbank Primary School we aim to be a nurturing, inclusive environment for all children; we believe all children have the right to learn in a safe, happy, purposeful environment. With that right, all children and families also have the responsibility to allow others in school to learn in a safe, happy and purposeful environment.

However we recognise that some children need help to do this. Children are supported by our Assertive Behaviour Policy, fair and encouraging relationships with staff in school, Support for Learning, English as an Additional Language, Initiatives when children are encouraged to take responsibility and find solutions themselves such as Pupil Council, Playground Pals, House Captains and Eco-schools Group. Staff in school have developed skills over years in Continued Professional Development to support children in doing their best through Solution Focussed Approaches, Restorative Practices, Cooperative Learning, Feuerstein, Information related to particular additional or medical needs and Mediated Learning through which useful strategies have been developed and shared throughout staff teams. Health and Well Being permeate all aspects of the school curriculum.

We also support children through our links with the Behaviour Support Team, Andrew Laing Centre, Health services, Police, Integrated Children's Services and Community Learning Development.

### **Communication**

School sends out regular Newsletters to keep Parents updated regarding events in school. There are also additional parental letters. These will come home with your child so we ask you to check your child's bag regularly for this type of communication. In an emergency we can also communicate through Group Call which will be in the form of a text to the mobile number you have given us. Therefore it is important school is updated with any change of personal details.

In addition to the Parents Evenings and annual report, classes hold a Class Assembly during the year and an Open Afternoon which give parents information presented by the children around a current block of learning.

We encourage Parents to attend the Support for Learning 'Drop In' on a Friday afternoons which are held throughout the year and dates listed in the Newsletter to discuss your child's learning with our Support for Learning Teacher. This is for children who require any type of support with their learning, and for children at any level of learning.

### **Parental Involvement.**

At Tweedbank we believe working in partnership with parents is crucial to children fulfilling their potential to do well at school and in life.

We have a number of parents who regularly support our school in a number of ways. We are always very grateful for parental support and believe it enhances the experience we can offer our children.

The huge majority of our parents support our school by working with their child and supporting home learning/homework, ensuring it is returned to school on time, by supplying the appropriate PE kit, sending their child equipped with all equipment they need, returning reading books daily and by communicating about their child's learning – and anything else- in the Home/ School Diary. Children who eat school

lunch need support from parents to complete their choices so they have a lunchtime meal they enjoy and will eat. These things are basic but very much appreciated.

Parent Council are extremely active in our school raising funds to purchase additional resources and fund extra celebrations at Christmas for example. They are also more increasingly involved through regular meetings in the strategic direction of the school. Please contact any member of the Parent Council or SMT in school if you wish to become more involved. Check the Parent Council Facebook page to find when and where the next meeting is and just turn up. We are always delighted to have additional members.

We have a number of parents who volunteer as 'Reading Friends', this is a fun supportive experience to encourage individual children to enjoy additional reading activities.

We often ask for parent helpers with particular trips, visits or classroom activities. We also have a number of very valued parents who regularly help in particular classes. If you think you may like to become further involved in school life please contact school. Volunteers in school do need a PVG check prior to working in school, the paperwork can be obtained from the school office. This can take a number of weeks to be completed.

Please see the Scottish Borders Council Parental Involvement Strategy <http://www.scotborders.gov.uk/info/859/parentalinvolvement/671/parentalinvolvementpolicy>.

At times in the year we gather opinion and views to develop and improve our school further through parental and pupil surveys, pupil focus groups, parental comments on the annual report, and feedback sheets following events in school. Your engagement in this is extremely useful to us and can alter the way school approaches things.

### **Absence**

If your child is absent please inform school by 9.15 a.m. on the first and subsequent days. A Group Call system is in place; if we do not have communication regarding absence you will receive a message from the school requesting this information. This is to maintain the safety of our children, so we do ask all parents to follow this procedure.

### **Term Time Holidays.**

It is Council policy not to sanction family holidays during term time. If a child is to be absent in these circumstances we are required to record this as an un-authorised absence.

### **Medicines**

Often following a period of illness children may be well enough to return to school but could have a course of medication to finish. We are happy to administer medicines if it enables your child to be in school. However we cannot do this unless we have written parental consent on the appropriate form. We ask you to complete a form when enrolling your child so that we have a record of any allergies and regular medication e.g. asthma inhalers. Additional or updated forms will need to be completed as medication/dosage changes. Forms can be obtained at the school office.

### **Transitions.**

The process for P1 and Nursery enrolment begins in November/February

respectively, each year. Parents of children who reach the age of 5 years between the first day of March in one year and the last day of February in the following year are entitled to enrol their children for P1 during enrolment week in the November before a new school session begins in August. Notices will be placed in the local press and posters will be displayed in the school prior to the enrolment date, to give parents as much notice as possible. When parents attend school to enrol their children they need to bring the child's Birth Certificate and a current utility bill.

Starting school for the first time is an important occasion and one we wish to make as smooth and seamless as possible for you and your child. To do so there will be a number of visits to school for you and your child prior to starting. You will receive letters nearer the time regarding these visits. The Principal Teacher will contact / visit settings for those children who do not attend Tweedbank Nursery. Records and information regarding your child will be passed to their teacher at Tweedbank so prior valuable learning is acknowledged and taken account of.

If there is anything you wish us to know prior to your child starting school or Nursery for example; health, behavioural or additional support needs, please let us know as soon as possible to ensure any support which may be required can be in place for your child starting at Tweedbank.

### **General Admission**

General admission to school can happen throughout the school year. We welcome enquiries from all parents whether they live in Tweedbank or elsewhere. First contact should be made with the school office and an appointment can be made to speak to the Headteacher and to view the school. Parents will be provided with a School Handbook and children will be welcomed into our community. We support children in this transition into school in a number of ways to ensure the transition is trouble free and your child settles well.

### **Moving to another Primary School.**

If your child is transferring to another school it is helpful to let us know before you leave. This allows us to keep all records up to date in school. Your child's information will be sent to the receiving school to ensure a smooth transition. For some pupils it may be appropriate to have an enhanced transition in place to support a positive start at the new school.

### **Transition to High School.**

The transition to High School for Galashiels Academy begins shortly following the start of Primary 7. Primary school staff and Academy staff plan together the P7 pupil curriculum visits. There are a number of these visits culminating with two full days at the Academy in June. By the time our pupils finish Primary School they will have visited the Academy on a number of occasions will be familiar with a number of Academy staff and will have met many P7 pupils from other Primary schools. Some children may need additional visits and an enhanced transition. This is arranged with parents and both schools. Our aim is to work with parents, pupils and Academy staff to ensure a smooth and effective transition from Primary to Secondary for all children.

Transitions into Nursery, into school and to High School are planned for and worked towards throughout the year both pastorally and academically.

Further information regarding school enrolment, placing requests and key deadlines can be found at –

### **Assembly.**

Assemblies at Tweedbank take many forms. We have Achievement assemblies most weeks, we also have class assemblies where children share with parents their learning. We enjoy a number of visitors for example Childline, SSPCA, LEPR . We also have a number of assemblies which have a clearer religious focus often but not exclusively around religious festivals such as Easter and Christmas and those of other religions. At many of these assemblies we welcome and enjoy links with Mr. Bennett of Melrose Church and Mike Mcleister of Hope Church, to talk to the children about the Christian aspects of particular celebrations.

However parents do have the right to withdraw their child from religious observance if they should wish to exercise that right. Alternative provision can be arranged through discussion with parents.

### **Links with the Community**

Tweedbank PS has links with Cherrytrees who have an after school club on the school site.

We have registered as a Rights Respecting School and will be further developing this over time.

Abbotsford House work closely with staff and children at Tweedbank. A class of Tweedbank pupils launched the work on the Abbotsford visitors centre by cutting the sod and planting a tree. Children at Tweedbank PS worked closely with Sandra McNeil and manufacturers to design the fabulous play area adjacent to the new visitors centre.

We have achieved and maintained our first Green Flag for Eco –schools, and are developing this further with all classes working on aspects of Eco-schools.

On an annual basis children from Tweedbank deliver the harvest donations to elderly in the area. A class/classes of children sing at Craw Wood residential care home, on occasions throughout the year.

### **Travelling to School.**

As part of a safe and healthy lifestyle we encourage children to walk, ride or ‘scoot’ to school. We received the ‘Active Travel to School Award’ in 2012-13.

We have a bike rack at the front of school but recommend children use a suitable lock. A combination lock is often the best with the code written on a homework jotter. This avoids the problems of lost keys. Children coming to school by bike should wear a cycle helmet.

If it is impractical for some children to walk to school due to the distance they live. However we would ask parents to consider safety and health and park a short distance away from school e.g. the Loch and walk that distance to the school as often as possible. Junior Road Safety Officers in school monitor how our children travel to school on a regular basis.

### **Class size**

Class sizes are determined by the Council policy. We also have to take into consideration the physical size of the classrooms as some are smaller than others and so there is a restriction in these particular classrooms. Tweedbank School is of the size where we are regularly required to have composite classes. While this situation requires particular skills from the teacher, our staff have developed expertise over many years experience in teaching composite classes. Our teachers are very skilled at differentiating the learning activities to the correct level for all children. This happens in all classes whether they are composite or not, so parents should not be concerned about this.

### **Daily Timetable**

Start of school day - 9.00.a.m.  
Morning Break- 10.15.a.m. to 10.30.a.m.  
Lunch- 12.15.p.m. to 1.00.p.m.  
End of school day- 3.00.p.m.

### **Homework**

Homework is an important element of all children's learning. Homework reinforces learning in class, offers opportunities to practice skills, encourages personal responsibility and organisation. Class teachers will communicate homework in the Home/School diary. Please support your child by checking this diary frequently and using it to communicate with school if required.

All children will be asked to do reading homework throughout their primary school career, even children at the top of the primary school do need to read regularly to ensure their reading skills continue to develop in line with the demands of the rest of the curriculum. Homework will be set in other curriculum areas also. We ask parents to support their child in developing independence and organisational skills but not by doing homework for their child.

### **Mobile Phones**

Mobile phones are not allowed in school. If however a phone is needed at the end of the day children should bring the phone and leave it with either their teacher or the office for safe keeping.

### **Contact details.**

Help us to keep our records up to date by informing us of changes in addresses, emergency contact, telephone numbers, family circumstances etc. It is essential we have current contact numbers in the event of your child being unwell or an accident taking place. Group call is used in the event of school being closed, due to extreme weather conditions for example. This requires an up to date, operational mobile number to work.

### **Parent Helpers**

We are always delighted to have additional adult help in school. We have a number of volunteers who work as "Reading Friends" to provide additional reading opportunities for children in school. We often like extra adult help for trips, visits, Forest Schools, cooking, gardening or art activities to make the event more meaningful and memorable for the children. Adult volunteers in school are required to be police checked, this formality does take some weeks to complete so if you would like to volunteer in school please approach Mrs. Weir or Mrs. Stenhouse to get the process underway.

### **Parent Council**

The Tweedbank Parent Council is the parent representative body at school. Its aims are:

- To promote partnership between the school, its pupils and all its parents/carers
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on matters affecting the education and welfare of the pupils.

- To raise funds
- To identify and represent the views of pupils

In order for this to be as representative as possible it is important that the views of as many parents as possible are heard. Meetings and events are well advertised and we encourage as many parents as possible to attend or to be involved with fund raising events.

### **Assessment**

There are a variety of ways of assessing children's achievement and attainment throughout their primary school education. Class teachers are constantly assessing children on a daily, weekly and termly basis. Much of this assessment includes your child in discussion to engage them in their own learning and to help them identify targets for their own learning. Children may show teachers what they have learned through 'Say, Write, Make or Do'

Class teachers track children's achievements in a variety of ways through maintaining records, photographs, pupils work, and their own professional notes regarding pupil achievements and next steps. Written narrative is assessed according to the Scottish Criterion Scale, other written genres are taught at the same time in school to aid whole staff moderation from P1 to P7. The Scottish Criterion Scale also forms the basis for pupil targets to help children achieve the next steps in their learning.

We administer standardised tests annually.

The Senior Management Team are responsible for observing pupils work in the core areas and tracking progress across school.

Class teachers work together in stage partnerships to plan using CfE and school long term plans to ensure the learning is at an appropriate and comparative level.

### **Reporting to parents**

Parent/teacher consultation evenings are held on two occasions throughout the school session - one in each of the first two terms. Parents will be informed of the dates and times set aside for meetings. Though these are generally arranged for evenings, it is possible to make other arrangements through discussion with the class teacher. The first meeting will be around October/November so that you can find out how your child is settling into a new class and the next steps in their learning. The second Parents Evening will be held in February/March. This interview should allow you to make an assessment of your child's progress throughout the spring term and what they need to learn next. You will receive your child's end of session summary report in the third term.

The school door is always open for discussion of matters concerning your child and you should not hesitate to contact us. However it is not always possible to speak with parents if they come to school without an appointment, therefore please ring school to make an appointment first.

### **School Uniform**

At Tweedbank we are proud of our school and actively encourage children to wear school uniform. We ask for your support in this matter.

School uniform prepares children for a purposeful approach to school work and makes a positive contribution towards good discipline. The wearing of school uniform creates a good general impression and enhances the reputation of the school within the local community. This is beneficial to the school and all of its pupils.

Our school colours are red, black and white. School T Shirts, Sweatshirts, Fleecees and Waterproof Jackets are available to order through the office.

As a recognition of their position as senior class in school, **P7 pupils only** are entitled to wear a **black sweatshirt** instead of the red version for the rest of the school.

Please ensure that all items of clothing and personal belongings are clearly named. All children should have indoor shoes to be kept in school. Gym shoes/plimsolls are a good choice and relatively inexpensive, they are also available for use in PE. However we do recognise that parents may wish their child to wear shoes which have been professionally fitted, during the school day. This is perfectly understandable but we do ask alternative footwear is used outdoors. Children must have a change of clothes for PE activities, tee shirt and shorts or jogging bottoms. Any parent seeking further information on school uniform should contact the school office.

### **Staffing**

Headteacher- Mrs A Weir  
Depute- Mrs. Catriona Finn  
Principal Teacher- Mrs. A Revels.  
Class teachers-  
Mrs Laidlaw- P1  
Mrs. Revels- P1/2  
Mrs S Sanderson- P2  
Ms Cockburn-P3  
Ms L Stirling- P4  
Ms Jamieson- P5  
Mrs. Purves- P6  
Mrs. Hedley- P7.

Support for Learning Teacher

Curriculum Support Teacher for PE- Mrs. Fiona Melrose.

Nursery Teacher- Mrs S Ferguson  
Senior Nursery Nurse- Mrs P Allison  
Nursery Nurse- Mrs D Ballentine

Janitor- Mr Trevor Shiels  
School Administrator- Mrs H Stenhouse  
Additional Needs Assistant -Mrs S Corry  
Additional Needs Assistant -Mrs R. Scott  
Additional Needs Assistant -Miss A Bain  
Additional Needs Assistant- Mrs G Fox

Classroom Assistant- Mrs L Ker  
Playground Supervisors- Mrs G Fox and Mrs R Blattman  
Catering Staff - Mrs I Frater and Mrs. H. Dillon

### **Instrumental Tuition**

We encourage our children to take part in Instrumental tuition if they are enthusiastic, show an aptitude and are capable of sustaining the interest needed in learning to play a musical instrument. The instructors who visit school weekly will generally test

interested pupils at age 9 to assess their potential. At various times we have children learning to play violin, cello, trumpet, recorder, guitar or keyboards.

### **Outdoor Education**

We try to use our local environment to enhance pupils' learning in the outdoors in all classes at differing levels, whenever possible. These help develop life skills, independence and encourage team building.

Primary 7 pupils take part in a Residential Visit for 3 days currently to Robinwood Activity Centre, Alston, Cumbria. This is in the first term in order to build the relationships at the start of this important Primary 7 year. The focus is upon independence, respecting others, taking responsibility, setting goals and striving to meet them.

Children are offered a range of outdoor activities; archery, canoeing, climbing, abseiling, caving, zip wire and raft building although these activities listed are subject to change.

We do think it is important that all children attend so they feel part of the P7 team and have the same opportunities as all their peers to have this experience and build their skills. No child should be excluded from attending due to monetary difficulties. Please contact school as early as possible, in confidence, if you think you may need some financial help for your child to attend.

### **Health Service in School**

The school has regular access to the school nurse to help with health issues with individual children.

- **The school doctor** will undertake some medical examinations in Primary 1 during the first year of primary schooling. Parents will always be consulted and invited to attend the examinations.
- **The school nurse** makes regular checks on general health throughout the year and is available to give advice.
- **The school dentist** is available throughout the year to provide check-ups and treatment. We also have a daily programme of teeth brushing/application of fluoride varnish to help develop good oral hygiene.
- All children have their hearing tested in Primary 1 and Primary 3. If a parent feels that their child has a hearing difficulty they can contact their G.P who will refer them to the Audiometric service based at the Borders General Hospital.
- **An Occupational Health Therapist provides** a specialist service for children with motor/movement difficulties. Often such a therapist would take the child out of class for a short time during the day and work with him/her on a one to one.

**All these services contribute to the welfare and care we provide for your child in school. If you have any concerns or you think there is information school requires in order to better meet your child's needs , please do not hesitate to contact us.**

### **THE CURRICULUM**

The most significant recent change to the curriculum has been the introduction of 'Curriculum for Excellence' which provides a progressive development for each child from 3 to 18.

The main Curriculum areas are:

- **Mathematics**
- **Literacy**
- **Health & Well Being.**
- **French for P5, P6 and P7**
- **Social Studies**
- **Expressive Arts**
- **Technologies**
- **Religious and Moral Education**

Teachers plan from Experiences and Outcomes in Curriculum for Excellence (CfE) in cross curricular themes or topics called Interdisciplinary Learning (IDL). Where possible the interests of pupils are taken into account when teacher's plan the learning. This encourages children to be motivated and take more responsibility for their own learning. Children are encouraged to take an active part at the start of a topic in recognising what they know already and to identify what they are curious to learn.

Tweedbank Primary School recognises children need to achieve in the core curriculum areas whilst developing their skills as a learner, this learning is more meaningful to children through other subject areas or real life situations; to equip them for life and their place in society.

#### **Mathematics:**

Teachers plan opportunities for children to experience mathematics in everyday situations which are relevant to themselves. Children encounter problem-solving and mental activities, which develop independent thinking and there is opportunity for linking maths topics with work in other curricular areas.

Children use a variety of resources in their work and record their results in as many different ways so as to stimulate interest and ownership of their learning. We believe this gives our children a good mathematical basis on which to lay foundations for later learning.

The Mathematical learning in school is planned from CfE using Heinemann Active Maths as a core resource, however teachers will choose resources and methods of teaching which will suit the learning best.

#### **Literacy.**

##### **Listening and Talking.**

Listening and talking skills are crucial to much of the learning that happens in school. Children are encouraged to take turns in listening and talking. We offer opportunities for children to talk and listen in pairs, small groups; class groups with children and adults.

We encourage children to be confident individuals while speaking in front of others through presentations, assemblies, drama, Pupil/Eco and other pupil groups.

Children learn to work with digital recorders, talking tin lids, flip cams and microphones. We find it is hugely important for children to be able to express their thoughts and ideas verbally before they are able to write them. Talking about learning consolidates knowledge and listening to others, peers and adults, and is a way of developing learning further.

#### **Reading.**

We encourage children to read for enjoyment and to develop understanding of what they have read through a questioning approach around the text. Children are taught

to use letter sounds to both to segment the sounds in words to read and build words in their writing. This is introduced mainly in Primary 1 through the teaching of 'Jolly Phonics' this is a multi sensory approach to learning sounds which the children find captivating. Support from home in this crucial early stage of learning is greatly appreciated as once these basics are learned, reading progresses at a faster rate.

Alongside this children are taught to read 'on sight' and later spell correctly, key, high frequency words which children will encounter in all texts.

Your child may not bring a reading book home in the first few weeks of school as we wish to develop your child's skills so that when they first have a text they are confident in recognising some words and have developed some skills in working out words for themselves.

Reading aloud and discussion with parents is a crucial part of homework at different levels throughout school, and we welcome your support in this.

We make opportunities in school for children to read in many different situations and different types of text e.g.fiction, non fiction, poetry as we recognise what a crucial skill reading is and how it facilitates access to vast areas of learning.

Once your child becomes a capable reader please do not assume your support in reading at home with your child is no longer needed. Children continue to require reading practice and discussion with adults to develop their reading in line with the greater demands of the curriculum as they move through school.

### **Spelling.**

Children are encouraged to spell correctly and are taught consistently throughout their primary school years. The rules we use for learning new words are **LOOK, SAY, COVER, WRITE, CHECK**. Support with spelling at home is hugely appreciated.

### **Writing**

We teach children to write in different forms or genres - Imaginative, Functional, Personal and Poetry. All of these areas are covered over the school year, and include story writing, diary writing, recount, instructions, letters and reports etc. We use the 'Big Write' approach to engage children in thinking about improving their writing. Prior to an extended piece of writing or 'Big Writing' activity we may ask your support in the form of 'Big Talk' homework. Children need ideas on which to base their writing so it is helpful to discuss ideas, a storyline, WOW words (exciting vocabulary) which will engage the reader. 'Big Writing' is taught around the principles of VCOP:

V – Vocabulary or WOW words

C – Connectives or joining words to make longer, more complex sentences e.g. because, therefore, so, etc.

O – Openers. Careful choice of opening words to create impact; often ending 'ly' e.g. eerily, suddenly, hauntingly.

P – Punctuation. Correct use of varied and high level punctuation.

From the early days in school that children take part in handwriting practice where the focus of the lesson is to form letters correctly. Children who form letters correctly in print find the move later to cursive/joined writing much easier. School is happy to provide a sample of how we encourage children to form their letters, for your information.

### **Health & Well Being.**

Schools through Curriculum for Excellence have an important role to play in promoting the health and well being of children. We want to teach children to,

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

### **French.**

Learning in other languages enables children to make connections with different people and their cultures and to play a fuller part as global citizens.

### **Social Studies.**

Through Social studies we want children to develop their understanding of the world by learning about other people and their values in different times, places and circumstances. Through this children can also understand their immediate environment and later more distant environments and how they have been shaped; maintaining a focus on the vast influences and changes which have shaped Scotland.

### **Technologies.**

Children have the opportunity to develop skills in ICT throughout the curriculum to enhance and stimulate learning. Tweedbank has recently had an ICT refresh which has considerably improved our ICT equipment. As part of our commitment to furthering opportunities for our children we are constantly aiming to improve ICT resources to include a greater range of portable ICT; laptops, cameras, talking tin lids, DS, Beebots, visualisers etc. Classrooms in school are all fitted with interactive whiteboards. We do rely on parental help to enhance our ICT equipment. In past years parents have been very pro active in collecting supermarket vouchers which enables school to increase our portable ICT equipment. The Parent Council are extremely proactive in supporting school in funding ICT purchases.

### **Expressive Arts:**

We want to encourage pupils to develop their creativity in all aspects of the curriculum. It enables children to express themselves in different ways, to experience enjoyment through other people's enjoyment of their performance/presentation. Through the expressive arts children develop important skills, many of which are transferable.

Mrs. Melrose Curriculum Support Teacher works with class teachers to incorporate dance into the curriculum . Visitors to school e.g. theatre groups, artists, musicians, further enhance pupil appreciation of this subject.

### **Religious & Moral Education (RME):**

We have a statutory obligation in Scottish law to include Religious Education in our curriculum. RME enables children to explore the world's major religions, religious beliefs views and values. This awareness and appreciation will promote tolerance and valuing others in an increasingly diverse society. However parents do have the right to withdraw their child from Religious observance should they wish to.

Alternative arrangements can be made for any child this affects, through discussion with parents.

**There are a number of national websites that are very useful in supplying more detailed information regarding CfE.**

Parentzone <http://www.educationscotland.gov.uk/parentzone/index.asp>

Education Scotland <http://www.educationscotland.gov.uk/>

Skills Development Scotland <http://www.skillsdevelopmentscotland.co.uk/>

### **Sensitive Aspects of Learning.**

As part of the curriculum older children will learn about Childline, sexual health and drug and alcohol awareness. We appreciate these subjects can be viewed as sensitive in some cases and agree that parents must be aware when these issues are being taught in order that you can be ready for any questions your child may have. We shall inform you when these subjects are being taught through the curriculum overview which is sent to parents at the start of each teaching block. Please contact school to discuss any concerns.

### **Concerns**

If you have any concerns at all, at any time about your child's learning or well being in school please contact school immediately to make an appointment. It may be your child's class teacher can allay your concerns but if this is not the case members of the Senior Management Team (SMT) are always willing to listen and act on any worries you may have. Initially it would be appropriate, through the school office, to contact Mrs. Revels, the Principal Teacher or Mrs. Catriona Finn the Depute. Mrs. Alyson Weir the Headteacher is also available to address any worries or concerns. If a member of the SMT is unavailable at the time when you contact school, they will return your call within 24 hours. If you prefer to contact school via e mail please do so [www.tweedbank.scotborders.sch.uk](http://www.tweedbank.scotborders.sch.uk).

When we fully understand your concerns we shall agree, with you and your child, how we can move forward to address your anxieties and agree how we can improve and monitor the situation in the future.

### **Complaints.**

We feel that any concerns dealt with promptly are less likely to result in a complaint, so we would encourage you to contact school as soon as you have even the smallest concern.

If you do not feel school can deal with your concern then the next step would be to contact Scottish Borders Council by telephone 0300 100 1800 or by email [enquiries@scotborders.gov.uk](mailto:enquiries@scotborders.gov.uk).