Welcome to Tollcross Primary School

“Children understand the importance of their diverse school community and their role in making everyone feel welcome in Tollcross Primary. They are proud of their school and are keen to discuss the many ways that they celebrate a wide variety of cultures and beliefs. Positive relationships between children and staff are a strength of the school. Children feel cared for and supported in their learning.”

Education Scotland March 2025

Our School Values

kind achieving safe supportive creative happy

Learners achieving and exploring creativity in a supportive and safe learning environment where everyone treats each other with kindness and helps to create a happy school environment for all.

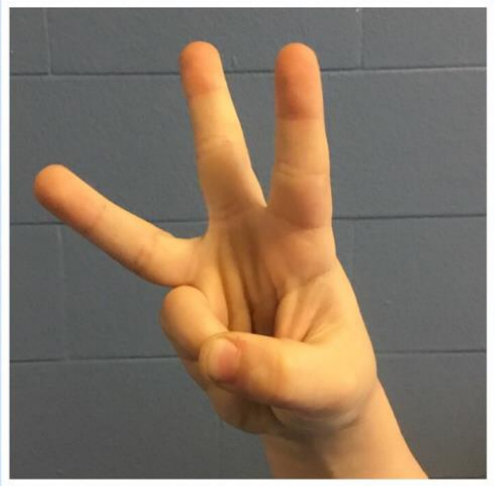
School Aims

Tollcross Primary is a supportive, safe and creative learning community where we aim to;

- Provide an inclusive child centered learning environment of the highest quality
- Support every child to become a responsible, successful and confident lifelong learner
- Place the social and emotional wellbeing of our school community at the heart of all we do
- Promote active home and school partnerships to enrich pupil experience and achievement

TOLLCROSS PRIMARY

Big 3



be safe

be respectful

be kind

curriculum for excellence

The children will progress through Early (Nursery to P1) First (P2 to P4) and Second levels (P5 onwards) covering the areas below. We support learners' needs through targeted interventions.

Numeracy and Maths

Literacy and English

Science

Social Studies

Health and Wellbeing

Expressive Arts

Religious and Moral

Technologies

Child-Led Approach

Learning Through Play

Learning in P1

Friendships, learning to work together, building on the skills children bring to school from nursery.

Play-based learning and responsive planning.

City of Edinburgh Literacy Rich Programme.

Stages of Early Arithmetical Learning (SEAL).

The P1 classroom

The Playroom

The Playground

A day in the life of P1

9 – 9:40am

Play

Child directed, provision enhanced by current floorbook interests. All adults supporting and extending play.

9:40 – 10:30 am

Literacy

Structured tasks, adult led and adult initiated. All adults support learners.

10:45 – 11:45 am

Numeracy

Structured tasks, adult led and adult initiated. All adults support learners.

12:45 – 2pm

Play

Child directed, provision enhanced by current floorbook interests. All adults supporting and extending play.

2:20– 3:20pm

Play

Child directed, provision enhanced by current floorbook interests. . Free flow across P1 and P2. All adults supporting and extending play. Outdoor sessions.

What does it look like?

'A day in the life of P1' video-

https://tollcrossedinschuk.com/welcome-to-primary-one-🐻/

Play

Child-led

What do we know about Earth and where we come from already?

I know about Scotland – Aven

The Pacific Ocean doesn't have many creatures living in it, at least I don't think it does – Ezra

The Spain flag is red on the top and bottom and yellow in the middle - Andrés

There are a lot of people in the world. Lots of girls and boys. – Serah

The British flag has red, white and blue – Elspeth

The middle of the sea is really deep – Aaron

The Italian Flag is red, white, and green. Red is the first, white in the middle, green at the end. – Elizabeth

There are more fish in the deeper water but next to us at the beach there are not as many – Daryna

Fish swim in the ocean and need the water to live – Eden

You can find sharks in the sea – Serah

You are safe in your home, but you have to go outside to be healthy – Elspeth

Some animals live in cold places and some live in warm places. Penguins live in a cold place; Giraffes live in a warm place. - Daryna

Some people live in Scotland and some people live in Portugal and in China. The weather in Portugal can be hot and cold – Luisa

I know about Sea turtles and sharks – Aven

Giraffes make a humming sound that humans can't hear – Ezra

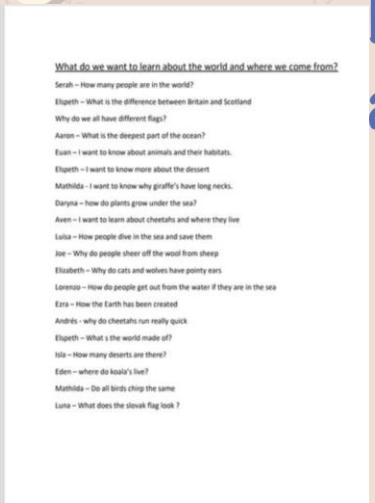
Frozen mammoths live in ice – Lorenzo

Sharks can eat people – Rostam

Some animals live in hot places. - Andrés

Giraffes have purple tongues – Euan

I went to a place, and I saw lots of animals hibernating – Isla



What do we want to learn about the world and where we come from?

Serah – How many people are in the world?

Elspeth – What is the difference between Britain and Scotland

Why do we all have different flags?

Aaron – What is the deepest part of the ocean?

Euan – I want to know about animals and their habitats.

Elspeth – I want to know more about the dessert

Mathilda - I want to know why giraffe's have long necks.

Daryna – how do plants grow under the sea?

Aven – I want to learn about cheetahs and where they live

Luisa – How people dive in the sea and save them

Joe – Why do people sheer off the wool from sheep

Elizabeth – Why do cats and wolves have pointy ears

Lorenzo – How do people get out from the water if they are in the sea

Ezra – How the Earth has been created

Andrés - why do cheetahs run really quick

Elspeth – What s the world made of?

Isla – How many deserts are there?

Eden – where do koala's live?

Mathilda – Do all birds chirp the same

Luna – What does the slovak flag look ?

Floorbook planning approach

Learning Focus: Countries and Habitats

Date: 19/2/24

Learning Experiences

Source: Child Interest/Calendar Plan/Assessment Information/Parental Input/Other

Observation Focus/Assessment (make, say, write, do)

Provide access to different flags from the families in our class. Children to find out an interesting fact about these places by asking a parent, or grandparent such as something from history, the climate, food.

Learn how the Earth is made up of continents and Oceans.

Provide maps, globes and books about the continents and seas around the world. Children could compare climates in these regions e.g. Antarctica vs Africa. Children to have access to google maps. Open discussions about differences in food, climates, animals, skin colours, languages, housing.

Explore a range of animal habitats to see what animals live in these places. How animals survive in these places. What foods and plants can grow in these places.

Provide tuff trays with a range of animals each day. One day based on polar, one on desert, one under the sea, one jungle. Provide books and videos with information about these animal and habitats.

Note: Depending on interests of these habitats we can perhaps go in more detail as a new topic e.g. deserts, under the sea, jungles etc.

Continuous provision

Provocations in response to interests

Adults supporting and extending learning through play

Castles and Knights Floorbook

School Day

School Hours

School Begins: 8.55am

Morning break: 10.30– 10.45am

Lunchtime: 11.45-12.45pm

Afternoon break: 2.00 - 2.20 pm

School ends:

Monday to Thursday: 3.20pm

Friday: 12.20pm

Supporting every child to be a confident lifelong learner

Tollcross Primary School

School Handbook

Eco-Schools

EDINBVRGH THE CITY OF EDINBURGH COUNCIL

healthyschools+

The wearing of school uniform helps the children to identify themselves with the school and be proud of belonging to it.

School Uniform

Red or white Polo Shirt with or without school badge

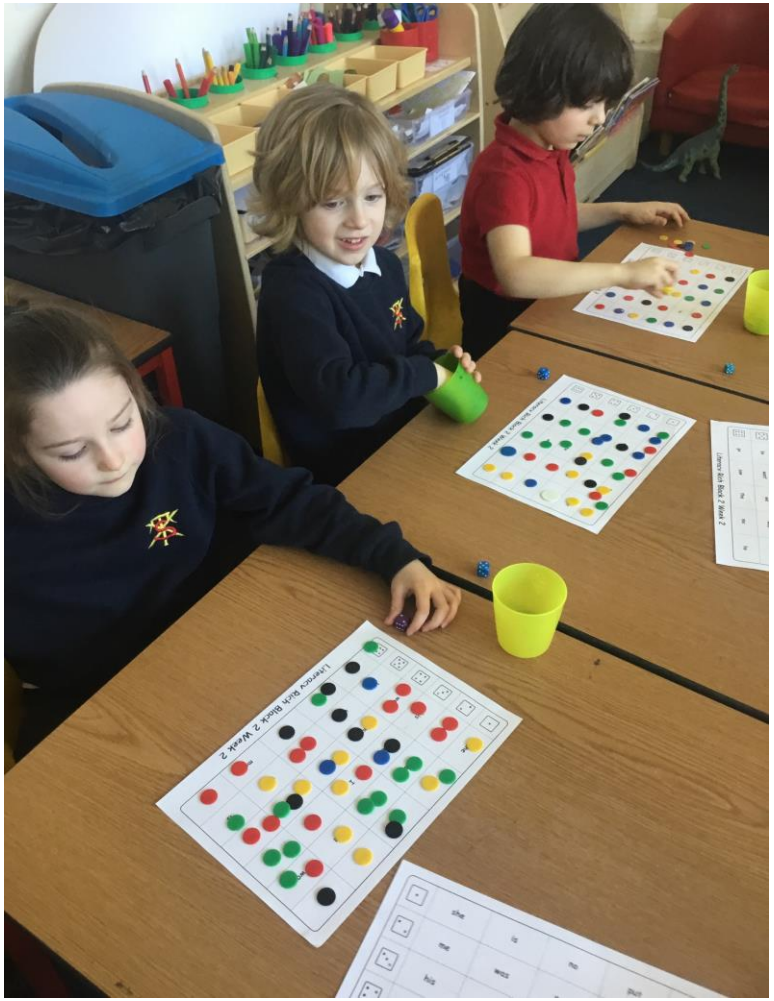
Navy Sweatshirt with school badge

Navy, grey or Black trousers or skirt

Name – Anne Pupil
Class – P1a

Please label all items of clothing.

Velcro straps are recommended until your child can tie their own laces.



School Lunch

School lunches are free in Scotland for all children in P1-P5.

At the start of term you will receive instructions for using Parent Pay. This is the online system that the council uses for ordering lunches and for paying milk and for any clubs.

Even though lunch is free, you **must order a lunch option for each day**. Otherwise we assume that they will be bringing a packed lunch. Ordering can be done weeks in advance.

Please let us know of any dietary requirements on your child's first day.

What should I bring?

We will provide all stationery 🖍️✏️✂️🖌️

We do not change for PE in school. Your child can wear their gym clothes to school on days they have PE.

Please bring a water bottle 💦

Please do not bring toys 🧩🦕🧚

Starting School at Tollcross Primary

All in full time

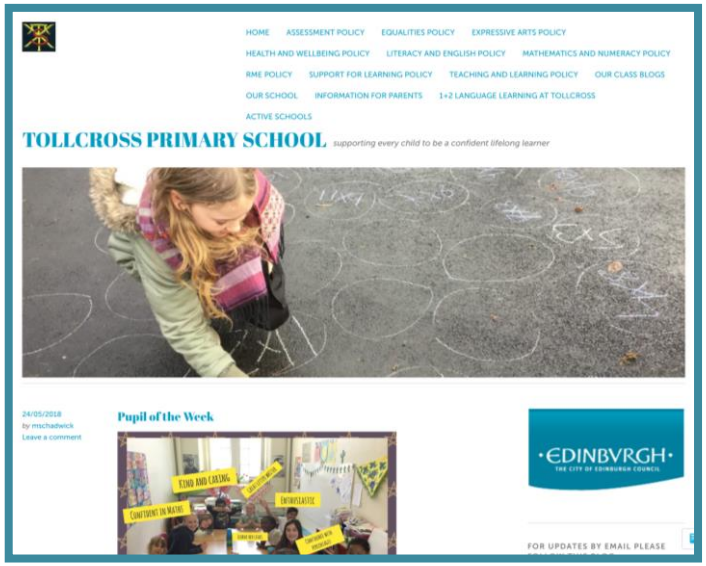
Wednesday 12th Aug 2026
onwards
8.55am - 3.20pm

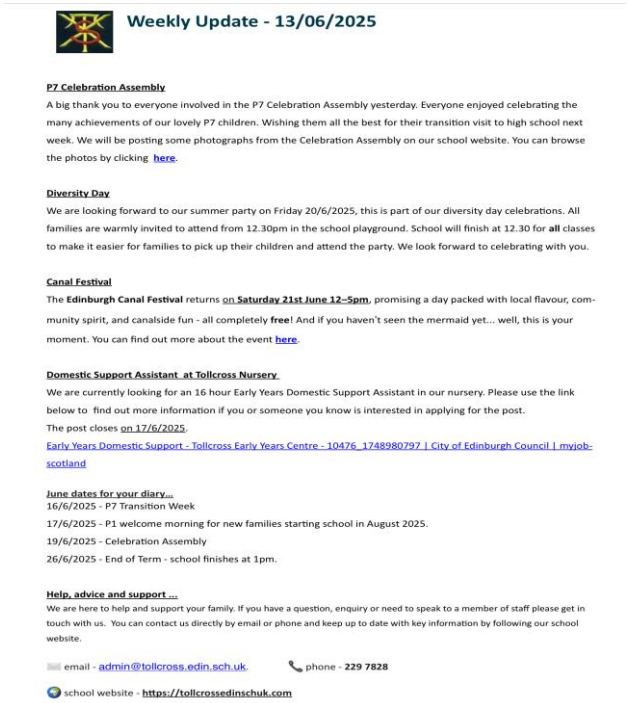
Communicating with you

Learning Journals

school website and
Learning Journals

Edinburgh Council's website
www.edinburgh.gov.uk





Weekly Update - 13/06/2025

P7 Celebration Assembly
A big thank you to everyone involved in the P7 Celebration Assembly yesterday. Everyone enjoyed celebrating the many achievements of our lovely P7 children. Wishing them all the best for their transition visit to high school next week. We will be posting some photographs from the Celebration Assembly on our school website. You can browse the photos by clicking here.

Diversity Day
We are looking forward to our summer party on Friday 20/6/2025, this is part of our diversity day celebrations. All families are warmly invited to attend from 12.30pm in the school playground. School will finish at 12.30 for **all** classes to make it easier for families to pick up their children and attend the party. We look forward to celebrating with you.

Canal Festival
The **Edinburgh Canal Festival** returns on **Saturday 21st June 12–5pm**, promising a day packed with local flavour, community spirit, and canalside fun - all completely **free**! And if you haven't seen the mermaid yet... well, this is your moment. You can find out more about the event here.

Domestic Support Assistant at Tollcross Nursery
We are currently looking for an 16 hour Early Years Domestic Support Assistant in our nursery. Please use the link below to find out more information if you or someone you know is interested in applying for the post.
The post closes on 17/6/2025.
Early Years Domestic Support - Tollcross Early Years Centre - 10476_1748980797 | City of Edinburgh Council | myjob-scotland

June dates for your diary...
16/6/2025 - P7 Transition Week
17/6/2025 - P1 welcome morning for new families starting school in August 2025.
19/6/2025 - Celebration Assembly
26/6/2025 - End of Term - school finishes at 1pm.

Help, advice and support ...
We are here to help and support your family. If you have a question, enquiry or need to speak to a member of staff please get in touch with us. You can contact us directly by email or phone and keep up to date with key information by following our school website.

email - admin@tollcross.edin.sch.uk. phone - **229 7828**

school website - **https://tollcrossedinschuk.com**

email

Learning Journals

Story Published

Thursday, 09 June 2022

Details | History

What was I doing?

This week we have been practising working with numbers within 100. We have been ordering them by size from smallest to largest. We played a game with a partner where we each revealed a number and the person with the higher number won a point. We have also been making predictions to whether the next number to be revealed would be higher or lower than the one we could see. This required a lot of thinking about how likely it would be higher or lower depending on which number we already had. Great work P1!

Update

Like Comment

Tuesday, 29 March 2022

Curriculum for Excellence - Early Level

Technologies, Sciences

Details | Learning Outcomes | History

What was I doing?

Aday and Liam were really focused during play on creating and exploring different ramps for their cars. They created homes for the cars and then used different loos parts to create a space for the cars to crash into. We really enjoyed seeing this play develop.

Observation Published

Tuesday, 17 May 2022

Curriculum for Excellence - Early Level

Literacy & English

Details | Learning Outcomes | History

What was I doing?

Over the year Aday has been learning the skills to write words. He is now starting to write in sentences. He has been learning to use the sounds that he has learned to write words. He has also been using the tricky words that we have been learning. He has learned that a sentence needs: a capital letter, finger spaces between each word and a full stop at the end.

- Aday has been taking time to sound out the words that he is writing.
-Aday has remembered to use a capital letter, spaces between his words and a full stop at the end.
-Now Aday is ready to use joining words such as and to add more detail to his sentence.

Brilliant writing, Aday!

Any questions?