



Dalrymple Primary School & Early Childhood Centre

Hillview

Dalrymple

KA6 6PZ

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Email:	Simon.leitch@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/dalrymplepsandecc2017/
Twitter:	@eacDalrymplePS
School App:	
Denominational Status (if any):	Non-Denominational
School Roll:	ECC from aged 2 and Primary P1 to P7 The current roll: School: 140 ECC: 36
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1

On behalf of all the pupils and staff here at Dalrymple Primary School and Early Childhood Centre I would like to warmly welcome you and your child/children to our school community. Within Dalrymple Primary School and Early Childhood Centre our aim is simple - to provide the very best educational experience for your child. We believe this will provide them with the foundation for the best possible opportunities in life. This cannot be accomplished by ourselves alone. Never has this been more important as we seek to rebuild our education provision in the light of this year's pandemic. Strong and effective partnerships are key to the success of the school and the pupils within it. With this in mind we look forward to working with you and your child, in partnership, along this next stage in their journey.

Schools need to be the heartbeat of each community and as such contribute to the strength, safety and vibrancy that we should come to expect from living in East Ayrshire. Like any positive relationship Dalrymple PS & ECC and the wider community need each other. We seek to establish a welcoming, proud and confident school which makes the best possible use of the resources, people and places around us.

We are committed to creating a culture and climate that will centre on meeting the learning needs of all pupils within our care, no matter personal circumstances. We strive to enable our learners to flourish as citizens of the world and as such we lead them in the process of acquiring 6 key competencies: **Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking**. When learners are immersed within these, they learn more than content, and this learning contributes to their own futures and to the betterment of their communities and beyond.

'The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.'

Michelangelo

Simon Leitch
Head Teacher

SECTION 1

As with each pupil, we fervently believe that in order to progress and move forward, a school requires an accurate picture of itself. Through constant critical awareness and the self-evaluation process we will endeavour to constantly review and raise expectations and celebrate each success, great and small.

Our Vision is to provide quality, child-centred learning experiences and opportunities in a safe, secure and stimulating environment and to equip all our learners with the skills for learning, life and work in the 21st century.

We value, encourage and monitor the emotional, social, physical, creative and intellectual development of our young people. Providing them with opportunity to be respected members of our establishment. Where being happy, valued and included are at the centre of everything that we do.

We aim to develop a culture of determination, enthusiasm and resilience along with ambition and achievement, recognising, rewarding and communicating the successes of all.

We promote positive behaviour and encourage positive attitudes which are underpinned by responsibility and respectful relationships for all.

We value the contribution that parents and carers can make to the learning experiences of all and encourage parental involvement.

We actively promote inclusion and equality to enable all members of the school community to participate fully in life-long learning.

We want the best start in life for every young person in East Ayrshire, including those who are not yet born. Your role as a parent is vital and we know you will want to play an active part all through your child's educational journey.

Within the working life of the school we always encourage parents to become part of their child's learning and wider experiences at school. We regularly seek support from our parent body to enable the school to facilitate excursions for classes. In addition, it is welcomed that parent helpers/volunteers will become involved in assisting with fund-raising events, school events and activities.

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this:

- Through our Glow Blog and school App which is regularly updated with school events, diary dates and sharing of learning:

<https://blogs.glowscotland.org.uk/ea/dalrympleprimaryandecmain2017/>

- We will contact you by telephone if there is every anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school/centre and an appointment to meet will be arranged at a mutually convenient time.

- The school/centre homework diary is another means of communication where we can share information about your child. In addition to homework, your child will also bring home samples of work for you to see and discuss with them. We are currently making use of GLOW as the best mean to facilitate this during the current pandemic.
- We will keep you informed of your child's progress in terms of learning and achievement. This may include telephone calls, letters, emails, reports, parents' workshops and/or parent/teacher meetings. Your child's teacher may also share ideas about how you can help your child's build on their strengths as well as working on progress and development needs

Our school aims have been established in consultation with our key stakeholders and wider school community. They are:

- Working Together – Learning from each other; sharing resources; investing in others.
- Providing Excellence – Pushing the boundaries of achievement – World Class.
- Raising Capability – Helping people learn – Laying foundations for later success.
- Focusing on the value added – Holding hope for every child – Every gain a victory.
- A hunger for improvement – High hopes and expectations.

SECTION 2

Support for children and young people and parents/carers

Senior Leadership Team

Mr Simon Leitch – Head Teacher

Mr David Stokes – Principal Teacher

Mrs Katy Hastings – Principal Teacher (GIRFEC)

Mrs Rachael Millar – Principal Teacher/P6 Class Teacher (acting)

Mrs Tania O'Neil– Senior Early Learning and Childcare Practitioner

Teaching and Learning Team

Miss Sharon Sloan – P1 Class Teacher

Mrs Susan Murray – P2 Class Teacher

Miss Niamh Fernie – P3 Class Teacher

Mrs Gail Turnbull – P3 Class Teacher/Non-Class Contact Time Teacher

Mr Andrew Carruthers – P4 Class Teacher

Miss Laura Paton – P5 Class Teacher

Mrs Lisa Harris – P6 Class Teacher

Mrs Lauren Wilson – P7 Class Teacher

Miss Isabel Hunter – P7 Class Teacher

Mrs Gillianne Duckworth - (East Ayrshire Support Team)

Early Childhood Centre Team

Mrs Caroline McLeod - Early Learning and Childcare Practitioner

Mrs Christine Miller – Early Learning and Childcare Practitioner

Mrs Marcia Thomson – Early Learning and Childcare Practitioner

Miss Natalie Spiers – Early Learning and Childcare Practitioner

Miss Ruth Maybury – Early Learning and Childcare Practitioner

Miss Emma Lawson – Early Learning and Childcare Practitioner

Mrs Laura Donald – Early Learning and Childcare Practitioner

Support Team

Mrs Fiona Armstrong – Senior Clerical Assistant

Mrs Rosina Tait – Clerical Assistant

Mrs Gail Galbraith - Classroom Assistant

Mrs Adele McMillan – Classroom Assistant

Mrs Barbara Stubbs – Classroom Assistant

Mrs Sarah Carr – Classroom Assistant

Mr Robbie Howatson – Facilities Officer

Music Specialists Mrs Kathleen Terras

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short term, or for their whole school journey.

Our School Early Childhood Centres have a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through a Child's Plan (CP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan (CSP).

You and your child will be fully involved in developing these plans at all stages.

Additional and more specific information on Additional Support Needs can be found on our website:

www.eastayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx

East Ayrshire Support Team (EAST) helps by providing support with early identification/assessment of a child's needs.

They can then offer support through curriculum development, planning of teaching, mentoring, review and staff development.

The service is made up of different specialist teams:

- The Core Team: offers direct support to schools
- English as an Additional Language helps children with limited, or no English, or those who appear fluent but are not achieving their full potential
- Visual Impairment Team supports children with visual impairment and also offers a service to pre-3 children and their families
- Early Language Centre supports children from pre-school to P3 who have a severe, specific language delay or disorder
- Hospital Education Service supports children and young people who are admitted to hospital for an extended period or are frequently re-admitted
- Autism Spectrum Disorder Outreach Team – supports children who have significant Social Communication Difficulty including Autism Spectrum Disorder

All schools have access to a core EAST teacher on a needs-led basis.

For information to other related services for young people, see:
<http://www.eastayrshire.gov.uk/EducationAndLearning/ActivitiesAndSupportForYoungPeople/SupportForYoungPeopleSchoolAndEducation/EastAyrshiresupportteam.aspx>

If you believe your child has additional support needs please contact your school/centre, or get in touch with us on 01563 555640.

Transitions

Although we are located within East Ayrshire Council, our P7 pupils transition to Carrick Academy in Maybole, which is in South Ayrshire Council. We are part of the Doon Education Group and throughout the session we are involved with a number of activities with Doon Academy in Dalmellington, and Carrick Academy. This develops relationship with others schools, pupils and staff.

Carrick Academy
Kirkoswald Road
Maybole
KA19 8BP
01655 883003
Carrick.Mail@south-ayrshire.gov.uk

In addition we have a strong internal transition programme between our ECC and P1 and, indeed at all stages.

SECTION 3

Dalrymple Primary School

Pupils may begin to make their way into the school building at 8:45 am where they are supervised in their classroom.

Classes begin at 9:00am.

Intervals are now staggered between:

P1 – P4 - 10:25am - 10:40am

P5 – P7 – 10:40am – 10:55am

School Lunch is also staggered between:

P1 – P4 – 12:15pm – 1:00pm

P5 – P7 – 12:45pm – 1:30pm

The school day finishes at 3:00pm

Dalrymple Early Childhood Centre

Our morning (AM group) begins at 8:30am finishing at 11:40am

Our afternoon (PM group) starts at 12:20pm - 3:30pm

School Holidays 2020/21

East Ayrshire Council School holidays can be found at the following link below:

<https://www.east-ayrshire.gov.uk/EducationAndLearning/SchoolHolidays.aspx>

Attendance and Timekeeping

The law requires all parents to provide an education for their child.

We take attendance at school/centre seriously and follow up on unauthorised absences, or continued absence from school/centre, involving other partners if necessary.

You are responsible for ensuring that your child attends school/centre regularly and arrives on time. You are responsible for ensuring the safety of your child on their journeys to and from school/centre, except when they are on any school/centre transport we provide.

Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential.

Reporting an absence

The law requires that educational establishments maintain an accurate record of attendance and absence of each pupil. Parents are requested to assist in this process by informing the school or centre if children are to be absent for any reason.

This is how absence is recorded in our school/centres:

- Primary schools note attendance twice a day - morning and afternoon. In secondary schools attendance is recorded each period rather than morning and afternoon only and texts are sent to parents if their child is absent from school.
- In Early Childhood Centres, parents are required to sign a register when dropping a child off at the centre and when collecting them.
- Where your child's absence is approved, for example a medical appointment or the school or centre is notified of a sickness absence, it is marked as an authorised absence.
- Where an absence is unexplained by the parent the absence is marked as unauthorised.
- If your child is not going to be attending, please let us know by 9.15am on the first day of absence, explaining the reason. When your child returns, please send them with a note, confirming the reason for absence.

Where a child exhibits a pattern of absence which may warrant investigation – and if we cannot contact you, or your other emergency contacts – then other appropriate support services may be contacted.

This might include other family members, a social worker, a health visitor or other concerned party, requesting that they visit your home to investigate and report back on their findings.

Behaviour and Anti-Bullying

We want every child in Dalrymple Primary and Early Childhood Centre to grow up free from bullying behaviour and we're fully committed to making sure children and young people become confident individuals and responsible citizens.

We take bullying very seriously and work to prevent it.

Should an incidence of bullying occur, we will respond quickly and effectively. You can find more information on our Respectful Relationships Policy at: <https://www.eastayrshire.gov.uk/EducationAndLearning/SupportForPupils/Anti-Bullying.aspx>

Dress Code/School Uniform

Early Childhood Centres

Children are encouraged to wear a Dalrymple school sweatshirt/polo shirt. Children have the best fun when they are doing creative and activity-based work. We always try to make sure they wear aprons but it can be messy fun, so please dress your child in suitable clothing.

Please also make sure that your child has suitable outdoor clothing as outdoor learning takes place on a regular basis.

Dalrymple Primary School

Children are encouraged to wear a full school uniform, including a Dalrymple school sweatshirt/polo shirt or a shirt and tie.

There are forms of dress and footwear which are unacceptable in school/centre such as clothes which:

- might encourage rivalry/offence (such as football colours, photos, wording)
- could cause health and safety difficulties (loose-fitting, dangling earrings)
- are made of flammable material (such as shell suits)
- might cause damage to flooring (high heels)
- carry advertising, particularly for alcohol, tobacco or drugs,
- could be used to inflict damage on other pupils, or be used by others to do so

In addition, earrings or other body piercing jewellery should not be worn for any PE-related activity. However, your child will never be deprived of any educational benefit as a result of not conforming to the dress code.

Help with clothing and footwear costs

If you are in a low-income family, receive Universal Credit, or other benefits, you may be entitled to grants for free school meals, footwear and clothing.

All applications for free school meals and clothing grants must be made online. Please see the link below:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-freeschool-meals.aspx>

- **Security and Visitors**

We consider that the safety and well-being of children and staff at Dalrymple Primary and Early Childhood Centre is of the utmost importance. Our security measures include:

- All staff working in our School and Early Childhood Centre wear name badges for identification and all students and visitors will also be expected to do so.
- The main School and Early Childhood Centre doors are monitored. A staff member is on duty to welcome children and parents as they arrive and again at departure time.
- Parents escort their children into the Early Childhood Centre.
- In the School and Early Childhood Centre the external door is secured once children are inside.
- Parents/carers sign their children into the Early Childhood Centre as they arrive in and out of the service at the end of the day.
- In the interest of your child's safety, if you require your child to be collected by someone not known to staff members, it is essential that you inform an appropriate member of staff or the office.
- Access to the school is by coded fob; all visitors must report to reception, where they will be asked to fill in the log-in book.
- For security reasons, school doors cannot be accessed whilst the school is in session. Parents and visitors should enter the building by the main entrance where they will be asked to sign in. On leaving the building they should again call at the office to sign out.
- Adult presence is provided in the playgrounds at break time of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Playgrounds are supervised at intervals and lunch times by Janitorial staff, Classroom Assistants and the Senior Leadership Team.

Homework and Study

Homework fosters independence, self-reliance, self-esteem, co-operation and responsibility and life-long learning. It is an essential part of primary education as it re-enforces what children learn in school. It provides a link between teacher and parent and encourages parental involvement in their child's education. In Dalrymple, homework is an integral part of learning. It is intended to be purposeful, relevant to learning, often exploratory and something which teachers and pupils approach with a positive attitude.

Homework tasks will be varied and wide-ranging, well-balanced and coherent, with evidence of progression through primary school, and in line with school policies. All homework activities will have been fully explained by the teacher before being sent home and children will have a homework diary. As many of our pupils attend clubs in the evenings we issue homework at the beginning of the week and collect it at the end of the week allowing families to organise their time effectively. Homework is primarily issued through Glow and Microsoft Teams at this time, which the pupils all have access to.

School Canteen Facilities, including use of ParentPay

All children in Primaries 1 to 3 are entitled to a free school meal.

This is a great opportunity for children to enjoy the social interaction of eating in an environment where they can try different foods every day and it can also help to increase their concentration for their afternoon classes.

Our award winning meals service offers nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils.

East Ayrshire Council are the only Council to have achieved nine consecutive Gold Soil Association Food Awards since 2008. We also back using valued local suppliers for our fresh ingredients.

School meals provide a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school.

School lunch breaks should be an interesting and enjoyable time and our philosophy is to help children towards a good diet by providing an attractive and interesting range of wholesome, cooked food, made from excellent, fresh, quality ingredients.

Menus and other information can be found at: www.eac.eu/schoolmeals.

The management of the Catering Service in your school is provided by the Council through Onsite Services. The Schools (Health Promotion and

Nutrition) Act 2007 sets out in detail the national nutritional food standards we follow.

Free school meals and milk The Nursery Milk Scheme entitles children under five to free milk. Water can be provided as an alternative if your child does not want milk, or has a milk allergy.

If you are in receipt of Universal Credit, or other benefits, your child may also be entitled to free school meals.

All applications for free school meals and clothing grants must be made online. Please see the link below:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-freeschool-meals.aspx>

Some children who attend Early Childhood Centres may also receive a meal – please ask at the centre regarding eligibility and local arrangements as the service may depend on the age of your child and the hours attended.

Online School Payments and Cashless Catering A safe and secure system of online school payments has been introduced to all primary and secondary schools, removing the need for your child to carry cash. The payment service is being provided by ParentPay:

<https://www.parentpay.com/>

ParentPay is a secure online payment system allowing parents to pay for school meals, snacks, trips, uniforms and much more.

Parents who do not have access to online facilities or wish to continue to pay in cash can do so by paying through PayPoint facilities at local shops.

Benefits for parents:

- make payments whenever and wherever you like
- no need to worry about your child carrying cash to school
- monitor and make payments by instalments for larger items such as school trips
- a single login for all your children regardless of which school they attend
- alerts for low balances via email and/or SMS text

Further information on online school payments is available online at: www.eac.eu/onlineschoolpayments

It means you will be able to pay for school meals and snacks using the Online Payments system and will be able to view your child's menu choices, as well as track their spending.

Primary 1 to 3 pupils and other pupils who are entitled to free school meals will have their meal allowance added to their account every day.

A biometric thumb image will be used in the majority of schools to identify pupils and link them to their record on the cashless catering system.

To access the service, you need to consent for your child's biometric data to be stored on the cashless catering system. It is incredibly safe and anonymous.

Further information on online school payments is available at:

www.eac.eu/onlineschoolpayments

Complaints Handling

If you have experienced a problem with a service or have a complaint to make, the quickest way to get it resolved is to talk to the school or head teacher.

- Stage 1: If the head teacher is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's Complaints Procedure. Your complaint will be reviewed by a manager within education and a response provided within five working days.
- Stage 2: If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management and we will aim to respond within 20 working days.

If you have completed the Council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint. Further information is provided in the leaflet a guide to making comments, suggestions and complaints or on the Council website www.east-ayrshire.gov.uk/complaints

Complaints about care You have the right to contact the Care Inspectorate with any complaint that you have about an Early Childhood Centre and you can make a complaint:

- online at www.careinspectorate.com
 - by email enquiries@careinspectorate.com
 - by phone on 0845 600 9527 □ by letter, or by visiting any of their offices – a list is here:
 - www.careinspectorate.com/index.php/our-offices

Emergency Procedures/Medical matters

It's essential that you let us know of any particular medical conditions or requirement(s) your child might have. Written parental consent is also required for the administration of medicines.

Please let the school/centre know of any change in your contact information, any change in a child's medical condition and of arrangements we should make should your child become ill, or need to be taken home.

If your child feels unwell during class they should tell the class teacher/practitioner and, where necessary, a first aider will be called to attend. If we do need to send your child home, we will contact you to make arrangements.

Your child should not go home without permission and pupils who are being sent home due to illness must be picked up by a parent, or other responsible adult (eg. a relative)

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Services, parents or the designated emergency contact will be informed.

In the event of an emergency affecting your child's school/centre, we have well established procedures in place to cope with almost all situations:

Group Texts are sent out to parents to advice of an emergency. Parents should provide the head of establishment or school/centre office with an up to date mobile phone number to enable automatic contact via text messaging.

In the event of an emergency, the Council's Communications Team work quickly to update the Council website, Facebook and Twitter with the latest developments and advice on what to do.

The team also work closely with Westsound Radio (DAB 11B, MW 1035) and West FM (96.7, 97.5 and 106.7) and statements and updates are issued frequently.

We understand an emergency can be a very stressful time and phone lines are often used by emergency services, so it's important that we try and keep lines clear.

As parents, you are advised that before telephoning your child's educational establishment, you should first check the Council webpage, for news and announcements: www.east-ayrshire.gov.uk

You can also check the Facebook page: www.facebook.com/eastayrshire/ or, Twitter: East Ayrshire Twitter/ @eacDalrymplePS or using our School App

Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools.

All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the Data Controller and the information we collect is needed for a number of reasons which include, but is not limited to:

Monitoring and reporting on absence. Supporting teaching and learning. Monitoring and reporting on your child's progress. Providing appropriate care. Assessing how well your child's school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

To other schools/centres if you move away. To the Scottish Qualifications Authority for examination entries. To the Scottish Government and its agencies.

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12.

To do this, please contact the Council's Freedom of Information Officer on 01563 576094, or email: Freedom Of Information@east-ayrshire.gov.uk A fee may be charged for this service.

- **Parent Council details**

As a parent of a child in attendance at the establishment, you are automatically part of the Parent Forum of Dalrymple. The membership of the Parent Forum is made up of all parents who have a child at Dalrymple. 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.

Currently our establishment Parent Council key roles are as below:

- Chairperson – Laura Dickie
- Secretary – Margaret Houston
- Treasurer – Lynzi Alexander

Dalrymple Primary School and Early Childhood Centre are very fortunate to be able to work in close partnership with the Parent Council, who are extremely supportive of all aspects of school life. The Parent Council is independent of the school and of East Ayrshire Council and its objectives are “to identify and represent the views of parents on the education and welfare of the pupils”.

The Parent Council support the work of the school, for example, by discussing aspects of the curriculum and learning and teaching, promoting contact between all parents and the rest of the school Community, organising social and fundraising events, discussing anything that is of interest to parents and being involved in the appointment of senior staff.

All parents are welcome to come along to the meetings and can contribute to discussions through the Chairperson. Parents who wish to find out more about the Parent Council should contact either the Head Teacher, or the Chair of the Parent Council.

The Parent Council have a section on the school Blog/Website with information and news on events.

<https://blogs.glowscotland.org.uk/ea/dalrympleprimaryandecmain2017/parentcouncil/parent-council/>

Meetings are held regularly (almost on a monthly basis) and minutes are available for all parents to view via the school website.

The Head of Establishment/or representative has a duty to attend Parent Council meetings.

Local Elected Members and the Head of Education or representative has a right to attend any meeting.

SECTION 4

• The Curriculum

In Dalrymple we follow the values and principles for the curriculum as set out in ‘A Curriculum for Excellence’. We encourage our pupils to develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom. It affirms that CfE is for all young people in all educational settings and that it should support them in a range of ways which helps them to maximize their potential. At the heart lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. These are the four capacities.

It defines the scope of the new curriculum as extending beyond subjects to include:

- The ethos and life of the school
- Curriculum areas and subjects
- Interdisciplinary projects and studies
- Opportunities for wider achievement

Children and young people enjoy making progress and find satisfaction in meeting the challenges posed by a curriculum that engages, stimulates and motivates them.

In Dalrymple we recognise that children and young people progress at different rates and we have a great focus of teaching the skills of literacy and numeracy to ensure they are prepared for their future lives

The Curriculum is organised under the following headings:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Teachers plan exciting and challenging inter disciplinary studies where each of the curriculum areas makes its own unique contribution to developing the four capacities of children and young people. Teachers have much more freedom to teach in innovative and creative ways.

Throughout the curriculum children are given responsibility for their own learning and are encouraged to develop skills for life. Literacy, Numeracy and Health & Wellbeing are taught at every opportunity not just within specific lessons.

Parents will be contacted by letter regarding any sensitive aspects of the curriculum e.g. sexual health and relationships.

The aims of A Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become:

- Successful Learners through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.
- Confident Individuals through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risks.
- Responsible Citizens through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.
- Effective Contributors through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking and respecting the opinion of others.

In Dalrymple we think imaginatively about how experiences and outcomes might be organised in new and creative ways within our local context e.g. through wider, cross curricular and interdisciplinary work.

In our school, assessment is an integral part of learning and teaching. Teachers use assessment practices which involve high quality interactions with children based on thoughtful questions, careful listening and reflective responses which help children to achieve their aims and to develop their learning and thinking skills.

Play-based Pedagogy

Active Learning – In Dalrymple we promote Active Learning in order to support our children's development. Active Learning engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigation and exploring
- Events and life experiences
- Focused learning and teaching

Supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.

Literacy

Language development is a priority. Developing the skills of reading, writing, talking and listening helps children achieve and communicate a greater understanding of the subjects within the school curriculum and the wider context of society.

Our programmes support children in all aspects of language, helping them to understand, analyse, critically respond to, and create spoken, written and visual communications.

We use a variety of resources to support the delivery of our language programmes. In addition to this core resources we make use of Big Books and a wide variety of texts, both fiction and non-fiction. Texts are used to allow listening, talking, reading and writing to be developed at the same time in a meaningful context. Texts from books not only allow children to practise their reading skills, they are a focus for further work, for example, discussions, prepared talks, comprehension, knowledge about language such as nouns, verbs, punctuation, word choice and all aspects of writing.

Writing skills can be divided into two key components. Technical skills which include spelling, handwriting and punctuation and writing skills which focus on the child as a story teller/writer.

A wide range of resources are used to help children develop neat, legible handwriting and 'Big Writing' is a structured programme which develops children's writing skills.

In primary one and two children are taught phonological awareness using a variety of resources including “Active Literacy” which teaches initial sounds and rhyme as well as (word endings). It teaches the letter sounds in a way that is fun, multi-sensory and interactive.

Children are encouraged to read for enjoyment, there is a vast array of fiction and non-fiction books available. Children from primary four upwards are encouraged to take library books home to read as often as possible. We also have a campus library where children can take time to enjoy reading from a selection of books.

Numeracy and Mathematics

Numeracy and Mathematics covers the following central themes –

- Problem Solving
- Information Handling
- Number Processes
- Money and Measurement
- Shape Position and Movement

A plethora of practical apparatus is used to support children’s understanding of mathematical concepts. An important part of every maths lesson is the class interactive session which develops each child’s mental agility. We use Number Talks approach which takes account of research and is in line with current recognised best practice. It helps us address some of the areas that children experience difficulties with. There are a variety of core resources that enable us to ensure a level of consistency, breadth, balance, progression and coherence across the numeracy curriculum. Teachers also make effective use of ICT in the delivery of Numeracy and Mathematics Lessons. Endeavouring to ensure that our children and young people have a strong knowledge of finance we have incorporated financial education into our numeracy programme.

Health and Wellbeing

This is based on guidelines from A Curriculum for Excellence:

The guidelines are based on interconnected themes of physical health, emotional health and social health. Physical health explores physical factors in relation to our health and looking after ourselves. Emotional health explores emotions, feelings and mental health and how these affect us and our relationships. Social health explores interactions of the individual, the community and the environment in relation to health and safety.

It is our aim at Dalrymple to promote a positive approach to Health and Wellbeing by Aims

- Working in co-operation with the home in promoting the good health of our pupils.
- Helping children realise their true worth and value as individuals.
- Making our school a happy community conducive to the physical, emotional and social wellbeing of our children.
- Developing attitudes and habits that will result in healthy living and high standards of personal hygiene.
- Cultivating an awareness of the importance of good health, give children an understanding of how their body works so that they may form habits which will promote and maintain their own health and safety.
- Raising pupils awareness of the necessity for fresh air, exercise, balanced diet, sleep and rest for healthy living.
- Providing opportunities through discussion, daily attention and encouragement lead children to acquire habits of personal hygiene and good manners in school.
- Developing an awareness of the need for law and order in communities and establishments, for the safety of oneself and others.
- Developing self-confidence on the roads, through knowledge of road safety, road signs and road sense.
- Encouraging the child to appreciate that society is made up of peoples of different races, talents, abilities and capacities, so that he/she becomes a caring member of his/her society.
- Providing opportunities through which the pupils will learn of the services in society which provide care and attention for those who need help physically, emotionally and socially.

Physical Education is essential to the growth and developments of our pupils. It offers opportunities for the development of physical competence, social skills, fitness and a healthy lifestyle. It is for this reason that we encourage all of our pupils to take part in physical education. We ask that all parents support their child's health and wellbeing by ensuring that they have an appropriate gym kit with them on their designated gym days.

Each class will experience two hours of physical activity per week, some of which will be linked with their outdoor learning programme. At Dalrymple we have strong links within the community and often bring skilled expert coaches to work with our classes as part of their physical education programme. In the interest of health and safety there are specific guidelines in regard to appropriate clothing and the wearing of jewellery;

For indoor activities, pupils should wear shorts, plain t-shirts and gym shoes or clean training shoes. For outdoor activities pupils are advised to bring tracksuit or jogging bottoms, a warm sweatshirt, extra socks and suitable outdoor trainers. Rain jackets, hats and gloves should be worn when appropriate.

Please note that pupils will not be permitted to wear any jewellery during PE lessons, extra-curricular activities or school based activity. This includes all piercings, rings, watches and wrist accessories. If pupils are wearing jewellery that cannot be removed they will be given a non-practical task to complete during PE lessons.

Through the daily life in the classroom, good habits will be encouraged which will promote healthy living. Our Active Schools coordinator is Mr Ross Stormonth. Mr Stormonth organises and leads a variety of games and activities over the course of the year for our pupils.

Daily tooth brushing has been established for all of our primary one children. This national programme will be further embedded as it is introduced across other stages. We have an annual health promotion week and throughout the year have regular workshops that have a health promoting focus. Our afterschool clubs have an excellent attendance rate.

Personal and Social Development is grouped together and taught throughout the year as short study topics. Topics include, but are not limited to, Decision Making, Keeping Safe, Respect for Self and Others, Rights and Responsibilities, Racism. These topics are strategically planned and taught taking into account previous learning and the age appropriateness of the content.

In the teaching of sexual health, relationships, parenthood and drug awareness education, parents are consulted prior to the programme commencing regarding the content. The school nurse is also available to support and advise during the delivery of this programme. We aim to provide experiences for our pupils that will give them the opportunity to:

- Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences;
- Develop tolerance and respect and a willingness to co-operate and share with others;
- Develop skills in working independently and taking responsibility for their own learning
- Develop the confidence to show initiative and imagination

Our P1 – P3 children benefit from the free meals initiative implemented by the government giving the free daily access to a two course hot meal service from the school kitchen.

Social Subjects

Social subjects is the name given to the group of subjects better known as – History, Geography and Modern Studies. Social Subjects are normally not taught as individual subjects but as part of an interdisciplinary approach, for example, through the Vikings children will explore the Geography, History etc. associated.

In line with guidance from A Curriculum for Excellence, understanding the environment is important to every individual and to the community at large and it is the task of the school to structure this learning so that pupils develop:

- Knowledge and understanding of the important principles and ideas of social subjects, science and technology.
- A range of skills that will enhance their capacity for critical thinking and problem solving within social, scientific and technological contexts.
- Informed values and attitudes towards the environment through relating their learning to the real world and to themselves.

Pupils will therefore be able to take better-informed decisions and to act in ways that are sensitive to environmental issues and consistent with the idea of sustainable development. Similarly, Social Studies provides important opportunities for pupils to develop an understanding at local and global levels of their rights and responsibilities, the importance of active citizenship and the central concepts of equity in a democratic, fair and caring multicultural society.

Expressive Arts

Expressive Arts includes Art & Design, Music and Drama. The programmes are based on guidelines from A Curriculum for Excellence.

Art & Design promotes discovery and understanding of ideas and feelings and provide a means of expressing those visually. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate and gain insight. They use materials creatively in their work and experience the uses/effects of a wide range of media.

Drama develops in the children the use of imaginative play to explore order and make sense of themselves and the world about them.

Music is an important part of social culture. Within our school curriculum, we aim to develop music to enrich the lives of individual pupils and promote their personal, intellectual and social growth. We are proud to be part of the East Ayrshire Council Strings project, embedded across P4 - P7. As part of the learning experiences within music they experience weekly strings tuition from Mrs Terras our Strings tutor.

Technologies

Our technologies curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. Our technologies education often complements other aspects of learning and is usually part of an interdisciplinary study.

There are also charging trollies with laptops as well as Promethean Board technology. Children develop their skills in using digital technologies such as a 3D printer, digital cameras, iPads, MP3 players, sound systems, scanners, etc. Supervised internet access is available to all pupils. EAC policy insists that staff, children and parents sign an annual agreement to ensure that they understand the possible dangers of internet use and that they are aware of how to responsibly access the internet safely and legally. EAC employs a safety filter on all of its computers for the protection of its employees and children. We also advise parents to frequently monitor sites to which their children have access at home. We aim to teach our pupils the necessary skills within ICT that will ensure they can transfer these skills across all areas of the curriculum and indeed in their future education and throughout their lives.

Religious & Moral Education

Spiritual, Social, Moral and Cultural Values Within our establishment are underpinned by religious observance, we respect the different beliefs of children, teachers and parents. We do, however, endeavour to allow –

- Children to engage in a shared activity reflecting and expressing their spiritual needs and aspirations, and allow those who wish, to worship
- Celebrate important occasions in the life of the school and community
- Involve children in experiences which stimulate, challenge and extend their capabilities for spiritual response to the world in which they live.

Curriculum 3-18 Religious education has an important contribution to make to the overall education of the child. As with all other curricular areas, religious education helps to develop knowledge and understanding, and skills such as reading, writing, listening, information gathering, talking, etc. All of these take place within a number of different contexts. Good practice in religious education involves the use of a variety of approaches including individual work, group work and, where appropriate, whole class teaching. The use of artwork, written activities, talk, role play, music and other areas contributes meaningfully to the development of good religious education. Religious observance takes place in weekly assemblies conducted by various local ministers. Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee on the register.

Outdoor Learning

Curriculum for Excellence offers opportunities for all children and young people to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, in Scotland's countryside or in wilder environments. Such

experiences inspire passion, motivating our children and young people to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. Parents will be requested to give consent to this regular localised outdoor learning once at the beginning of each school session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off campus visits, in order that pupils come adequately prepared. However, it is the parents'/carers' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

SECTION 5

- **Achievement and Improvement**

<p>Establishment Priority 1 :</p>	<p>Literacy Improved outcomes in numeracy for all pupils (implementation of 'Raising Attainment in Numeracy' practice) Improve outcomes in counting, place value, addition and subtraction and multiplication and division (access to SAC and CLPL menu)</p>
<ul style="list-style-type: none"> • Derived from NIF Priority: • NIF Driver: • Self-Evaluation Supported by HGIOS4/HGIOELC QIs: 	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Teacher Professionalism</p> <p>4</p>
<p>Progress and Impact:</p>	<p>Progress</p> <ul style="list-style-type: none"> • SAC Numeracy training has been ongoing across Early, First and Second levels. • School Data analysis exercise undertaken over last 4 years • SNSA long scale activity carried out • Numeracy Framework revised with staff to reflect new, agreed methodology • Sharing good practice session with staff carried out – examined use of resources and shared understanding of methodologies and activities. <p>Impact</p> <ul style="list-style-type: none"> • Individuals' needs are identified through more regular tracking meetings and barriers to learning are identified at an earlier stage. Interventions to impact and enhance performance are discussed by relevant stakeholders.

	<ul style="list-style-type: none"> • A consistent approach to Numeracy strategies/language/vocabulary surrounding the teaching of Numeracy. • Shared awareness and understanding of the standards required to assist informing TJS results.
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Next Steps	<ul style="list-style-type: none"> • Numeracy programme to be reviewed and embedded in light of lock down • SAC training for staff who missed out on this.. • Systems/Procedure/Mission Statement to be created for Numeracy. • Review of rationale for Numeracy – explore opportunities to increase Pupil Engagement and make learning opportunities more meaningful for pupils in relation to local context. • Be home learning ready in Numeracy
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Establishment Priority 2 :	Improved outcomes in reading, writing, listening and talking for all pupils through the implementation of Active Literacy and further development of agreed Writing Methodology and assessment criteria (Moderation of teachers' judgements)
<ul style="list-style-type: none"> • Derived from NIF Priority: • NIF Driver: • Self-Evaluation Supported by HGIOS4/HGIOELC QIs : 	<p>Improvement in employability skills and sustained positive school leaver destinations</p> <p>Assessment of children's progress Teacher Professionalism</p> <p>4</p>
Progress and Impact:	<p>Progress</p> <ul style="list-style-type: none"> • Follow up recall sessions undertaken on Active Literacy with SAC input for specific staff. • Diagnostic assessment gathered using PM Benchmarking.

	<ul style="list-style-type: none"> Continued use of EAC Literacy and English progression Framework to support planning of learning pathways for learners to support teacher professional judgements PT PEF to provided support and team teaching, modelling strategies across both schools to support implementation All progress limited due to COVID lock down. <p>Impact</p> <ul style="list-style-type: none"> General increase engagement levels in Literacy (Littlemill), particularly in P4-7 Planners – impact on progression (Tracking), help to support TJS.
<p>Next steps:</p>	<ul style="list-style-type: none"> Training to be rolled out to more staff members to increase expertise across the board and ensure consistency of approach. Need to review and embed where progress is due to lock down Build on what has been learned to support home learning and digital platforms for literacy. Explore use of Giglets as a digital resource.

<p>Establishment Priority 3 :</p>	<p>Improved outcomes for learners across the curriculum by reflecting on and improving pedagogy in particular in relation to the 5 strategies and embedding these into ongoing every day practice.</p>
<ul style="list-style-type: none"> Derived from NIF Priority: NIF Driver: Self-Evaluation Supported by HGIOS4/HGIOELC QIs : 	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Teacher Professionalism</p> <p>4</p>
<p>Progress and Impact:</p>	<p>Progress</p> <ul style="list-style-type: none"> Teacher from each school became PLC Leaders - regular workshops took place during collegiate sessions. Staff completed tasks and noted progress and reflections in professional learning logs.

	<ul style="list-style-type: none"> • <p>Impact</p> <ul style="list-style-type: none"> • Consistent strategies observed across the school – better consistency for pupils • Increase in pupil engagement • Child led learning improved.
Next steps:	<ul style="list-style-type: none"> • Continue to embed approach • Parent workshops to be created to disseminate information with regards to Relationships Framework. • Explore work around Reimagining Education – New Pedagogies for Deep Learning • Provide structure to support and improve Pupil Engagement and examine measures that will evidence this.

Establishment Priority 4 :	ECC Continue to develop effective strategic leadership and self-evaluation in ECC which leads to improved outcomes for all children.
<ul style="list-style-type: none"> • Derived from NIF Priority: • NIF Driver: • Self-Evaluation Supported by HGIOS4/HGIOELC QIs : 	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>School Leadership</p> <p>3</p>
Progress and Impact:	<p>Progress</p> <ul style="list-style-type: none"> • Following the inspection, school leaders developed a detailed action plan outlining clear areas for development. Approaches to self-evaluation and monitoring have also been established. This is beginning to support practitioners to understand what is going well and what needs to improve. The team continues to work well together on improvement and change. They are very well supported by the Senior Early Learning and

	<p>Childcare Practitioner (SELCP). Since her appointment in January 2019, she has taken time to monitor and evaluate children's experiences and has prioritised areas for improvement. She has gained the confidence of the team, and parents. Parents feel valued and welcome in the ECC. This is supporting an appropriate pace of change where the team are valued and included in the improvement process.</p> <ul style="list-style-type: none"> • The team has made positive progress in their work to improve the ECC.
<p>Next steps:</p>	<ul style="list-style-type: none"> • To improve outcomes for children further, there remains the need for ongoing support and leadership from senior school leaders and the local authority. • To support coherence and progression in children's learning, the ECC team should work more closely with school staff across the early level.

Other examples of interesting work to be highlighted including strategies to which have been successful in engaging children and young people, staff, parents and the wider community:

- Celebration of success events – Burns Supper/Dancefest engaging almost all members of the wider community, enhancing relationships between staff and parents, showcasing talents/skills developed to wider audience.
- Open Afternoon attendance continuing to rise on termly basis.
- After School Clubs and Lunchtime Clubs.
- Land Project/Community Action Plan – link to the community.
- Leading Learning groups – involving all pupils in different committees across the curriculum.
- Class Assemblies – Harvest/Easter/Christmas/Nativity/Leavers etc.
- Bronze DFS Award – Dalrymple.
- Silver DFS Award – Littlemill.
- RRS Silver Award – Dalrymple.
- Icycle – Dalrymple

- Littlemill – developing the environment to make it Trauma – Informed.
- Fundraising for Charity – Littlemill (1918 Poppy Appeal).
Dalrymple (Unicef, Cash for Kids).
- Enterprise Projects.
- Themes days/projects CSI week in P7.
- Paired Reading P1 & P2.
- Forest School 6 week programme – Dalrymple ECC.

SECTION 6

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff will work with pupils reflecting on their results, looking at their strengths and learning needs and agreeing next steps and action based on these.

As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning – developing personal expertise that will be important to them throughout life.

Testing and assessment also helps teachers plan learning experiences which are motivating and challenging.

Children who may have additional support needs, or who require a co-ordinated support plan, will be assessed in a way suited to their individual requirements.

Further information is available from the head of establishment at your child's school.

Assessing Progress and Achievement

- Formative Assessment is used on an ongoing basis to inform next steps and the following is the focus of school improvement this session
- Sharing the learning intention
- Effective questioning techniques
- Feedback for learning
- Peer learning
- Self-regulation
- Periodic Assessments are used to track progress and inform professional dialogue between colleagues about attainment and to identify barriers to learning.
- Benchmarks should be used to help monitor progress and support overall professional judgement of when a level has been achieved.
- Tracking procedures:
- Class tracking folders are used to collate individual assessment and information on ASN and achievements.
- Three times yearly tracking meetings with HT and ASN Co-ordinator are held to scrutinise data and discuss attainment/needs/barriers over time.
- Annual teacher judgement survey on Literacy, Numeracy and HWB is carried out at all levels. SNSA is implemented for learners in P1, P4 & P7.
- Pupil Support Procedures are in place to track progress of pupils on ASN log.

Reporting

There is a proposed change of reporting format for this coming session across the school– no longer a parents' evening but three 15 minute tracking and monitoring meetings with parents in November, February and May. Pupils will be in attendance at these meetings and will share with parents/carers their progress towards their targets and what still requires to be done to allow them achieve these.

Parents/carers are also responsible for ensuring that pupils are supported and contribute to the achieving of targets set.

SECTION 7

Class size policy

Currently, the maximum number of children in classes is:

Primary 1 - 25

Primary 2 and Primary 3 - 30

Primary 4 to Primary 7 - 33

The exception to this is a composite class, which has a maximum size of 25. A composite class is one in which children from two or more years are grouped together (for example, P2 and 3) or, in some small schools three years may be grouped together. More information on composite classes is available at:

www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses.pdf

Early Childhood Centres are registered with the Care Inspectorate for a maximum number of children in specific age ranges and this varies from centre to centre.

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