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August Friday 22 September to Monday 25 September (inclusive) Tuesday 26 September Friday 16 October 13 October Monday 16 October to Friday 20 October Monday 23 October Monday 25 December to Friday 05 January (inclusive) Monday 08 January Monday 12 February 12 February to Tuesday 13 February 13 Wednesday 14 February Thursday 15 February 30 March to Friday April 13 (inclusive) Monday April 16 Monday 7 May Thursday 24 May Friday 25 May to Monday 28 May (inclusive) Tuesday 29 May Wednesday 27 June Close at 1pm Lenzie Meadow Primary and Early Years Centre Page 12 13 Attending School Section 30 of the Education Act 1980. requires every parent of a school-age child to ensure that their child attends school regularly. Attendance must be recorded twice a day, in the morning and in the afternoon. Regulation 7 of amendments in the field of education (school and information) (Scotland) Etc., the 1993 Regulation requires that any child's absence from school be entered in the school register as approved by the authority or not authorised by the parent (unexplained) or temporarily excluded from school. Un-notified Absence Policy It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is absent. In some cases, parents may not be able to initially notify the school of their absence because their child may have felt unwell at night. In such circumstances, parents should notify the school before registering. If parents do not inform the school that the child is not present, the school will take action to find the child. This will require you to be contacted and, if necessary, an emergency contact. If these actions fail, the school will ask the school attendance officer to visit your home. In exceptional circumstances, when the school believes that your child may be at risk of harm, they will contact the Police and/or Social Work. Parents should also give their child a note about returning to school, confirming the reason for Family holidays Every effort should be made to avoid family holidays during the period education and significantly reduces learning time. It should be noted that this has an adverse effect on the child when he is absent from school, but also leads to an extension of the disruption in the child's education for the period during which he returns to school after a family holiday. A family holiday will be treated as an approved absence only if prior school approval has been obtained and it is assessed that the holiday is important for the well-being and cohesion of the family, after a serious or incurable illness, mourning or other traumatic events. Parents can request that their children be absent from school to make a longer visit to relatives. This holiday will be treated in the same way as a family holiday, but will be registered separately from school holidays for nursing purposes. Applications must be submitted in writing, specifying the destination and duration. Of course, without explanation from parents, absence is not allowed. Information regarding exceptional closures We make every effort to maintain full educational service, but in some cases there are circumstances that lead to disruption. Schools may be affected, for example, by severe weather, temporary interruptions in transport, power outages or difficulties in fuel supply. In such cases, we will do everything we can to inform you of the details of the closure or reopening. We will keep you in touch with letters, announcements in local shops and community centers, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website (a) Communication of parents with the school in an emergency It is important that parents keep contact with the school to a minimum in an emergency. When you call school, you will be asked to provide a contact number and your message will be repeated. Please give the name of the student, class and/or teacher. If possible, please call before 2:30 p.m. if there are any changes in the organization of childcare. Lenzie Meadow Primary and Early Years Centre Page 13 14 Comments, Compliments and Complaints Procedure We want you to be fully satisfied with your child's education and encourage you to provide feedback on our services from parents and students. Therefore, we are interested in all kinds of opinions, be it comments, compliments or complaints. If you want to record a comment of any type about school, you can do so by writing, calling, or making an appointment to see someone. All reviews are welcome and keep us in touch. If you have a complaint about the school in particular, please let us know. It is better that these things are shared openly and resolved fairly, and cannot harm the relationship between family and school. There will be no negative resulting from the complaint and we will deal with the matter as confidentially as possible. Regarding the complaint: Stage 1 frontline resolution, we will always try to resolve the complaint quickly and customer satisfaction wherever we can. This resolution will be tabled within five working days, unless exceptional circumstances arise. Stage 2 Investigation, if you are unhappy with the decision at stage 1, the complaint will be investigated, confirmed within three working days and the decision delivered as soon as possible, but within twenty working days. If, following further investigation and response, you are still not satisfied, you can deal with this matter with the Scottish Public Service Ombudsman, our response will include contact details. Please also note that you have the right to raise unresolved concerns with local councillors, MSPs or MPs. Lenzie Meadow Primary and Early Years Centre Page 14 15 Involvement of parents at All East Dunbartonshire Council schools welcome parental involvement, as research has shown that when parents are involved children get better at school. At Lena Meadow, we strongly encourage parents to engage in their child's learning in cooperation with our staff. Throughout the year, parents plan regular visits to discuss their child's progress. We also encourage parents to call and arrange an interview with the teacher if they want to discuss their child's education or well-being. Each class has an open morning called Learning Conversations for each session. Parents are invited to the show to find out what their child was learning during this time frame. At this event, they are invited back to class to watch the student's work and discuss their studies with the educator. These events were introduced this year, and our self-review procedures indicate that events are proving very popular with parents. We also sought parental support to help with engagement sessions this year. Many parents are involved in initiatives such as Friday Electives, and this will grow as the school grows and we develop our strategy and engagement procedures. Many parents are involved in running our club program after school. This is very welcome and provides extracurricular activities for all children in school. Parents are very welcome to come and help in their child's class. This may be organised through the Head of the School, if necessary, an inspection, if required, will be undertaken before entering the school. The parents' council of the Parents' Council is a formal representative body for parents/guardians with children attending school. Parent councils are different in each school to enable them to meet the needs of parents/carers locally. Parents are welcome to be: involved in the education and learning of their children; be active school life; schools; express their views on school education and cooperate with their children's schools. All parents/guardians are automatically members of the Parent Forum at the child's school. As a member of the Parents' Forum, all parents can expect information about the school and its activities; hear what partnership with parents means in our school; be invited to engage in the way and times that suit you; identify problems that the parents' council is supposed to work on with the school; be asked by the parents' council for their opinion on issues related to the school and its provision of education; cooperation with employees; and enjoy participation in the life of the school in every possible way. The Parents' Forum decides on the selection of their representatives in the Parents' Council and the functioning of the Parents' Council. Parents/guardians are encouraged to volunteer or come forward to choose as representatives of the Parents' Council if they wish. Lenzie Meadow Primary and Early Years Centre Page 15 16 The main objectives of the Parents' Council are: Supporting the school to work with pupils; To represent the views of parents; Promoting contacts between school, parents, pupils, pre-school education supervisors and the community; To apply to the Parent Forum; To be involved in the appointment of senior staff; and to raise funds for the school for pupils (in some schools the PTA fulfils this role). Members of the Parents' Council are: Chair: Nina Teasdale Vice Chair: Secretary: Clerk: David North & Gordon MacDonald Gareth Doyle Lynn Pike Stake Parent Council Members Nursery Susan Tate & Alison Campbell Primary 1 Gareth Doyle & Andrea Johnston Primary 2 David North & Angie D Andrea Primary 3 Gillian Cay & Rebecca MacDonald Primary 4 Gayle McNeill & Lynn Pike Primary 5 Fiona Wright & Jennifer Schofield Primary 6 Gordon MacDonald & Judith Cain Primary 7 Nina Teasdale & Gerry Morrison Staff Representatives Jill Donald Lesley Reid (Nursery Manager) You can contact him via: Address of the Parents' Council: For more information about parental involvement or to learn about parents as partners in learning their children, please contact the school or visit the parent site Lenzie Meadow Primary and Early Years Centre Page 16 17 Parent Teacher Association (PTA) This association has the full support of the , deputy director and staff and we hope that support, goodwill and cooperation will continue to flourish. The Committee agrees to the activities for one year and meetings shall be held at intervals throughout the year. Further information may be available from the Registrar. The main bearers of the office are: Chairman Deputy Treasurer Secretary Treasurer Laura Henderson Victoria Walker Amanda Gunning Louisa North / Lesley Barrie Jasmine Dunn PTA is mainly responsible for organizing events for parents fundraising for the school. Volunteers are welcome - please contact the PTA if you would like to join. It is a very active and committed group in Lenzie Meadow Primary and Kindergarten. Contact Details Website Scottish Parent Teacher Council is a national pta organisation in Scotland and runs an independent hotline for all parents. You can contact him by phone, fax or on or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB. Student Council and Student Committees The voice of students is of great importance in Lena Meadow. Some of the best ideas come from students who are interested in their school and learning. The School is committed to supporting the development of its students as a whole and therefore wishes to support their development in spiritual, moral, social and cultural terms. These key human aspects of learning are supported by the following solutions: Creating a school ethos that in every way gives value to these aspects of development, in particular by providing an overall atmosphere that is both caring and demanding and which creates opportunities for the development of personal responsibility. Promoting social and moral learning through the way disciplinary issues are dealt with. Ensuring that staff and adults at school provide students with positive models. Organize regular school meetings as a community and take advantage of such opportunities to encourage and strengthen the values on which the school is based. Enrichment of the curriculum in all relevant areas with an emphasis on spiritual, moral, social and cultural development. Providing opportunities within the curriculum for personal and social development. Provide a religious education programme that answers basic questions about the meaning, value and purpose of human life. Providing a moral education program. Take every opportunity to recognize, appreciate, appreciate, and encourage students' different cultures and heritage to appreciate and appreciate the cultures and heritage of others. Lenzie Meadow Primary and Early Years Centre Page 17 18 Students' voice We want our students' opinions to be heard and have many ways in which our students can contribute. Each year, children are invited to apply for these positions and then selected at each stage. We recently set up the following groups: The Student Council of the Student Council discusses various issues related to school life and helps improve the students identified. They often lead the way in organizing charitable fundraising events at school. Eco Committee ECO Committee has a representative from each class and works hard to ensure that we are green through environmental projects, recycling and saving systems The Charity Committee is gathering to decide what local, BRITISH and global charities can be supported each year. They are also responsible for fundraising at our school. The Fair Trade Committee The Fair Trade Committee organises fair trade awareness events. This is an important part of learning at all stages. Outdoor Learning and Gardening Communities Due to the vast areas and areas of outdoor learning that the school will soon have, we have set up a committee to consult all students and staff on how we can go outside. The Committee is aware of the benefits of outdoor learning and promotes this through initiatives and planning. Health Committee Our Health Committee is crucial for the school. Activities are planned throughout the year with an emphasis on healthy minds and healthy bodies. The Committee on Health shall also contribute to the itinerary. They collect data again to go to school and plan incentives to do so as well. Junior road safety officers are part of this committee. Throughout the year they conduct various awareness sessions. Please refer to the school itinerary on our school website. The Website, Advertising and Entertainment Group Committee are clear that they help promote Lenzie Meadow and liaise with classes and committees to see how we can promote our school in the community. They also invite organizations and helpers to the school to improve the curriculum. Lenzie Meadow Primary and Early Years Centre Page 18 19 School House System Students and staff are assigned to one of our four homes, Campsie (Red), Cawder (Yellow), Kelvin (Blue) or Lennox (Green). At the beginning of each session there are interviews, which are aimed at selecting captains and vice-captains for each house from our Primary School No. 6 and 7 students. We encourage students to wear a home badge at all times and the colors of the house e.g. There are inter-city competitions all year round, and on Sports Day children compete in home teams. Good behavior and behavior contributes to home points and the cup is presented to the winning team in June. The School and Community School and its students make an important contribution to the local community. Respect for others and caring attitude are nurtured at every opportunity. The school has started a lot of fundraising for local, national and international charities already this session. You will be kept informed by our school newsletter throughout the session. We also have strong links with companies, local churches, volunteer groups and sports clubs in the area. All this helps our students to learn and develop in a wide range of The school is part of the local community and the facilities contained therein can be used for various activities outside of school hours. School, community learning and development and children's services, the contact details of which can be found at the end of this brochure. We believe that it is fundamentally important to promote a positive and caring environment in which our students develop to the maximum extent their self-esteem and self-esteem and respect and respect for others. The school has a positive approach to discipline with an emphasis on praise and reward. Detailed information about our reward schemes can be found in the Positive Behaviour Promotion Policy, a copy of which can be obtained from the school office. This policy also details how we deal with inappropriate behaviour. This may apply to parents, as parental cooperation in this process is crucial to its success. Each class is committed to establishing a Classroom Charter at the beginning of each year. This charter sets high expectations for all students. We also have our School Card, as indicated in our School Vision statement. Lenzie Meadow Primary's anti-bullying procedures promote positive behaviour and have a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on request. Lenzie Meadow Primary and Early Years Centre Page 19 20 EQUAL OPPORTUNITIES AND SOCIAL INCLUSION In East Dunbartonshire, all children and young people have the right to participate fully in an educational community that promotes equality of opportunity and seeks to protect against all forms of discrimination. The school believes that students and staff have the right to learn in a caring and safe environment. Employees do not tolerate any behavior or attitude that leads to humiliation or harm to employees and students based on race, color, language, nationality, ethnicity, cultural and religious beliefs, sexual orientation, gender, marital status, and disability. Race With respect to racial equality, the school applies a written procedure every time a racist incident is reported. This procedure is described in detail in the document Combating racist incidents within the educational service. Parents/Guardians who wish to learn more about this procedure should ask the school for a copy of the School Racial Harassment and Harassment Flyer: A Guide for Parents/Guardians. Disability The Disability Equality Duty (DED) imposes a statutory obligation on educational authorities to actively promote equality of persons with disabilities in all their functions (policies and practices). East Dunbartonshire Council's Education and Children's Service's Disability Equality Scheme (DES) and plan were published in December This programme and action plan will build on a wide range of work that the Education Service did to promote disability equality at East Dunbartonshire Schools. For more information on can be found in the Disability Equality Programme (DES) and the Education Action Plan. More information can also be found in the Education Services Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council and from the Director of Gender: The Gender Equality Duty (GED) was created under the Equality Act, and GED requires Scottish schools and education authorities to actively promote gender equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire are working hard to ensure all pupils reach their full potential, and their gender equality agenda and action plan reflect this commitment. The school and kindergarten have a non-gender toilet policy where students can access school toilets. All toilets are completely private with floor-to-ceiling doors closed for individual privacy. A copy of this document can be obtained from all schools at East Dunbartonshire Council and from the Director of Student Development Spiritual, Moral, Cultural and Social Values The School is committed to supporting the development of its pupils as a whole and as a result wishes to support their development in spiritual, moral, social and cultural terms. These key human aspects of learning are supported by the following findings: - Creating a school ethos that in every way gives value to these aspects of development, in particular by providing an overall atmosphere that is both caring and demanding and which creates opportunities for the development of personal responsibility. Promoting social and moral learning through the way disciplinary issues are dealt with. Ensuring that staff and adults at school provide students with positive models. Organize regular school meetings as a community and take advantage of such opportunities to encourage and strengthen the values on which the school is based. Enriching the curriculum in all relevant areas with a focus on spiritual, moral, social and cultural Lenzie Meadow Primary and Early Years Centre Page 20 21 development. Providing opportunities within the curriculum for personal and social development. Provide a religious education programme that answers basic questions about the meaning, value and purpose of human life. Providing a moral education program. Take every opportunity to recognize the value and heritage of students and encourage them to appreciate and appreciate the cultures and heritage of others. Playground supervision the presence of adults is ensured in playgrounds during breaks in school regulations (safety and supervision of pupils) (Scotland), Lenzie Meadow Primary and Early Years Centre Page 21 22 School Curriculum Curriculum curriculum for Excellence Bringing learning to life and life to learning. The curriculum of excellence covers learning from 3-18 years. It aims to improve the life chances of our children, nurture successful pupils, confident people, effective colleagues and responsible citizens, based on Scotland's reputation for excellent education. He develops learning, living and working skills by introducing real life in the classroom, making learning important and helping young people apply lessons to their lives outside the classroom. It combines knowledge in one field with another, helping to connect in their learning. It develops skills that can enable children to think independently, make sound judgments, challenge, seek and find solutions. The curriculum of excellence balances the importance of knowledge and skills. Every child has the right to broad and deep general education, regardless of their level and skills. All teachers are responsible for developing literacy, numeracy and health and well-being. There is a right to personal support to help young people reach their potential and seize their opportunities with additional assistance wherever they need it. All staff will be able to place new emphasis on taking care of the health and well-being of our children to ensure that school is a place where children feel safe. At Lenzie Meadow Primary School, we offer a broad curriculum that promotes your child's comprehensive development. We strive to provide depth, breadth, challenge and pleasure in everything we teach. This is planned through various basic teaching and interdisciplinary approaches to learning. Counting and Mathematics Recently purchased an extensive new math program for the school that is used to expand and support learning. Some of the most popular materials are TeeJay Mathematics and Scottish Heinemann Mathematics (SHM) and Heinemann Active Maths (HAM). We place great emphasis on counting skills. It is important for children to understand the concepts that are taught, and therefore mental mathematics strategies are promoted and implemented throughout the school. Initially, all numbers are taught using specific materials to help you understand numerical bonds. Only if the child is certain of his number bonds, he will start working in abstraction. Other mathematical concepts such as measure, money, shape, position and movement, and information handling are taught at all stages. Throughout the school various troubleshooting programs and queries. We also have a program for shaping, positioning and movement and the use of programmable toys and to make learning more active. Recently, Heinemann Active Maths Interactive Problem Solving was introduced to provide depth of learning and a clear understanding of mathematical concepts. This allows teachers to assess whether children are able to use knowledge in real life situations. The use of science-based games via interactive whiteboards is widely used throughout the school. We subscribe to Education City, which provides excellent resources for mathematical concepts. Lenzie Meadow Primary and Early Years Centre Page 22 23 Literacy and English Various techniques, activities and resources are used to develop literacy, speaking and listening skills. The main reading programs are StoryWorld and Literacy World. As children become confident in reading, they follow a differentiated approach based on mutual reading. We attach great importance to understanding texts through higher-order thinking skills. This usually starts with P4 and progresses in the complexity of materials to P7. Mutual approaches are a place where children work in groups to interpret, discuss and explain the meaning of the text. The school has set up its own extensive resource bank to support reading teaching. This includes the use of large books, non-fiction materials, as well as shared text resources. Our next step will be to purchase multimodal resources that are at the forefront of effective learning, because they teach children notions such as reading from a website and how to synthesize materials, as well as looking at the importance of texts. There is an ongoing process of expanding various reading materials to encourage children to read for pleasure. The Writing Foundation's philosophy is used in the Infant section, and employees have been trained in Word Aware and POLAAR concepts that promote effective links between reading and writing. These programs develop children's ability to compose stories and express their thoughts through drawing and language. At a very early stage, the teacher acts as a snob until the children have mastered the mechanics of letter formation, introduced in a systematic and structured way. We have a structured writing development program at all stages. The program is based on Story Mountain and is integrated with other strategies and writing resources. In middle school and high school, we use an approach called Big Writing. Both students and staff are delighted with the use of this method to develop children's literacy skills. We have a clear and progressive acoustics program taught in the Infants section through Jolly Phonics. We recently introduced a new spelling program: The GL Single Word Spelling Test evaluates each student and sets it in a spelling program that is specific to the Needs. This is a weekly through dictation exercises to support spelling in context. All stages learn French as language 2 and Mandarin as language 3 in primary school 5 to 7. Listening and speaking is the main goal of all areas of language and permeates the entire curriculum. Children in the Infant section are introduced to listening and speaking tools. As we stretch through the basic stages of listening and speaking it is developed through debates and circles of literature. Health and Wellbeing Lenzie Meadow has a health and wellbeing program tailored to the curriculum for excellence in experiences and outcomes. Some areas covered by this programme concern mental, emotional, social and physical well-being. Physical education, activity and sport are conducted jointly by our physical education specialist and class teacher. We fully cooperate with health activities and work closely with active schools to promote well-being throughout the year. We recently introduced a new feel-good program that deals with emotional skills and friendship called PATHs Positive Alternative Thinking Skills. It was introduced in Kindergarten to P3 this session and will be developed in P4 to P7 in the session We also have all the school emphasis through our Bounce Back prosperity program in assembly and then through lessons. Other important aspects of the program include food and healthy eating, drug and alcohol awareness, as well as relationship building, sexual health and parenting. Sensitive aspects of the sexual health program are taught within the third period after the release of a letter informing parents about the content of the lesson. Sexual health lessons are available to parents on request. Lenzie Meadow Primary and Early Years Centre Page 23 24 Social Studies This area of the curriculum covers three main aspects: People, Society, People of Economy and Business, Past Events and Associations People, Place and Environment This area of the curriculum is covered by a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding. We've also developed an updated mapping skills program at each stage. All stages take a flexible and integrated approach to the implementation of the social studies programme in order to establish contacts in learning in all fields. Great emphasis is placed on global educational links, as well as on entrepreneurial activities. Expressive arts Creative and imaginative talents of children are developed through artistic and design classes, music, drama and dance. We value art at Lena Meadow Primary and provide high-quality learning and teaching in these fields through clear and comprehensive study programs. classes work with both music and PE professionals to provide students with a high-quality learning experience. Instrumental learning on violin, violin, Bass, saxophone and flute are offered at Primary School 4 when students are interviewed for a chosen instrument. Local authorities provide drum lessons for P4 students. Primary school from 4 to 7 children has the opportunity to be in the Glee choir and perform at local events and school activities. Technologies Our technology program analyzes aspects of technological development in society as well as ICT to improve learning. Basic technological skills are introduced at an early level and strengthened at all primary stages so that children can fully integrate their technological skills to enhance all areas of their learning. Science The four main aspects taught in science are: Planet Earth Forces, Electricity and Waves Biological Systems Materials Our planning is consistent with the Curriculum for Excellence and provides stimulating lessons that are interactive and fun. We are also a partner of the Stem Ambassador of the University of Glasgow and that is why many of our lessons are jointly conducted by university science experts and classroom teachers. Religious and moral education We are guided by the guiding principles and objectives of regional policy in the field of religious education and worship (1993). Resource packages for Christianity and other world religions are used to support religious education teaching and are included in our curriculum. We also take a school-wide approach to the religious and traditional aspects covered by Christmas and Easter. Lenzie Meadow Primary and Early Years Centre Page 24 25 Religious Lessons and Adherence Parents who wish to exercise their child's right to withdraw from religious and/or obey lessons should contact the School Principal in writing and alternative arrangements will be made for your child. Sensitive aspects of parents' learning can be provided with any information regarding sensitive aspects of education, such as our health and wellbeing program, such as sexual health, drug awareness and online safety by making an appointment at school. Our Sexual Health content is sent within 3 days before class, and all children in P6 and P7 receive a student brochure. Homework The philosophy of homework policy is to help a child in the art of study that may be necessary later in life, as well as to practice and consolidate key notion and skills previously taught in the classroom. Homework consists mainly of literacy and numeracy classes, although there may be times when children are asked to find information about them, make/design an object or conduct a survey. On average, homework should last from a few minutes depending on the age and stage of the child. Especially in baby classes, you should be encouraged to read at home with you to talk about photos and predict what is happen further. We have a structured home curriculum in acoustics and spelling for primary 1, 2 and primary 3 children. The most cost-effective and effective homework for your child is your own interest and commitment to his school work for a short time each evening. We hope that homework will give parents the opportunity to work with their children at home and provide insight into the learning at Lenzie Meadow Primary. In January each year, all classes take part in fun and demanding active classes to study at home. This focuses on more practical activities that can be done at home, and children really take the opportunity to take part in it. A copy of our homework policy can be found on our school website. Extracurricular activities After school We have different classes that students at different stages have the opportunity to join at some point throughout the session. A list of opportunities that were available during the year can be found in our newsletters. Breakfast and after school There is a breakfast club and an after-school facility at Lenzie Meadow Elementary School. They are conducted by POMP outside of school care and all inquiries should be directed to them at Lenzie Meadow Primary and Early Years Centre Page 25 26 Assessment and Reporting Contacts with and Engaging Parents in Their Child's Education Assessment is done through a package of student-based activities on an annual basis. It will be a school-based, ongoing teacher assessment and standardized assessment. Moderate staff and track student learning termly and report to the senior management team through learning, teaching and evaluation meetings Parents receive two written reports on student progress throughout the year. It is also possible to formally meet parents twice a year during their parents' evenings. The results of the above assessment may be shared with parents when talking to parents. Parents can also be invited to Team Around the Child meetings if appropriate to support students' progress. The Education Service wishes to ensure that it engages all parents accordingly and with a sense of their children's education. Under education law, parents are: - non-resident parents who are required to maintain or have parental responsibilities with respect to the child; - Guardians who may be parents; - Foster carers, relatives and friends who care for supervised children; - Close relatives, such as siblings or grandparents caring for children, who are not cared for and are not accommodated by local authorities or are under the supervision of a house (accompanied). Anyone who is a parent (in accordance with education law) has the right to receive advice and information about the child's education and participation in classes. The Education Service will treat all Equally. The exception is where there is a court of law individual exercise of parental rights and obligations. Schools collect information about the child's family situation every year. If the family situation changes during a school session, it is important that parents inform their child about these changes at the school. For more information on how the Education Service is working with parents, see Schools, Parents and Parents' Authority : Information document for schools and education support services led by East Dunbartonshire Council (2007). This publication is available in schools or as chief education officer, contacted at East Dunbartonshire Council The Marina 12 Strathkelvin Place Kirkintilloch Glasgow G66 1TJ Tel: Lenzie Meadow Primary and Early Years Centre Page 26 27 Early childhood education and care enrolments The school curriculum provides 48 places for children aged 3-5 years and 10 places for children aged 2-3 years. This recipe is available from 8:00 to 18:00, 50 weeks a year. Early learning and childcare have no religious value. This means that all crèches are open to children and parents of all religions and beliefs. Placement in a kindergarten does not guarantee a place in primary school. Admission to early learning and childcare in East Dunbartonshire All East Dunbartonshire early years establishments after the Council's early year admissions policy. Places can be provided at local authority nursery schools or with a recognised provider in the private sector and voluntary service who have been admitted to East Dunbartonshire Council to provide early learning and childcare. For administrative purposes, parents are asked to fill out a registration form and take it to any East Dunbartonshire primary school local authority or an extended day centre during recruitment week in January. Parents are asked to bring a suitable birth certificate(s) and proof of residence when registering their child (sheepless) if they are residents of East Dunbartonshire. Parents who live in East Dunbartonshire do not require proof of residence. It is important to apply for places for children aged between three and five by the end of February. The forms are available on the council's website or at all EDC nurseries, as well as in Community Hubs or by contacting the Contact Centre It is important to note that placement at the East Dunbartonshire Nursery/Partnership Centre does not give children an automatic place at East Dunbartonshire Primary School. Transfer from kindergarten to Primary School Registration and enrolment Date of registration of new students is announced in all local nurseries, local press and on the council's website It is usually in January each year. Students should registered schools for their catchment area. Parents will receive school information when they register their child. Parents who wish to send their child to a school other than a catchment school must apply for placement. Parents of students who have moved to the catchment area or who want their child to be transferred to school should contact the school office for information. Before leaving kindergarten, the transfer of information documentation for each child will be prepared by staff at the beginning of the year to ensure smooth transition and continuity of education for the child moving to primary school. Recruitment to primary schools Starting school in Primary School No. 1, the child usually attends the local primary or non-marked school (regardless of religion) and moves from it, after primary school No. 7, to secondary school. Detailed information on catchment areas and borders can be obtained from the Tel. Education Office or the relevant school. Recruitment deadlines will be set by each school and recruitment should be completed in January before the start of the term of office in August. The Office will place advertisements in the local press and crèches advertising the date of entry. Application forms must be completed on the day of entry to school. Parents are kindly requested to bring a suitable birth certificate and proof of residence when registering their child(s). Lenzie Meadow Primary and Early Years Centre Page 27 27

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