



**Catrine Primary School**

**Fourfields**

**CATRINE**

**KA5 6PS**

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<b>Email:</b>	<a href="mailto:Catrine.Primary@east-ayrshire.gov.uk">Catrine.Primary@east-ayrshire.gov.uk</a>
<b>School Blog:</b>	<a href="https://blogs.glowscotland.org.uk/ea/catrinepsandecc/">https://blogs.glowscotland.org.uk/ea/catrinepsandecc/</a>
<b>Twitter:</b>	
<b>School App:</b>	
<b>Denominational Status (if any):</b>	Non-Denominational
<b>School Roll:</b>	Stages provided for are Primary 1 – Primary 7 Co-educational school with a roll of 123 pupils.
	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>



Dear Parents/Carers

The school handbook is compiled to give you, as the parent of a new pupil to the school, basic information regarding the school and what we can offer your child. We hope that the time your child spends in the school will be productive and enjoyable.

Education involves co-operation between home and school and we would hope that you would wish to become involved in educational activities whenever possible.

Our aim is to provide in partnership with parents a well-balanced curriculum that will enable each child to reach their full potential, not only in the more formal aspects of education, but also in the many other activities which the school aims to provide. We hope to create in all children a positive attitude to learning, the ability to co-operate with others, to make reasonable moral judgements and to have a caring attitude to the community as well as fostering an appreciation of the world in which he/she lives. In addition, children have to be equipped with the skills required for a technological age and be prepared to take part in leisure activities.

We hope that you find our handbook informative and interesting, and that it gives you an insight into the great work being done by our busy pupils and staff.

Yours sincerely

Judith Govans  
**Head Teacher**

## SECTION 1

As a school community, we focus regularly on our school Values of:

- Ambition
- Determination
- Fairness
- Honesty
- Respect
- Responsibility
- Teamwork

At Catrine PS we appreciate our partnership with parents/carers and the wider Catrine community, and know that their support is vital in helping our pupils along their journey to reaching their full potential.

Our learning establishments are at the centre of a vibrant and caring community, and we are always well supported by our parents/carers, the PS Parent Council, and the wider Catrine community.

The school is a member of the Auchinleck Education Group, which brings together a wide range of services to benefit our young people.

We operate an **Open Door Policy**– please phone or pop in at any time if you wish to speak to someone about your child.

Our Shared Vision – in Catrine Primary our shared vision is to provide a safe, happy and healthy environment for high quality learning, where every child is supported and guided in the development of their life skills, knowledge and self-esteem. We aim for excellence in everything we do, and we value and respect each other's views.

## **SECTION 2**

### **Transitions**

Early Childhood Centre – Primary 1 – our transition visits for our new P1 pupils starts in February, with our pre-school children visiting P1 in both small and large groups every week. They attend Literacy and Numeracy mornings, and their P6 Buddies visit them both at the ECC and during their trips to P1. Pre-school parents/carers are invited to an informative session with the H.T. and P1 teacher, and then stay to enjoy a school dinner with their child. Our P1 teacher works closely with our ECC staff, meeting regularly to share information about each child's progress to ensure their best start when they move to P1.

Transition from ECC to primary meetings are held before the child's entry to P1 and include head teachers from the nursery and primary schools, educational psychologist, parents/carers and health visitor where appropriate.

Primary 7 – S1 – transition continues with P7 visiting Auchinleck Academy for Curriculum for Excellence days, induction days and STEM events at Dumfries House. Academy staff visit over the course of the year to provide P7 with information regarding the secondary school and to get to know the children, speaking with staff at the same time. Primary 7 children also construct their own profiles which are passed to Auchinleck Academy with their parents' permission.

Review/transition meetings for children with additional support needs are held at the end of P6 and in the Spring/Summer term of P7. These meetings include the child, child's parent/carers, head teacher, class teacher, educational psychologist and guidance/support staff from Auchinleck Academy.

#### **Catrine Early Childhood Centre**

57 Newton Street  
CATRINE  
KA5 6RY  
01290 551233

#### **Auchinleck Academy**

Sorn Rd  
Auchinleck  
Cumnock  
KA18 2LZ  
01290 420617

## **Support for children and young people and parents/carers**

Head Teacher:	Mrs Judith Govans
Principal Teacher:	Mrs Roberta Schendel
Teachers	P1 Miss Cheryl Burleigh P2 Miss Jacqueline McLean P3/4 Mrs Jill Ferguson P4/5 Miss Alanah Robb P5/6 Mrs Fiona McCaig P7 Mrs Laura McKenna
East Ayrshire Support Team	To be confirmed
Brass Instructor	Mr A. McKreal
School Chaplain	Rev. S. Clipston
Senior Clerical Assistant	Mrs Mary McDicken
Classroom Assistants	Mrs Lorna Watt, Mrs Rhona Goudie
Janitor	Mr Stuart McCreath
Cleaning Supervisor	Miss Helen Hall

### **Additional Support Needs**

Teacher and/or parents/carers may highlight any concerns about a child to the head teacher who would then arrange an initial meeting to discuss their progress in learning. A Child's Plan would usually be created at this point with a date for review. Review meetings are an opportunity for all people, including the child, to discuss progress and plan the next steps. The teachers will work with appropriate third sector agencies to ensure the needs of the children are being met e.g., speech and language therapist, school nurse, educational psychologist, EAST team, bi-lingual support, and hearing impairment team. Our Principal Teacher, Mrs Schendel, is our ASN Coordinator.

## **SECTION 3**

### **The School Day and Year**

#### **SCHOOL HOURS**

Mornings	Open 9.00 a.m.
Morning Interval	10.30 a.m. – 10.45 a.m.
Lunch Break	12.15 p.m. - 1.00 p.m.
Afternoon	Open 1.00 p.m. – 3.00 p.m. (please note all classes finish at 3.00 p.m.)

## EAST AYRSHIRE COUNCIL

### School Holiday Arrangements 2019/2020

Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service) Pupils return	Friday 16 August 2019 Monday 19 August 2019		
		*Local Holiday	Friday 20 September 2019	1	
		*Local Holiday	Monday 23 September 2019	2	
		Close Teachers (In Service) Pupils return	Friday 11 October 2019 Monday 21 October 2019 Tuesday 22 October 2019	7	
		Close	Friday 20 December 2019		84
Second	Mid Term	Re-open	Monday 6 January 2020	17	
		Close	Thursday 6 February 2020		
		Teachers (In Service) Teachers (In Service) Pupils return	Tuesday 11 February 2020 Wednesday 12 February 2020 Thursday 13 February 2020	19	
		Close	Friday 3 April 2020		147
Third		Re-open	Monday 20 April 2020	29	
		Local Holiday ( <b>May Day</b> )	Monday 4 May 2020	30	
		Local Holiday Teachers (In Service) Pupils return	Monday 25 May 2020 Tuesday 26 May 2020 Wednesday 27 May 2020	31	
		Close	Friday 26 June 2020	66	195

**\*Ayr Gold Cup weekend has been confirmed as Thursday 19<sup>th</sup> – Saturday 21<sup>nd</sup> September 2019**

Session 2020/2021: Teachers (In Service) - Monday 17 August 2020  
Pupils return - Tuesday 18 August 2020

**Good Friday - 10 April 2020**

**Pupils attendance will be 190 days after deducting 5 In Service days**

## **Attendance and Timekeeping – Reporting and absence**

It is essential that **accurate home and emergency contact details are kept up to date**. Thus, we would ask you to ensure that the school/early childhood office has the relevant contact details for you; we would also ask you to inform the office in writing, immediately, of any change (this can include mobile phone contact details).

The absence procedure adopted reinforces the need for parents and carers to make contact with the school, by telephone or in person, **before 9.15am on the morning of any absence**, to inform the school of the reason for non-attendance. Please be aware that if the school has not heard from you it is liable to make contact with you when your child is absent. Parents/carers of pupils should provide a letter to explain any absence.

## **Promoting Positive Behaviour**

Our Primary school aims to promote positive behaviour and relationships based upon tolerance and respect. Every child is unique in terms of their talents, interests and personality and we seek to nurture these important areas of your child's development in a positive manner.

Positive behaviour is a vital part of school life. It is one of the elements which make up a school's ethos. Good discipline helps overall school effectiveness by providing a good learning and teaching environment, is central to the organisation of school life and central to the children's well-being. Positive behaviour raises teacher and pupil morale, making school an enjoyable and interesting place to be. It contributes to school effectiveness in general and is an important pre-condition for pupils' level of attainment. Positive behaviour is part of the personal and social development of pupils and is necessary for pupils' safety and well-being.

Our aims are as follows:

- to create an atmosphere conducive to teaching and learning
- to create a school ethos which reflects an atmosphere and understanding that all pupils are cared for and valued by all, as persons in their own right (regardless of home background, gender, disability, colour or ethnicity)
- to help each child develop self-discipline and an appreciation of the rights and needs of others
- to sustain whole school strategies for the structured use of praise and rewards

- to encourage parental involvement in supporting the promotion of positive behaviour at all levels.

Our aim is that each child should be taught to accept responsibility for their own behaviour, and to show consideration for others. To achieve this, careful compassionate guidance is necessary.

At the beginning of the school year each class and teacher decide on their own class charter by negotiating and agreeing on acceptable and unacceptable behaviours. These are encouraged, recorded and monitored by the teacher and the children through the use of “Class Dojo” – a web-based behaviour management application. “Dojo” awards are given when agreed targets are met.

We use a Restorative Approach when dealing with children’s disagreements and arguments. This enables the people involved to talk through the issues, and most importantly, work together to decide on a suitable outcome that allows them to move on safely.

The co-operation of parents/carers is essential to encourage the child’s self-discipline and sense of honesty, fair play and mutual respect. The relationship between pupils and teachers is similar to that between the child and their own parents, requiring mutual consideration and respect on both sides.

However the child must realise that our charters and rules are there for a reason.

If a pattern of unacceptable behaviour seems to be building up, or the incident is very serious, the head teacher will contact parents/carers to seek a joint approach to the problem. This co-operation between school and parents usually results in an improvement in behaviour and prevents more serious action, such as exclusion, being taken.

A school assembly takes place every Monday where the children learn songs, celebrate “star of the day” achievement and discuss school issues. The children also have the opportunity to tell about their personal achievements at home, in the community and at school as we enjoy promoting the wider achievements of our pupils.

“Home Circles” are a weekly, whole school event where children work in house groups. Each group comprises of pupils from P1 to P7. This encourages cross-stage working and promotes our identity as a school community.

## **Dress code**

The school uniform can be purchased from various local business in Cumnock and Auchinleck. The uniform consists of:

- Shirt and tie
- Polo shirt
- Sweatshirt
- Cardigan
- Black trousers/skirt/pinafore

All tops should display the school badge.

## **Security and Visitors**

All entrances to the school are locked during school hours. All visitors to the school should use the main entrance located at the office block/hall and report to the school office. All visitors are asked to sign the visitors' book on arrival and again on leaving. If parents are taking their child from school, for any reason, they must report to the school office first to sign their child out. No child should be removed from school without first telling a member of staff.

The infant and senior entrance doors are locked during school hours. Children who arrive late should enter by the main entrance door. There is a buzzer, to alert staff, on the main entrance door.

Visitors should park in the car park at the rear/kitchen area of the school. For their safety, children must not be dropped off or picked up in the parking area and should always arrive and leave through the main gate at the front of the school or the infant entrance at the side of the school.

## **Homework and Study**

Our homework policy is being revised for session 2019/20. Details to follow.

## **School Canteen Facilities**

Cashless catering is a system to remove the need for children to pay money over the counter when they get their school meal.

By introducing this ParentPay online system, we are simplifying payment arrangements for parents and allowing them access to select their child's meal online. Children will benefit from increased speed of service and anonymity on free school meals.

The cashless catering system used in our school will be Parental Meal Selection. This system allows you discuss your child's meal choice with them, make the selection and book online from the weekly menu options available on ParentPay.

Pupils entitled to free school meals (including P1-3 pupils) will have their ParentPay account credited each day.

Because all account types are accessed in the same way, whether paid for or free, the new system allows those pupils receiving free school meals to remain completely anonymous.

Free school meal credit balances will not be carried over to the next day.

You can view our school menu:

<https://www.east-ayrshire.gov.uk/Resources/PDF/School-meals/School-Meals-Menu.pdf>

### **Emergency Procedures/Medical matters**

- First Aiders - We have 4 trained first aiders within the school.
- Notes Home – If your child receives first aid treatment for a minor injury they will be given a note to take home informing you of their treatment. If your child bumps their head at school and receives first aid treatment, we will inform you by phone.
- SHE reports – If a more serious incident occurs, staff will complete a SHE report to record the details.

### **DATA Protection**

All staff adhere to East Ayrshire Council's "Data Protection Guide to Staff" and have completed all mandatory GDPR modules.

### **Parent Council details**

As a parent/carer of a child in attendance at Catrine Primary School, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents/carers who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

Mrs Karen Shirkie – Chairperson

Mrs Hilary Sharpe – position to be filled

Mrs Fiona McKinnon – Secretary

Members – Judith Govans, Roberta Schendel, Jill Ferguson, Allison Templeton, Lynsey Paal, Ashley Shankland and Dawn Kilday.

The Chair of the authority Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authority Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector.

## **SECTION 4**

### **The Curriculum**

A broad curriculum in line with A Curriculum for Excellence is offered to the pupils. The curriculum is strategically developed through our school Improvement Plan and flexible planning within the classes to enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The main curricular areas are:-

Literacy and English

Numeracy and Mathematics

Health and Wellbeing

Expressive Arts

Religious and Moral Education

Sciences

Personal and Social Development

Social Studies

Technologies

### **Language**

The English Language Curriculum is made up of 3 components

#### **READING**

#### **WRITING**

#### **LISTENING**

#### **TALKING**

The broad aims of the language programme are to:-

- develop pupils' skills and knowledge so that they can realise to the full their ability to understand English and use it accurately;
- support pupils' personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development;
- develop in all pupils a range of positive attitudes towards their own and each other's language development.

A sense of purpose and audience gives pupils greater control over their language and its effects. Grasping the purposes behind a piece of talking or writing helps listeners and readers make better sense of its meaning and assist them in measuring its success. Furthermore, the contexts in which language is expressed and received have a profound influence on any communication and its comprehension. A knowledge of the purposes for which people use language, in a rich variety of contexts, improves language skills and allows learners to gauge more effectively their own progress and achievements.

## **Reading**

Early reading consists of looking at and talking about pictures and moves on to matching words and phrases in books. Gradually children build up a collection of words they recognise. During the early years they are taught letters of the alphabet and sounds using synthetic phonics strategies, (Jolly Phonics), to help them work out unfamiliar words (further information will be provided on request and at early stage induction meetings and parent meetings in the strategies being used). In Primary 1 Jolly Phonics and NL Active Literacy are used to introduce the letters of the alphabet, moving on to more complex sounds in Primary 2 and 3 also using Jolly Phonics and other appropriate materials.

"Quiet corners" are established in each classroom to provide opportunities in class for children to enjoy recreational reading. Opportunities are provided in other areas of the curriculum to develop and enhance pupils' reading skills. Enjoyment of reading is actively promoted and the EAC mobile library visits the school each fortnight for children at all stages to choose and exchange books.

## **Writing**

Written English is developed throughout the school and includes encouraging pupils to write functionally, personally and imaginatively. Your child will learn formation of letters alongside learning the alphabet and sounds in the early stages.

The programme of work used is NL Active Literacy. All staff have received training to support the skills being taught during our story writing lessons which take place in every class. At every stage the children are taught and encouraged to write for different purposes and across different curriculum areas:

- to express ideas, opinions and feelings (personal)
- to tell a narrative story (imaginative)
- to give instructions or to write reports (functional)

Emphasis is still placed on grammar, spelling and handwriting and accuracy in these aspects of language is encouraged whenever possible.

### **Listening and Talking**

Throughout the primary school our children are encouraged to develop the skills of listening through a variety of activities and the curriculum i.e., listening to stories, listening to other pupils and listening to instructions. Conferencing activities in Reading, in which children have to listen to each other as well as talk, take place at every stage.

Listening strategies allowing for progression and continuity throughout the school were developed through our personal presentations.

Talking is a very important skill. It is through discussion and talking together that children make sense of their learning. In the early stages there is much emphasis on talk. Our children are given opportunities throughout the school to talk one to one, in groups and to larger groups (e.g., whole class) in all areas of the curriculum. By the time children reach Primary 7, they should be able to talk confidently in a variety of situations e.g., through presentations, interdisciplinary studies, religious and moral education, personal and social development and class assemblies, concerts and competitions.

### **Modern Languages**

French is taught as a modern language in primaries 6 & 7. In primaries 1 to 5 French is also experienced, although more informally, by the class teachers.

### **Numeracy and Mathematics**

The aims of mathematics within the school are to:

provide pupils with mathematical experiences appropriate to their age, aptitude and ability through a practical and problem solving approach which places emphasis on the understanding and use of mathematical processes.

The mathematics activities within the school fall into the following areas:

- Information handling
- Number, money and measure
- Shape, position and movement.

Pupils study all of these aspects at a level appropriate to their own individual stage of development through Active Numeracy activities. Other mathematical skills are developed using Heinemann Mathematics and Tee-Jay Mathematics. Heinemann Active Maths (an online resource) is also used to develop children's mental agility.

### **Active Learning**

Active Learning is embedded through all stages at Catrine Primary School. Active Learning focusses on **how** children learn, not just **what** children learn. It fully engages pupil by encouraging them to take responsibility for their own learning. This may be through practical activities or written tasks and may be individual, group or whole class based.

### **Social Studies**

Our main aim is to encourage the development of the child's understanding of the environment through their own immediate experience. We aim to provide a progressive development of knowledge, skills and understanding of the world in which we live. A wide range of skills is needed in order to investigate and understand the environment and to acquire practical abilities for day to day living. We also hope to foster an interest in current issues, appreciation of, and care for our environment and respect and tolerance for other people's views.

We achieve these aims through interdisciplinary learning (IDL) divided into the following subject areas:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Our programme of work is in accordance with the Curriculum for Excellence outcomes and experiences and Benchmarks which provides for the balance of subject areas and the steady development of skills from Primary 1 through to Primary 7. The themes offer opportunities for cross curricular work, active learning, outdoor learning, involvement with the local community and excursions to places of interest.

## **Sciences**

Knowledge and skills in science are developed through experiences and outcomes in:

- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Our programme of work in science is in accordance with CfE outcomes and experiences and Benchmarks through themes providing for the balance of the above areas from P1 to P7 and providing a steady development of skills. This includes cross-curricular working (applying knowledge and skills learned to other areas of the curriculum), and also published programmes at each stage to ensure continuity and progression in learning.

## **Technologies/STEM**

Technologies in the curriculum is made up of the experiences and outcomes in the following areas:

- Technological developments in society
- ICT to enhance learning
- Business contexts for developing technological skills and knowledge
- Computing science contexts for developing technological skills and knowledge
- Food and textiles contexts for developing technological skills and knowledge
- Craft, design, engineering and graphics contexts for developing technological skills and knowledge

Our aims are to:

- prepare children to take their place in a changing technological society
- use computing equipment with confidence based on sound knowledge and experience
- ensure that development of I.T. skills enhance and assist learning in all areas of the curriculum
- provide and implement a structured approach to the Learning and Teaching of technologies so that the children's activities will provide a progression and continuity of experience from Primary 1 to Primary 7.

Every class has computers available at all times and all classes are connected to the intranet. Internet access is protected by a password and children are provided with definite instructions when working with the internet. Each class has an interactive whiteboard which is an essential tool for teaching and learning across the curriculum. A computer room has been set up so that IT is available to all classes on a weekly basis. This enables class teachers to develop further ICT skills with the whole class and with children individually.

### **Health and Wellbeing (HWB)**

Health and Wellbeing consists of the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health

Guidelines have been issued from the Scottish Office for the teaching of HWB within school. This involves physical, mental and social health. These guidelines have been implemented within our school. East Ayrshire Council have supplied the school with a programme of work relevant to the new guidelines and we have adopted this in our teaching of HWB. Existing resources are being used and new resources have been purchased to complement the learning and teaching of HWB. The school has achieved Health Promoting Schools status through our work in health and related aspects.

We have implemented EAC's RSHP programme of work across all our stages in session 18/19. Parents will be informed on an annual basis about what their children will be learning about in their classes in RSHP.

## **Physical Education**

Physical Education is an essential part of our curriculum and a structured and full programme of P.E. is undertaken. All pupils take part in P.E. for two hours each week. Our programme of activities offers all pupils the opportunity to experience and develop skills appropriate to their stage in gymnastics, athletics, games skills and fitness, and provide a comprehensive programme of work relevant to the outcomes of a CfE and Benchmarks.

Football coaching and a variety of afterschool clubs also take place for pupils throughout the year. Primary 7 pupils visit Auchinleck Academy to take swimming lessons for ten weeks during the session. Catrine Primary School also participates in the wide variety of sporting activities offered by our Active Schools Coordinator including; tennis, trigolf, rugby, badminton and basketball.

Pupils should bring a P.E. kit for participation in P.E. lessons; shorts and soft gym shoes (which can be kept in a bag, stored in their class).

P.E. Health and Safety – Children take part in P.E. twice each week. Days are notified at the beginning of the session. For all children's health and safety, jewellery must not be worn during P.E. lessons. All jewellery must be removed before taking part in P.E. If your child wears earrings, the earrings must be removed before P.E. If your child is unable to remove/replace earrings by him/herself, they should be removed before coming to school on the mornings of P.E. days.

## **Personal and Social Development**

Emotional, personal and social development is a fundamental aspect of the education of the whole child and cannot be over emphasised. It is essentially concerned with the development of

- Self awareness
- Self esteem
- Interpersonal relationships

- Independence and inter-dependence

It is essential that these aspects of children's development are effectively addressed if our pupils are to succeed in reaching their full potential and be able to take every advantage of their education.

All aspects of a child's experience at home, in ECC and school, contribute to emotional, personal and social development (PSD). At school we aim to ensure a positive influence on each child's progress in PSD.

PSD is embedded in all aspects of the formal and informal curriculum and permeates all school activities

### **Art and Design**

Art and Design activities are planned for each stage to promote discovery and understanding and feeling and to provide a means of expressing these visually. Techniques and skills are taught using a variety of materials, e.g., paint, pencil, crayon etc.

### **Drama**

Drama activities are used to provide the pupils with opportunities to develop their knowledge and understanding of themselves and their relationships with others and to real life events. In the early stages much of the drama takes place spontaneously during educational play activities. At all stages, Drama often takes place in the context of language work and interdisciplinary studies.

The children are also given the opportunity to perform at school concerts and school assemblies, and prepared class activities during the session.

### **Music**

Music is an important part of our social culture. Music enriches our lives and promotes personal, intellectual and social growth. From Primary 1 to Primary 7 all pupils will be provided with opportunities to explore music, using the voice and instruments and to create and present music in some way. Our school concerts, assemblies and events also provide contexts and opportunities for the children to learn about and enjoy music. Some pupils in our school, from Primary 5 upwards, receive weekly brass tuition from an EAC music instructor. Further information can be obtained from the school office.

## **Dance**

Our P.E. programme of work includes dance, experiences and outcomes in accordance with CfE guidelines and Benchmarks. School concerts, assemblies and other events also provide contexts for dance experience at all stages.

## **Religious and Moral Education**

The aims of Religious and Moral Education within Catrine Primary School are to help pupils to:-

- develop a knowledge and understanding of Christianity and other World Religions and to recognise religion as an important expression of human experience;
- appreciate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

The programme is developed through the following experiences and outcomes:-

- Christianity
- World religions selected for study (presently Judaism, Hinduism and Islam)
- Development of beliefs and values

Parents have the right to withdraw their child from RME lessons – please contact the school office for further information.

## **Outdoor Learning**

All pupils will have regular opportunities to learn outdoors both in the school grounds and in the local community. We are keen that the children access the outdoors all year round and we ask that all children come appropriately dressed with waterproof clothing available – Parents will always be notified in advance of activities their child will be participating in.

***There is no such thing as bad weather – just not the right clothing for the weather!***

## SECTION 5

### Achievement and Improvement

Catrine PS is at the heart of village life in the community of Catrine.

We have quality links with Catrine Community Council, and have been involved in a variety of projects throughout session 2018/19:

- Creating lanterns and participating in the '*Make Catrine Sparkle*' lantern parade at Christmas
- School choir singing at Catrine Christmas Festival
- P7 pupils participating in a litter pick around the War Memorial in the weeks leading up to Remembrance Sunday
- P2/3 and P6 pupils joining Community Council members in a village litter pick, with snacks supplied to helpers from local businesses

Catrine PS has enjoyed many successes this year:

- We were awarded our Digital Leaders School Award in May as a result of the excellent practice and innovative use of ICT throughout all stages
- We entered a national STEM competition and two pupils inventions and designs were chosen from amongst 17,000 entrants to be in the STEM display in Glasgow University
- P4/5 entered the *Better Energy Schools Award*, and their 'Eco Rocket' entry was declared runner-up in the *Totally Creative Category* for schools in Scotland. The class received £250 for their fantastic efforts.
- Our football team received wonderful new strips from our sponsor, and showed great improvement over the course of their season
- Our P6 pupils enjoyed a wonderful *Big Sleepover* event in partnership with EAC LOST and COACH teams – a fun, busy and exhausting night. We're the only school in EAC to have completed two *Big Sleepovers* thanks to the support of staff and parents/carers.

Our Committee Groups, comprised of pupils from P1 to P7, worked very well together this year and delivered wonderful presentations to the whole school about their learning. Our Committee Groups were:

- Digital Learning Committee – played a huge part in Catrine PS being awarded their Digital Schools Award, highlighting the wide variety of uses of ICT in our everyday learning and teaching
- Modern Languages Committee – created French resources for all stages resulting in improved confidence of pupils and staff
- Catrine Heritage Committee – worked with Catrine ECC staff and pupils to organise a wonderful 50<sup>th</sup> Anniversary Celebration for Catrine ECC which was enjoyed by over 100 visitors and former pupils and staff
- Developing Young Workforce Committee – organised a successful ‘Catch Your Career’ Festival inviting local businesses and organisations to work with pupils in a carousel activity, promoting discussion about future choices and options for our pupils
- Inclusion Committee – presented to the whole school the differences between inclusion and exclusion, integration and segregation in education prompting quality discussions about how we learn, aiming towards applying for Silver Status in *Dyslexia Friendly Schools*

Throughout session 2018/19 we have used TJS and SNSA to track and monitor progress in Literacy and Numeracy and are very proud of our progress:

<b>Primary 1</b>	<b>Early Level 2018/19</b>	<b>Progress</b>
Reading	82.61%	+ 5.69%
Writing	86.96%	+ 10.04%
Listening and Talking	95.65%	+ 3.34%
Numeracy	91.30%	+ 6.68%
<b>Primary 4</b>	<b>First Level 2018/19</b>	<b>Progress</b>
Reading	80.00%	+ 26.67%
Writing	80.00%	+ 33.33%
Listening and Talking	93.33%	+ 26.66%
Numeracy	80.00%	+ 33.33%
<b>Primary 7</b>	<b>Second Level 2018/19</b>	<b>Progress</b>
Reading	57.89%	+ 1.64%

Wetting	52.63%	+ 8.88%
Listening and Talking	68.42%	+ 24.67%
Numeracy	68.42%	+ 30.92%

Our Improvement Priorities for session 2019/20 centre around

- Literacy – focusing on standards and quality in Writing at all stages
- Numeracy – further embedding Active Numeracy pedagogy at all stages, focusing on *Numbertalks*
- HWB – embedding EAC RSHP programme of work at all stages, and starting our journey with EAC MWB programme of work

## **SECTION 6**

### **Assessment**

CfE and Benchmarks emphasise that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Teachers will report on pupils learning and attainment of targets across the whole curriculum using their professional judgement and the evidence available to them from their own continuous assessment throughout the year.

Teachers assess by:

- observation of children at work
- marking of written work and verbal and written feedback
- children's self and peer assessment
- written evaluations/records of progress in Maths, Reading and English Language

This continuous assessment means that the teacher can plan the next stage in learning for each pupil and problems and difficulties can be detected as soon as they occur.

When children start in Primary1 they continue to work through the early level curriculum that they were progressing through at our ECC.

During the children's time at ECC, the staff assessed their learning constantly to build up a picture of how each individual child was developing. Early Level Literacy Assessment will take place at the end of the children's first term in Primary 1 so that the teacher can plan for continued development and progression in learning, taking into account previous learning in the ECC. All pupils are actively involved in assessing their learning and articulating their next steps in learning.

### **REPORTING TO PARENTS**

A full written progress report for each child is issued in Term 3 giving details of progress made and setting out the next steps in learning and teaching. Parents' meetings are held shortly after the issue of reports to allow parents and teachers to meet and discuss individual children's progress. Parents' meetings are also held in October to allow staff and parents to discuss individual children's progress. Reporting on progress will be made in accordance with the outcomes of a CfE and Benchmarks in all areas of the curriculum and will incorporate the four capacities of a CfE and Benchmarks - successful learners, confident individuals, responsible citizens and effective contributors.

We aim to involve parents with their child's progress throughout the year. This includes; informal drop-in sessions at the start of a new year, Stay and Learn mornings to highlight our Literacy and Numeracy learning, and termly overviews detailing what every class will be learning throughout the term ahead. These termly overviews are displayed around the school and on our GLOW/Blog page.

**We operate an open door policy** - If you have any concerns about the welfare or education of your child, please do not hesitate to contact the school office to arrange a meeting with your child's teacher or the head teacher. **Meetings with teachers should always be arranged through the head teacher.**

## **SECTION 7**

### **Learning Community**

Catrine Primary School is a member of the Auchinleck Learning Community.

Other members are:

Auchinleck Academy

Auchinleck Primary School and ECC

Catrine Early Childhood Centre

Drongan Primary School and ECC

Mauchline Primary School and ECC

Muirkirk Primary School and ECC

Ochiltree Primary School

Sorn Primary School