



Catrine Primary School

Fourfields

CATRINE

KA5 6PS

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School Blog:	https://blogs.glowscotland.org.uk/ea/catrinepsmain2019/
Twitter:	@catrineps
School App:	Catrine Primary School
Denominational Status:	Non-Denominational
School Roll:	Stages provided for are Primary 1 - Primary 7 Co-educational school with a roll of 121 pupils
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks



Dear Parents/Carers,

The school handbook is compiled to give you, as the parent of a pupil at our 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 cooperation 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 parent/carers, 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.

Judith Govans
Head Teacher

SECTION 1 – Our School Community

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 ***Barony Campus Education Group***, which brings together a wide range of services to benefit our young people. Our P7 pupils transfer to the Robert Burns Academy in the Barony Campus in Cumnock.

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 to Primary 1 – normally, 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 HT 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 Robert Burns 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 profiles which are passed to the Academy with their parents/carers 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 Robert Burns Academy.

Catrine Early Childhood Centre

57 Newton Street
CATRINE
KA5 6RY
01290 551233

Robert Burns Academy

Barony Campus
Auchinleck Road
CUMNOCK KA18 1RS
01290 427280

Support for children and young people and parents/carers

Head Teacher: *Mrs Judith Govans*

Depute Headteacher: *Mrs Roberta Schendel*

Teachers	P1	<i>Mrs Jill Ferguson/Mrs Erin Cook</i>
	P2	<i>Mrs Laura McKenna</i>
	P3	<i>Miss Jennifer Edmund</i>
	P4	<i>Miss Jacqueline McLean</i>
	P5/6	<i>Mrs Fiona McCaig</i>
	P6/7	<i>Miss Cheryl Burleigh</i>

Senior Clerical Assistant *Mrs Mary McDicken*

Classroom Assistants *Mrs Lorna Watt, Mrs Rhona Goudie*

Janitor *Mr Stuart McCreath*

Cleaning Supervisor *Miss Helen Hall*

East Ayrshire Support Team *Mrs Chloe Bell*

Brass Instructor
School Chaplain

Mr Gary Williams
Rev. Steve Clipston

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 Depute Headteacher, Mrs Schendel, is our ASN Coordinator.

SECTION 3 - The School Day and Year

SCHOOL HOURS *Please note we currently have staggered start and finish times due to our COVID-19 arrangements*

Morning	9.00am/9.10am
Morning Interval	10.30 am – 10.45 am
Lunch Break	12.15 pm - 1.00 pm
Afternoon	1.00 pm – 3.00pm/3.10pm

Attendance and Timekeeping – Reporting and absence

It is essential that **accurate home and emergency contact details are kept up to date**, so 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/carers, 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" achievements 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 off the main playground and report to the school office. All visitors are asked to sign the visitors book on arrival and again on leaving. If parents/carers 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 2021/22. 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-for-primary-schools.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.

Karen Shirkie – Chairperson

Ashley Shankland - Treasurer

Elaine Wilson – Secretary

Members – Judith Govans (HT), Roberta Schendel (DHT), Jill Ferguson (staff member), Lynsey Paal 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 and 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 - 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, and a whole school Listening and Talking Assessment overview was produced in session 2019/20 which tracks each pupil's progression through the benchmark, highlighting next steps in learning.

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 (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, inter-disciplinary 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 and 7. In primaries 1 to 5 French is also experienced, although more informally, with 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. Each pupil has their own GLOW blog where they record significant events, chart their learning and record achievement of personal targets. These blogs can be accessed from home so that achievement and progress can be shared with parents/carers too.

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.

EAC's RSHP programme (Relationships, Sexual Health and Parenthood) is implemented across all our stages. Parents/carers 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 used to visit Auchinleck Academy to take swimming lessons for ten weeks during the session, and we hope this will continue after the move to Robert Burns Academy. 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 - paint, pencil or crayon.

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, and in session 2020/21 our P4-P6 pupils were involved in the *Strings Initiative*, where they received weekly stringed instrument tuition. 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/carers 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/carers will always be notified in advance of activities their child will be participating in.

There is no such thing as bad weather –

just the wrong clothing !

SECTION 5 - Achievement and Improvement

Session 2020/21 has been a very different year for everyone involved in education due to the COVID-19 restrictions in place throughout education. At Catrine PS we worked really hard as a whole school team throughout the session to involve our pupils in as many educational activities as possible.

August 2020 – trials for staggered intervals and lunches, trials for handwashing protocols

September 2020 – whole class blog pages started, Hands Up travel survey, focus on Values – Respect and Determination, Kilmarnock FC football training for P4/5 – 4 sessions, CANI coaching sessions for P7s – 4 sessions

October 2020 – focus on Values – Teamwork and Fairness, YMI stringed instrument tuition for P5/6 and P6/7, Harvest Hush In sponsored event, Parents Night parent-teacher phone calls, Dress Down Day and P6/7 rugby coaching with Cumnock Rugby Club – 4 sessions

November 2020 – focus on Values – Responsibility, Ambition and Honesty, P5/6 Victorian Day, P7 Junior Youth Conference, House Captains Challenge – 4 sessions, Dress Down Day, Book Week Scotland, Bookbug Bags to Primary 1, Digital Learning Week and our Catrine PS school kitchen reopened!

December 2020 – whole school created a ‘Love is ...’ video for EAC’s COVID-19 awareness raising campaign, parent/teacher check-in phone calls, ‘Christmas Cracker’ school show (recorded in classes against green screen backdrop and edited together) posted on GLOW and Christmas parties in class.

January 2021 – national lockdown in place again so only hub pupils in school every day with staff attending on a timetabled basis. Full online learning timetable implemented for each class with a mixture of interactive, live lessons and online learning content. Whole school Scottish focus month.

February 2021 – Primary 1, 2 and 3 pupils back on 22nd February with P4, 5, 6 and 7 pupils still working online. First online transition visit for P7 with RBA staff.

March 2021 – World Book Day, whole school Money Week focus, P4-P7 pupils return on 15th March, Greening the School Estate – P5/6 and P6/7 pupils tree planting in school grounds, Red Nose Day and Dress down Day for fundraising, 2 x P6 pupils represent Catrine PS at Children and Young Peoples Cabinet online meeting, loose parts play is established in infant playground.

April 2021 – four week School Streets trial starts, Catrine PS signs the Property Pledge with Facilities Management, whole school focus for World of Work week, Deirdre Grogan visits our infant classes as part of our Play Pedagogy implementation and ECC-P1 transition visits start.

May 2021 – Barry Holmes, Active Schools coordinator, delivers Leadership training to P5/6 and P6/7 classes, whole school has online access to ‘How Are You?’ – HWB focus online theatre production, Road Safety and Walk to School week, Kilmarnock FC work with Primary 3 – 4 sessions and whole school Talking and Listening focus week.

June 2021 – pupil reports home and Parent/Teacher phone calls, whole school Health Week focus with sponsored Family Fitness challenge, P7 transition visit to RBA, brass tuition restarts, Bump Up day for all classes, P7 Leavers Day and whole school fun day.

Committee Groups, comprised of pupils from P1 to P7, are a huge part of our annual curriculum at Catrine PS but, unfortunately, due to restrictions and class bubbles, we were unable to have Committee Groups throughout session 2020/21. We hope that we will be able to start them up again in session 2021/22.

Improvement Priorities

Our Improvement Priorities for session 2021/22 centre around

- **Literacy** – developing skills of Writing, and focusing on Grammar progression across all stages
- **Numeracy** – embedding of Number Talks strategies across all stages, creation of assessment tools and focusing on Time, Measurement and Money
- **HWB** – promote childrens' positive Mental Health and Wellbeing

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. We have developed an Assessment Overview which highlights the continuous assessment throughout the school year, including Tracking and Monitoring Attainment meetings between SMT and teaching staff three times a year.

When children start in Primary 1 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/CARERS

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 and March to allow staff and parents/carers 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.

Although we were restricted in what we could offer throughout session 20/21 due to COVID 19 restrictions, we aim to involve parents/carers 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, Numeracy and HWB 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 – Education Group and Learning Community

Catrine Primary School is a member of the *Barony Education Group*.

Other members are:

- Auchinleck Primary School and ECC
- Catrine Early Childhood Centre
- Cherry Trees ECC
- Drongan Primary School and ECC
- Lochnorris PS
- Logan PS and ECC
- Mauchline Primary School and ECC
- Muirkirk Primary School and ECC
- Netherthird PS and ECC
- New Cumnock PS and ECC
- Ochiltree Primary School
- Robert Burns Academy
- Sorn Primary School