PRIMARY 1
AT CALDERWOOD PRIMARY



01

School Overview

All things Calderwood!

02

Learning & Teaching

Our playbased approach to learning & teaching in P1

03

You Asked: We Answered

Anything else you need to know!

01.

School Overview

All things Calderwood

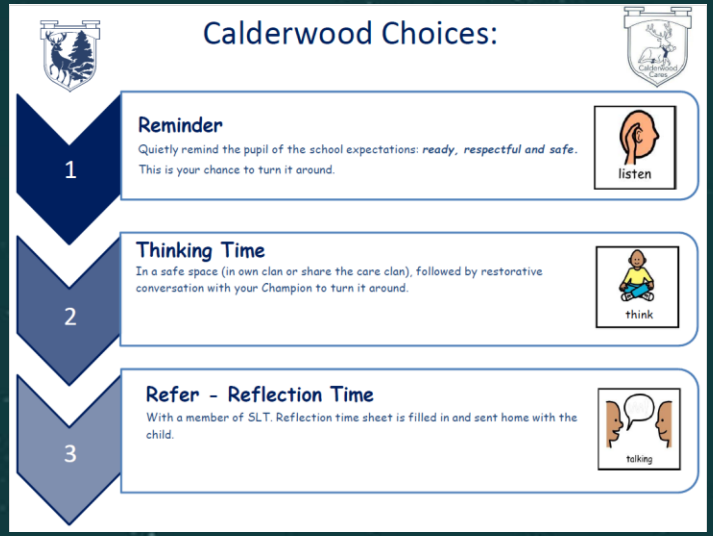


POSITIVE ETHOS

READY RESPECTFUL SAFE

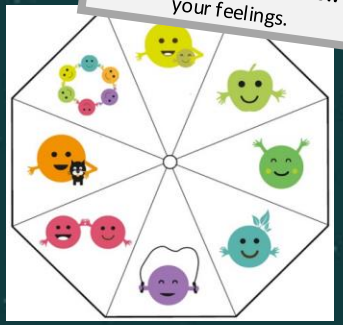




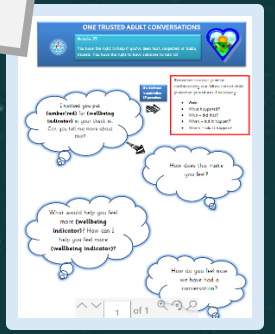




For each term, draw a smiley face in each section of the wellbeing wheel to show your feelings.



Wellbeing check ins



Trusted Champions

Clan Organisation

P1: MULL
P1: ORKNEY
P1: SHETLAND
P1: SKYE
P1: BLUEBELL
P1/2: BRAMBLE

Clan Allocation

The continued development of Calderwood means that our school roll will continue to grow over the next few years. As a result of this, our classing structure is decided for us by pupil placement at West Lothian Council to ensure we keep adequate spaces at each stage to accommodate growth.

At Calderwood Primary our classes are known as clans. In cases where there are more than one clan within a stage or a composite clan we will use the West Lothian Criteria when creating clan groupings:

- Date of birth
- Gender mix
- Academic ability
- Personal and social development

You can find a copy of the policy here.

STRUCTURE OF THE DAY

Time	
8.05am-8.25am	Breakfast Club
8.25am-8.40am	Safe Arrivals
8.40am 8.45am	P1 and P2 Start P3 - P7 Start
10.15am-10.30am	P3, P5, P6 Break Time
10.35am-10.50am	P1, P2, P4, P7 Break Time
11.50-12.35pm	P3, P5, P6 Lunch
12.35pm-1.20pm	P1, P2, P4, P7 Lunch
3.10pm 3.15pm	P1-2 End of School Day (Mon-Thurs) P3-7 End of School Day (Mon-Thurs)
11.55am 12noon	P1-2 End of School Day (Friday) P3-7 End of School Day (Friday)

BREAKFAST CLUB







- Opens - 8:05-8:25am.
- No need to pre-book.
- Enter through the side door and a register will be taken on arrival.
- Children will be taken into the playground at 8:25am.
- We will open the Glencoe and Glenshee entrance at 8:05am, so children who have a bike or scooter can drop them off at the bike rack. They should dismount at the gate. The playground is not supervised until 8.25am.

DROP OFF

We would encourage families to walk to school or park and walk.



- **The carpark at the school is for staff and visitors only.**

- If parents need to use this space in an emergency to drop off their children, they should use the first two lanes of spaces and walk their child over to the gate.
- Children should not cross the car park on their own.
- Please do not walk across the flowerbeds.
- A one way system is operated in this area.
- We would prefer you use the car park for drop, and not the road alongside the school as this can be busy with construction traffic.



SAFE ARRIVALS

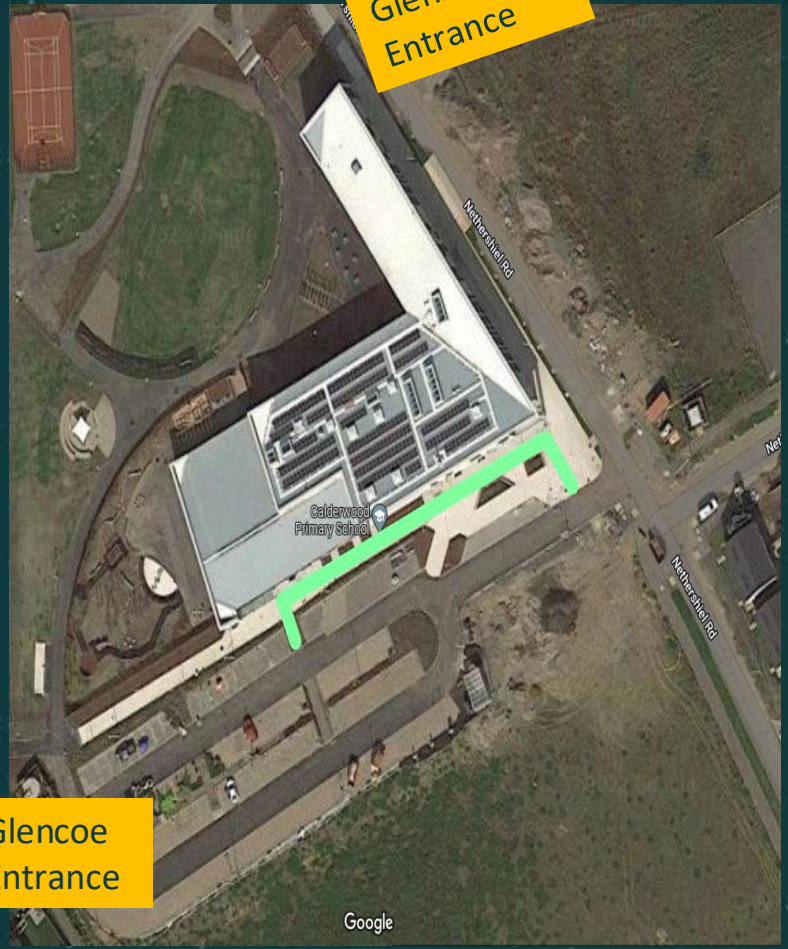
The playground will be open 8:25am-8:45am.

- In unfavourable weather conditions children will access their clan rooms, they enter their clan rooms through the playground door (STEM studio door).
On these days parents/ carers can walk them into the playground.

- Children have free play in playground – no entry for parents/carers – champions supervise

- They should use the Glencoe/Glenshee Entrance if they want to leave their bike or scooter at the bike rack. They should dismount their bike/ scooter at the gate.

- **The gates will close at 8:45am, children who arrive after this time will need to access the school through the school office** and will be recorded as late.



HOME TIME / PICK UP

Primary 1 - 2 children:

- **The gates will open at 3.05pm (Mon-Thurs) and at 11:50am (Fri), please do not enter the playground before then as clans may be using the outdoor facilities.**

- The adult can enter the playground to collect their child through the Glencoe Entrance.

- No dogs in the playground please

- P1 parent/ carers should wait in the designated area until they see their child.

- The Champion will match the child to an adult. Please ensure your child knows who is picking them up.

- Those who require an accessibility entrance should use Glencoe to enter and exit the playground.

ATTENDANCE

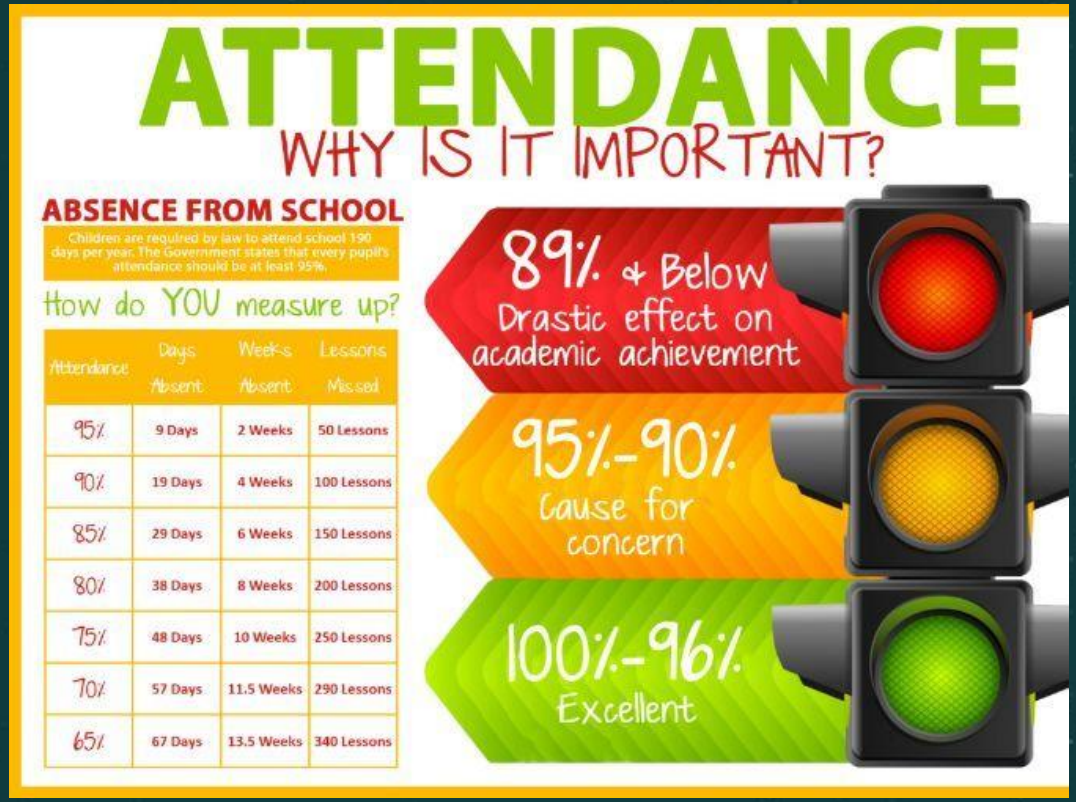
Research shows that children with less than 95% attendance – impact on learning

Attendance & lateness is monitored monthly

If child unwell, telephone school and report absence by 9.00am

NHS Summary of Recommended Periods of Absence for Communicable Diseases

Safe Arrivals to School policy



Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

LUNCHTIME



- School lunches are ordered daily through iPay impact – All P1-5 children are entitled to free school dinner
- iPay log ins will be issued ASAP if you are new to Calderwood – until then your child can order within their clan
- All iPay logins from Calderwood Nursery will continue on into their new clan
- You can look at the lunches at home with your child and pre order your child's lunch.
- Three choices of meals daily: Red and Blue Trays are hot, cooked meals, the Green Tray is a Packed Lunch-type meal.
- Children can bring their own packed lunches from home and eat them in the Café with their peers
- Children going home for lunch must notify their teacher; sign in/out at office
- Packed Lunches can be ordered on Fridays to take home



CALDERWOOD UNIFORM







OPTION 1 - COMFORTABLE CASUAL

- Navy sweatshirt **or** navy sweatshirt jumper with Calderwood logo
- White polo shirt **or** white polo shirt with choice of colour for the Calderwood logo
- Grey trousers, pinafore, skirt **or** shorts
- White, navy or grey socks
- Black school shoes
- Outdoor shoes e.g. wellies/old trainers

Other options to compliment this style include:

- Navy cardigan **or** navy cardigan with Calderwood logo

OPTIONAL EXTRAS:

- Navy and white gingham dress **or** navy and white gingham dress with Calderwood logo
- Calderwood Tartan Pinafore
- Calderwood Tartan Kilt
- Calderwood Tartan Skirt
- Calderwood Tartan Hair Scrunchie

ORDERING:
BORDER EMBRODIERIES & CASTINGS

OPTION 2 - TARTAN

- White Shirt
- Calderwood Tartan Tie
- Grey trousers, pinafore, skirt **or** shorts
- White, navy or grey socks
- Black school shoes
- Outdoor shoes e.g. wellies/old trainers

Other options to compliment this style include:

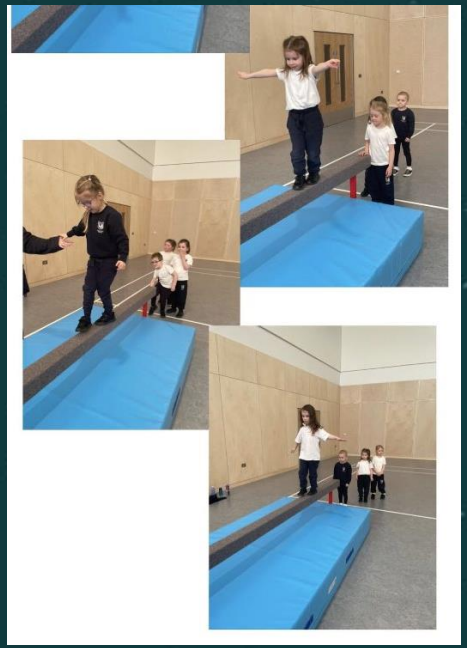
- Navy cardigan **or** navy cardigan with Calderwood logo
- Navy v-neck sweatshirt **or** navy v-neck sweatshirt with Calderwood logo

CALDERWOOD UNIFORM – P.E. DAYS

CHILDREN CAN WEAR THEIR P.E. UNIFORM TO SCHOOL ON P.E. DAYS…

The P.E. uniform on their two P.E days would consist of:

- Navy sweatshirt **or** navy sweatshirt jumper with Calderwood logo
- White polo shirt **or** white polo shirt with choice of colour for Calderwood logo; ***or*** plain white round neck t-shirt **or** white round neck t-shirt with Calderwood logo
- Plain navy tracksuit bottoms **or** navy tracksuit bottoms with Calderwood logo; ***or*** navy shorts
- Black trainers
- Hooded tops are not part of our Calderwood Couture.



Communication @ Calderwood

Keeping Connected with our Parents/Carers and Community!

Sharing Information

Website

West Lothian Council

Every school in West Lothian has a consistent style of website informing families of the same types of information. Our website will have feeds to our blog and twitter accounts, providing a 'one stop shop' for information.

Group Call: Text

It is important that the office have a record of your most up to date mobile number. We use Groupcall texting to quickly share important information.

Group Call: Email

It is important that the office have a record of your most up to date email address as we regularly use Groupcall email as our more 'traditional' form of communication. We use email to send information about events such as assemblies, trips, news, important dates, etc. If you do not have access to the internet these emails can be sent out in a paper copy.

groupcall messenger



Contact Us

wlcalderwood-ps@westlothian.org.uk

01506 280060 – East Calder

Find us at:

Website:
https://calderwoodprimary.westlothian.org.uk
Blog:
https://blogs.glowscotland.org.uk/wl/calderwood
Twitter: @Calderwood_pri

Sharing Learning

Twitter

Our Twitter feed is mainly used to alert families to blog posts. It also enables us to quickly share information and photos about learning and school events. Twitter also publicises our interesting and innovative approaches to learning and teaching, allowing us not only to be recognised for this but also to share ideas with other schools and partners. We have 462 followers who are mostly school families, local community groups, educational groups from West Lothian and across Scotland and partners, who we regularly engage with.

Blog

Our blog is a hub of activity and is updated with information from staff, children, management, parents and partners. It includes text, photos and videos about learning, events and news, keeping families up to date with all things #Calderwood. Our blog posts send feeds into Twitter to alert that there is a new post.

Profiling

Seesaw

Profiling means that learners will engage in regular discussions with staff about their progress. Profiling is integral to the production of a profile, 'a snapshot' of progress in learning and achievement. See Saw and Teams will be our main way to share this progress with you.



PHOTOS!

We are a very visible school who love to share the learning experiences of our children with our families and the community.

Please note:
photo permission is essential!

Education Services Photography and Video Consent Form - Calderwood Primary

1. I provide consent for West Lothian Council and Calderwood Primary & Nursery to use images and videos of my child for in school use to support their learning. This includes:
   - learning profiles
   - presentations
   - displays - wall displays, electronic screen displays
   (separate Seesaw permission form for P1-3). *

   ◯ Yes

   ◯ No

2. I provide consent for West Lothian Council and Calderwood Primary & Nursery to share my child's data with any school-appointed external photography company for official school photos. This includes the following:
   • Name • Class
   This will happen annually and these photographs will be made available for you to purchase. *

   ◯ Yes

   ◯ No

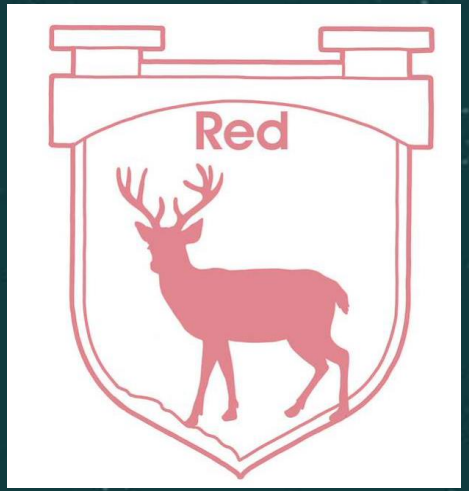
3. I provide consent for West Lothian Council and Calderwood Primary & Nursery to use images and videos of my child online. This includes the school website and blog which link to the school social media channels; Twitter and Vimeo. *

   ◯ Yes

   ◯ No

HOUSE GROUPS











02.

Learning & Teaching

Our play-based appraoch

WHAT WILL YOUR CHILD BE LEARNING?

curriculum for excellence

Children will build upon their learning in:

Literacy (Listening & Talking / Writing / Reading/ Languages)

Maths & Numeracy

Health & Wellbeing (HWB)

Interdisciplinary Learning (IDL)

Expressive Arts – Dance/Drama/Music/Art

Technologies

Science

Social Studies

RME

Termly Learning Letters will be available on the blog each term with a summary of learning.

PLAY...

Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology. Indeed, without play, none of these other achievements would be possible. The value of play is increasingly recognised, by researchers and within the policy arena, for adults as well as children, as the evidence mounts of its relationship with intellectual achievement and emotional well-being”—Whitebread, 2019

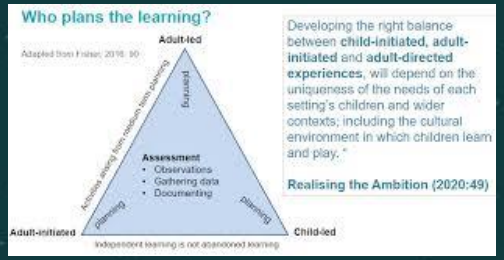
PLAY-BASED LEARNING & TEACHING

OUR VALUES





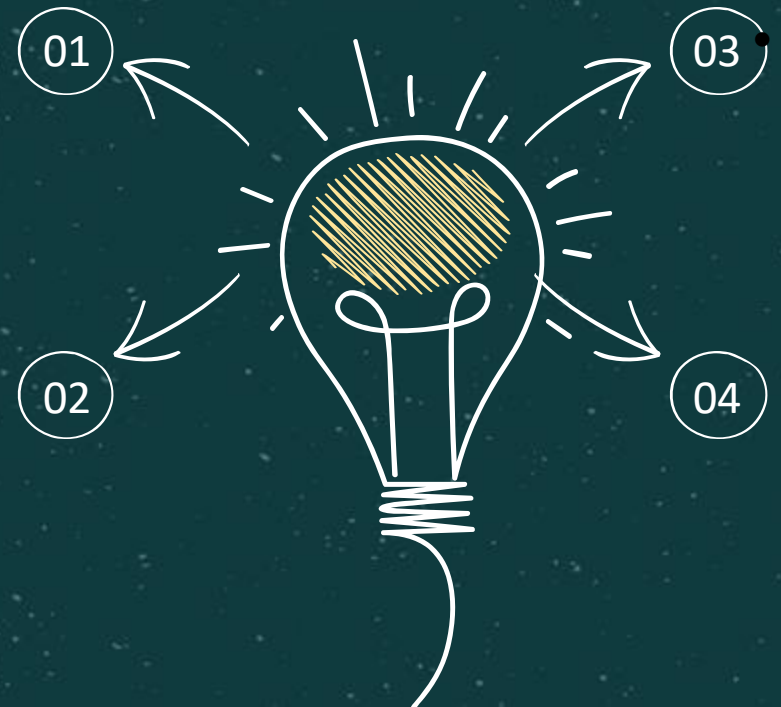




- Relationships based on mutual respect at all levels

01 Empowerment which offers freedom with guidance

02 Engaging with nature and bringing the outdoors in



03 Promoting Curiosity and Creativity with a flexible and responsive approach

04 Creating Connectedness and Community

STRUCTURE OF P1 DAY

ADULT-LEAD LEARNING:

Champions focus children's thinking

the champion sets up a starting point, invitation, provocation or stimulus with planned intentions and then stands back to wait, watch and wonder. Children engage independently until the adult joins to observe, interact or enhance learning.

ADULT-INITIATED LEARNING:

Champions ignite children's thinking

the champion sets up a starting point, invitation, provocation or stimulus with planned intentions and then stands back to wait, watch and wonder. Children engage independently until the adult joins to observe, interact or enhance learning.

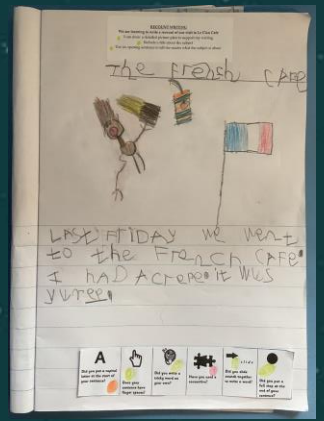
CHILD LED LEARNING:

Champions follow children's thinking

Children have daily opportunities for free flow play. Resources, experiences and outcomes are freely chosen by the child and are under the control of the child. This may or may not involve direct interaction with the adult.







Calderwood Can: Profiling

At Calderwood, we recognise that profiling is creating a holistic overview of the child as a learner through reflection and dialogue. This is central to practice in recognising achievement, profiling and reporting.

What is profiling?

Profiling means that learners will be engaged in regular, on-going discussions with staff about their progress. This is a continuous process for all learners from 3 to 18. Profiling is integral to the production of a profile, a 'snapshot' of progress in learning and achievement, which happens at Primary 7 and S3.

What is profiling?

- Capturing a record of the progression in learning.
- Allows the learner to contribute to the learning process.
- Children & adults identifying key achievements in learning and next steps.
- Supports a learner at different parts of transition.

Features of profiling:

- Evidence of pupil voice.
- Evidence of dialogue between staff and learners.
- Summary of learner achievements and next steps.

Main Approaches to Profiling

Jotters

- A space to record learning explored by individuals and groups of learners. This promotes learner agency and flexible approaches to learning.
- A long-term record of learning for students and parents, which shows progression.
- A safe space for children to develop their written skills, make mistakes with time to action feedback, and showcase their achievements.
- Evidence of progress towards achieving targets and levels.
- Assessed pieces.
- **Evidence of learning may include:** worksheets, written tasks, QR code links to Sways.
- **Feedback on learning:** All tasks will be assessed. Feedback on learning will be either; teacher, self or peer. Feedback will always be linked to the success criteria and children have time to action their next steps. Pieces of writing will use the genre specific success criteria checklist. Teacher feedback will include written, verbal feedback by Qwiqr or a record of learner conversations.
- **Presentation:** All pieces of work will have a date and title. Writing jotters should have the long date. Jotters have a printed label with the child's name, clan and curriculum area. Children should learn to respect their jotters, there should be no graffiti on the front covers. They should be encouraged to used neat handwriting and good presentation skills. All worksheet should be trimmed and stuck into jotters.

Seesaw: P1-3

Seesaw is an online space for champions to use to share progress in learning. Children will develop approaches to independently share their learning on Seesaw.

Learning Tasks: Tasks include learning intention, success criteria and details of the learning task.
Learning Observations: Observations may be in groups or individual and will include the success criteria and next steps in learning.

Feedback: All learning will be assessed in line with the success criteria and will have either self or teacher feedback. This may be recorded or written. Parents/carers are able to leave verbal or written feedback as a comment.

Seesaw Video Guide

Teams: P4-7

Teams is an online space for children to use to independently, and collaboratively, share their learning.

All Clans have a Teams responsible use agreement. Opportunities for profiling and sharing learning in Teams include:

- **OneNote:** Online individual jotter for children to record and share their learning. Tasks should be recorded as long date and then the task title.
- **Assignments:** These learning tasks request that the child posts evidence of their task in their online jotters or attached a document.
- **Channels:** Group tasks and learning tasks are set, organised by curriculum area.
- **Posts:** These are used to issue key information by adults, or set key tasks.
- **Document store:** For sharing and saving files.

Learning Tasks: Tasks include earning intention, success criteria and details of the learning task
Feedback: All learning will be assessed in line with the success criteria and will have either self or teacher (recorded verbal or written feedback).

Guidance for Glow
Advice on how to access Teams



ROLE OF BUDDIES P7-P1

- Support with Break/Lunch in Café.
- They support scheduled activities for example reading, science or health and wellbeing.
- Buddies have the opportunity to run optional activities in the playground for Primary 1 pupils.
- Check ins with their buddy for settling in and through the year.
- Where appropriate P7 buddies can support on school trips or events.
- Being a good role model and showing school values/expectations.

Parent Participation

- Parent/Teacher Meetings – twice a school year
- School Report at the end of the school year
- P2-7 Assemblies- Calderwood Connects
- P1 Christmas Show/Nativity
- Termly Learning Overview
- Seesaw
- Sharing the Learning Afternoon
- Curriculum Evening
- Volunteering – (PVG Check)
- Parent Council meetings and events





Who we are and what we do



Connect

Fundraise

Support

How you can get involved

Office Bearer

Parent Council Member

Parent Volunteer



Calderwood Primary Parent Council



calderwoodpspc@gmail.com

HOME LEARNING

1

LEARNING GRID

Challenge based activities you can choose at home!

2

READING

Weekly reading books/blending practise

3

TRICKY WORDS

Activities to practise tricky words

Mull/Orkney/Shetland - Term 3
Home Learning Choice Board

Calderwood Primary

My interdisciplinary context for learning is **Dinosaurs**
(Alongside responsive learning opportunities and a short Scots topic)

Use the choices below to decide what home learning tasks you would like your child to take part in. It is up to families as to how many activities they complete.

My weekly reading homework is: tricky words and allocated weekly group reading book or blending practise

Numeracy	Literacy	Across Learning
Task 1 Skittles: Stand up a few bottles, cans or any other objects you find in your home. Using a ball, roll it and try to knock some of your 'skittles' over. How many did you knock over? Can you write a number sentence to show this? i.e. 6 – 3 = 3	**Task 4** Free Writing: Spend 10/15 minutes writing a story, drawing a detailed picture, creating a comic strip or designing something digitally. There are no rules! Spelling does not matter, just enjoy literacy! The topic is up to you. 	**Task 7** As part of our Scots topic, find out an interesting fact about: - Mull - Orkney - Shetland (Choose as appropriate) 
Task 2 Grab & Guess!: In this game, you grab a handful of objects and try to guess (estimate) how many you have in your hand. You might use: pompoms, dry pasta, pencils, sweeties, cereal, Lego bricks... anything! *Did you get it right?*	**Task 5** Use tricky word grid to practise this week's words. See attached document for tricky word activity ideas. 	**Task 8** Choose a dinosaur you are interested in or create a new one: - Draw it (adding as much detail as you can) - Label the body parts - Name it - Colour it 
Task 3 SumDog Log into SumDog and play for about 20 minutes. *(SumDog Logins were given out at the start of the year. Let your teacher know if you need a reminder)* Your teacher has set your work, so the more you play, the trickier the questions get! How many coins can you earn by playing the games?	**Task 6** Pick up a book, comic or any other text and spend some time reading for enjoyment. Write down the title and author so you can keep track of everything you have read. Would you recommend it to a friend? Write a book review if you'd like! 	**Task 9** Can you invent a new warm up game? What are the rules? Remember everybody must keep moving (nobody can be put out). 

Ask me

1. What was the best thing that happened at school today?
2. Tell me something that made you laugh today.
3. Tell me a new word that you heard today.
4. If I called your teacher tonight, what would they tell me about you?
5. How did you help somebody today?
6. Tell me one thing that you learned today.

Sharing your homework:

- Take a photo of your learning/ make a video/ create a document.
- Login to your Seesaw account.
- To see activities from your teacher, tap the Activities tab and look for the Term 3 Home Learning Choice Board (*on the right side under class name*).
- Click **'Add Response'** to respond and add your learning.
- Always press the green check to save work to your journal.



Week Beginning	Tricky Words		
17.01.22	my	by	
24.01.22	one	like	
31.01.22	have	live	give
07.02.22	revise all tricky words learned so far		
21.02.22	only	old	
28.02.22	little	down	
07.03.22	what	when	why
14.03.22	where	who	which
21.03.22	revise all tricky words learned so far		

Tricky word activities:

1. Write the words with white crayons and then use watered down paint to brush over them to see the word appear or write the words in rainbow writing.




2. Make the tricky words out of things you can find in your house, e.g. pasta, lego or buttons.

3. Look, cover, write and check. Look at one of the tricky words and then cover it up. Once it is covered try to write it out by yourself and then check how you got on afterwards. You can try this for a few of the words.

4. Go on a hunt to try and find some of the tricky words in your books at home.

THE LEARNING ENVIRONMENT







SPACES

INDOORS OUTDOORS

RESPONSIVE

CHANGING

CHILD'S INTEREST

EXPERIENCES

SKILLS FOR LEARNING & LIFE

REASONING CREATIVITY PROBLEM SOLVING

RISK TAKING OPEN-ENDED

INTERACTIONS

RELATIONSHIPS

SELF-REGULATION

CHOICE

NEGOTIATION

Children have choice of:

- Multiple clans and spaces
- Social interactions across the year group
- A wide range of resources and open-ended materials

responsive and intentional planning

WHAT DO YOU NEED TO DO?







COMPLETE

Complete the digital forms on the Welcome Letter
EE2, Medical, Photo permission

Provide emergency contact details (please update us if this information changes)

ORGANISE

Label all uniform, jackets shoes, bags, waterbottles and clothing

SUPPORT

Support your child with their transition
Read the social story
Take a walk by the school

Practice skills- putting on jacket, own shoes, unpacking or packing a school bag.

03.



You Asked: We Answered

You Asked: We Answered

You Asked	We Answered
Should they have spare clothes with them?	Yes – children may be outdoors for learning, at breaks and can sometimes have toileting accidents at school so we would recommend at least 1 change of clothing in their school bag,
Please also provide key dates like parents evening and sports day	A Calendar will be provided to parents in August.
What is expected of children in the first few months of school.	To learn the routines of their new school, be ready, respectful and safe.
What support is offered if children experience difficulty settling in.	We are fortunate to have dedicated, caring Champions at Calderwood, our Pupil Support Workers will be available to support if someone is upset,
What measures are put in place for children that might not be confident enough yet to walk from school gate to the classroom door when going into week 2?	Breakfast club, P7 chiefs and buddies
After school club - Will someone be available to show the new kids where to go after school?	Jets and Simply Play collect the children from their clan rooms.
Indoor and outdoor wear - do these get left at school or do we need to bring them in the kids bag every day?	Yes, outdoor shoes such as wellies and rainsuits can be left in the cloakroom on their peg.

You Asked: We Answered

You Asked	We Answered
First Aid Training	Current staff team have all received First Aid training. Further specific first aid training is available however this is voluntary.
the amount of screen time that the children are exposed to, and what the screens are used for.	Our Promethean Interactive Boards are used to support learning. Teachers may use this at the start of the lesson or with a small group. Ipads are also used in the classroom to support learning, upload to Seesaw.
Bullying	Policy on our blog and this will be updated for August. You have received a link to this in our welcome letter.
How concerns are flagged to parents	Class teacher would speak at end of day/phone call to discuss.
Plan for first day	**Mull and Orkney: 9am pick up at 2.40pm** **Shetland and Skye: 9.15am pick up at 2.50pm** **Bluebell and Bramble: 9.30am pick up at 3pm**
After School clubs	Staggered through school year- provided by staff. More information will follow.
Programmes	Letterland- phonics PM- reading and writing SEAL/Numicon for numeracy