



Galston Primary School Handbook 2020 -2021

Western Road

Galston

KA4 8BG

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School Blog:	https://blogs.glowscotland.org.uk/ea/GalstonPrimarySchool/
Twitter:	Galston Primary @GalstonPS
School App:	Available on appropriate mobile devices
Denominational Status (if any):	Non-Denominational
School Roll:	Primary 1 - Primary 7 Roll of 350
	www.east-ayrshire.gov.uk/schoolhandbooks

Welcome to Galston Primary School

Dear Parent/Carer

Galston Primary School is situated in a modern building which is shared with Galston Early Childhood Centre. It serves the community of Galston and outlying areas, providing quality learning experiences in a caring and inclusive environment. The building has been designed to be accessible for children and adults. The Primary has four teaching bases which are semi open plan, a games hall and changing rooms, a dining hall with a courtyard, an I.T suite, music room, a nurture room and a medical room. There is also a further closed classroom and a meeting room.

Highly motivated and talented staff work together to support and challenge all children to achieve, by providing a wide range of opportunities to acquire relevant skills for life.

We have high expectations for our children and lead by example. Children are encouraged to identify and lead on local and global citizenship activities. Their wider achievements are recognised and valued. The school is well supported by an active Parent Council who work in partnership with staff to encourage parents and carers to be involved with the life school and have their opinions heard for the benefit of our children and local community.

Yours sincerely

Shona Murphy
Head Teacher

SECTION 1

School Ethos

Our core values are Respect, Responsibility, Fun, Inclusion & Honesty

At Galston Primary we aim to provide a safe, secure and nurturing environment, where children are motivated and inspired to achieve their full potential, supported by the school and wider community.

We do this through promoting Health and Well-being throughout the curriculum and through a series of planned teaching and learning experiences at each stage and as mixed groups, e.g. at assemblies, during our Rich Task groups and during transition activities.

We believe that all children have the right to be safe, healthy, active, nurtured, achieving, respected, responsible and involved. It is important that every child feels valued and is treated fairly and equally. Positive behaviour is promoted and rewarded through a House system which recognises respect, honesty, kindness and responsibility for our actions.

1,2,3 Magic and modelling to promote positive and respectful relationships. Our policies and procedures are based on the Unicef Rights of the Child and are designed to encourage a growth mind-set. We recognise individual actions as well as encouraging our children to participate in their school and wider community.

Attainment and achievement is celebrated through our Health and Wellbeing programme which is delivered in class and through assemblies and is shared on our achievement wall and through social media. Children and parents/carers are encouraged to share information from home about the many different achievements which happen out-with school.

We develop resilience and positive relationships in our pupils through a variety of programmes including circle times and Rights Respecting Schools and have introduced a programme building on having a growth mind-set. We believe that their life chances will be improved if they are able to cope

with the challenges they will face during life. At Galston Primary we firmly believe in a fully inclusive approach at all stages and strive towards ensuring all of our children are listened to and respected.

Opportunities are provided for our children to learn in real life contexts and we continue to develop partnerships with parents/carers, our local churches, the community council and local businesses to support this.

We have achieved the Eco Schools Second Green Flag Award through the work of Eco Committee and the support of the whole school and ECC community. We are a Dyslexia Friendly Schools Gold School and have achieved the Unicef Rights Respecting School Bronze Award.

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, school Twitter and the school App which is regularly updated with school events, diary dates and sharing of learning:
- 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.
- 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.

Section 2

Transitions

Enrolment

Primary 1 registration takes place in January with dates being posted in the local press and community. Any parent wishing to enrol their child at any other time should contact the school office where they will be provided with guidance on the matter.

Children will be given the opportunity to participate in various induction activities including class visits and parent information sessions.

Class information is usually provided during the month of June.

Enrolment will take the form of a short meeting with a member of the management team with forms being completed. These arrangements may be restricted this session as a result of Covid-19 guidelines.

We require the following information:-

Details of two emergency contacts (name, address and telephone number)

Doctor's name and telephone number.

Two forms of ID which shows parent/carer proof of address.

Your child's birth certificate.

Transition to Primary School

There is an extended transition programme between Galston Early Childhood Centre and the Primary during which all Early Childhood Centre children are invited into school to join in with various activities. There are transition meetings which discuss particular needs of children. Pre-school children are given

the opportunity to visit their new classes and teachers and to begin to form relationships within their new settings. Pathways have been designed to ensure progress across the Early Level in key areas of literacy and numeracy. To support this we have introduced a new way of reporting to parents/carers in P1 and P2/1 by continuing with the online Learning Journals that are started in the ECC. These provide a regular link between home and school and share key learning.

We take full account of prior learning and use assessment materials provided by the nursery, including the early literacy assessment (ELLAT), to plan next steps in teaching and learning.

Before children come to school on the transition days, they will already have met with their buddies. Primary 6 children are each given responsibility for helping children from the Early Childhood Centre to learn the routines of school life and for making sure there are friends to play with, that the child knows where and how to get a snack, go for lunch and where to enter and exit the building. This buddy will continue with this to support their child in the first year at school. P6 children are also trained in "Buddy Talk". This is a programme which enables our P6 children to support their buddies with communication and language skills as they start the Primary.

Transition to Secondary School

Our P7 pupils have opportunities to meet with school staff from Loudoun Academy and there is a three-day transition programme in place during which P7 pupils attend Loudoun Academy. An extended transition is possible where particular pupils would benefit.

School staff provide a range of information to ensure continuous progression when children move on. Pupils who are attending other secondary schools will be invited to take part in their transition activities.

Transition within School

There is ongoing dialogue between class teachers at different stages which supports our transition within school. Each teacher completes transition information for their class in order that the new teacher can build on prior learning. During our 'Bump Up' day the children move on to their new class and,

where possible, meet their new class teacher. They spend some time getting to know each other and setting out their expectations for the year ahead.

We will look at virtual opportunities for transition this session if Covid-19 restrictions do not allow for visits or face to face sessions.

Education Group

Galston Primary School is a member of the Loudoun Education Group, which brings together a wide range of services to benefit young people.

The principal purpose of the Education Group is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Education Groups support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

Our Education Group partners are:

- Loudoun Academy
- Hurlford Primary School & Early Childhood Centre
- Newmilns Primary School & Early Childhood Centre
- Darvel Primary School
- Darvel Early Childhood Centre
- Fenwick Primary School

Parental Involvement

We see parents/carers as partners to promote the development of your child in all aspects of his or her school life.

We have a range of activities which benefit enormously from additional parental/carer involvement. To this end, we invite parents/carers to offer their services at various times during the session. This may be a one-off school trip or a weekly arts and crafts session within a class. We are extremely grateful that we have supportive and involved parents/carers and constantly seek opportunities to strengthen links.

We welcome your suggestions about how we can improve parental involvement.

Supporting Your Children

Staff Information

Management Team	
Mrs Shona Murphy	Head Teacher
Mrs Margaret Houston (Currently Absent)	Depute Head
Miss Siobhann Kelly	Principal Teacher (Currently Acting DHT)
Mrs Melanie Willsden	Principal Teacher

Primary Classes		
Primary 1C	Mrs Rebecca Cairns & Mrs Elaine McKinlay	Class Teacher
Primary 1Mc	Miss Lauren McEwen & Mrs Amanda McKinlay	Class Teachers
Primary 1S	Mrs Katy Scott & Miss Kelly	Class Teachers (Wed)
Primary 2A	Miss Jill Andrew & Mrs Ruth Currie	Class Teachers
Primary 2G	Mrs Gayle Gibson & Mrs Willsden	Class Teacher (Fri)
Primary 3H	Miss Rhonagh Hunter	Class Teacher
Primary 4T	Mrs Fiona Thomson	Class Teacher
Primary 4M	Miss Gemma Monie	Class Teacher
Primary 5C	Miss Jacqueline Cox	Class Teacher
Primary 5N	Miss Amber Nicol	Class Teacher
Primary 5F	Mrs Alison Fairbairn	Class Teacher
Primary 6McA	Mr Calum McAughtrie	Class Teacher

Primary 6W	Miss Alanna Wood	Class Teacher
Primary 7S	Mrs Sharon Smith	Class Teacher
Primary 7D	Mr David Shaw	Class Teacher
Pupil Equity Projects	Mrs Melanie Willsden & Ms Siobhann Kelly	Principal Teachers
ASN Support	Mrs Linsay McCrindle	EAST – Mon, Tues, Thurs

Non-Teaching Staff	
Mrs Lorraine Robson	Senior Clerical Assistant
Mrs Carol Davidson	Clerical Assistant
Mrs Joanne Ward	Clerical Assistant ECC
Mrs Elaine Campbell	Classroom Assistant
Mrs Lynda Mitchell	Classroom Assistant
Mrs Carol Telfer	Classroom Assistant
Mr Ian Hamilton	Janitor
Mrs Gillian Rooney	Catering Manager

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 has 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.east-](http://www.east-ayrshire.gov.uk)

[ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx](http://www.east-ayrshire.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, and reviewing 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:

[www.east-](http://www.east-ayrshire.gov.uk)

[ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx](http://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx)

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

SECTION 3

The School/Centre Day and Year

School Year

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2020/2021					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service) Pupils return	Tuesday 11 August 2020 Wednesday 12 August 2020		
		***Holiday	Thursday 17 September 2020	1	
		*Local Holiday	Friday 18 September 2020	2	
		*Local Holiday	Monday 21 September 2020		
		Close Teachers (In Service) Pupils return	Friday 9 October 2020 Monday 19 October 2020 Tuesday 20 October 2020	7	
		***Close	Friday 18 December 2020		86
Second	Mid Term	Re-open	Wednesday 6 January 2021	16	
		Close Local Holiday Teachers (In Service) Teachers (In Service) Pupils return	Friday 12 February 2021 Monday 15 February 2021 Tuesday 16 February 2021 Wednesday 17 February 2021 Thursday 18 February 2021	17	
		Close	Thursday 1 April 2021		147
Third		Re-open	Monday 19 April 2021	28	
		Local Holiday (May Day) **Teachers (In Service)	Monday 3 May 2021 Thursday 6 May 2021	29	
		Local Holiday Pupils return	Monday 31 May 2021 Tuesday 1 June 2021	30	
		Close	Friday 25 June 2021	66	195

*Subject to change in alignment with Gold Cup weekend.

** Parliamentary Election.

***Additional days agreed following consultation as a result of Covid 19.

Session 2021/2022: Teachers (In Service) – Tuesday 17 August 2021

Teachers (In Service) - Wednesday 18 August 2021

Pupils Return – Thursday 19 August 2021

Good Friday - 2 April 2021

School Day

8.50 – 2.50 – Base 2 – P2A, P2G, P3H & Base 3 – P4/3M, P4T, P5C & P5N C & P7S

9.00 a.m. and 3.00 p.m – Base 1 – P1C, P1Mc, P1S & Base 4 – P5F, P6McA, M6W & P7D

Morning interval A - 10.20 a.m. – 10.35 a.m.

Morning Interval B - 10.40 a.m. - 10.55 a.m.

Lunch breaks –

Base 2 – 12.00 – 12.45 p.m.

Base 3 & P7S – 12.15 p.m. – 1.00 p.m.

Base 1 – 12.30 p.m – 1.00 p.m. – 1.30 p.m.

Base 4 – 12.45 p.m. – 1.30 p.m.

Attendance/Absence

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.
- 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.

If your child has to leave early at any time, please arrange for him/her to be collected at the office and ensure they are signed out appropriately.

Should you take your child out of school for a family holiday, this absence will be marked as unauthorised.

The school will not provide work to cover the period of absence. Instead, we recommend that you could keep a journal of your holiday – photos, postcards, mementos (perhaps in chronological order) for younger children, a written diary for older children.

Anti-bullying

East Ayrshire Council is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and is given by all of its children, young people, staff and parents/carers.

A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on the Respect and Protect anti-bullying behaviour policy, launched in November 2010, which outlines guidance and procedures for establishments.

Homework

Currently we do not have formal written homework. At all stages class teachers add a range of literacy, numeracy or cross curricular materials to GLOW using Microsoft TEAMS or the P1 & P2 E –journals. There are also homework grids and educational computer links which are designed to allow parents to be able to support their child in developing key skills at home. Some specific homework is provided at different depending on the needs of the child at a time.

Parents are encouraged to discuss the activities and plan with their child what tasks are to be carried out throughout the week. Pupils will learn that parents are interested and both parent and child will have a better idea of what is and is not understood.

Visitors

During the current circumstances visitors to the school are very limited, in normal circumstances the guidelines below apply. Until restrictions are changes, anyone planning on visiting the school should phone the office on 01563 820 221 in the first instance.

All visitors to the Primary should make their way to the main entrance. Anyone entering the establishment will sign the visitors' register. All other doors are for children only. These doors are kept locked from the outside at all times.

Any child who is late for school or returning after an appointment should report to main reception. These measures are taken to ensure that the school provides a safe and secure environment for all those within it.

We appreciate your support and assistance in carrying through these measures.

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>

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

Parking

Parents/carers are asked to use car park when leaving the car to drop off their child at the ECC or the Primary. The drop off zones are for parents/carers who are **not** leaving the car, but for drop off and drive away **only**. The disabled bays are for disabled badge holders only, please do not come through the gates, if you do not have a disabled badge. In order to ensure all children are safe it is important that you do not park over road safety markings or zigzags.

One of the most significant ways in which parents are involved is through our Parent Council. Our PC meets regularly to discuss a range of issues which are important to the wider parent forum and we work together to find solutions to any problems which might arise. Please get in touch with the PC if you have concerns, ideas or suggestions for improvement.

Arrangements in an emergency

When a child requires to be sent home during the day, the establishment must first contact the parents personally. A child can be sent home only when we know that an adult will be there to receive him/her. In the event of a serious illness or an accident, the establishment will immediately contact the parents and arrange for the child to be taken to hospital. We cannot call the child's doctor to school.

The Primary Parent Council

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

It is our aim to foster the best possible links between home and school, taking the view that when your child comes to school, we are entering a partnership with parents.

Current members of our Parent Council are:

Mrs Lynne Kennedy (Chairperson)
Miss Siobhann Kelly/Mrs Melanie Willsden (Teacher Representatives)
Shona Murphy (Advisor)

Complaints Handling East

Ayrshire Council's aim is to provide high quality services to the people we serve, but sometimes things can go wrong. If this happens, please tell us, so that we can put things right via the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/Contactusform.aspx>

Complaints

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

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: FreedomOfInformation@east-ayrshire.gov.uk A fee may be charged for this service.

SECTION 4

The Curriculum

Curriculum for Excellence is the education system in Scotland. It includes ECCs, schools, colleges and community learning from 3 to 18 and beyond.

All learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards. The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourages young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Curriculum for Excellence emphasises 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.

Information about how the curriculum is structured and curriculum planning

<http://www.educationscotland.gov.uk/thecurriculum/www.youngscot.org>

(learners)

www.parentzonescotland.gov.uk **(parents and carers)**

www.sqa.org.uk **(information on qualifications)**

www.ltscotland.org.uk **(teaching practice and support)**

www.engageforeducation.org **(share ideas and questions about education)**

www.scotland.gov.uk/cfeinaction **(real-life examples)**

Children have a wide range of activities: – Rich Tasks, Pupil Council, Eco Committee, Junior Road Safety, Primary 7 jobs, football training, dance club, basketball, cycling, school annual musical performances, musical instrument tuition, residential experiences, enterprise education and outdoor learning.

Children are consulted at the beginning of investigations and projects about what they would like to learn. Pupil focus groups are also consulted about various aspects of

learning. Parents/carers invited to class workshops and performances are informed by their children about the curriculum covered.

Parents will be informed in writing about sensitive aspects of learning such as sexual health and relationships, parenthood and drugs awareness. They will have the opportunity to discuss any aspect with the establishment or school nurse service.

Religious & Moral Education

This forms an important part of social education, assisting pupils towards a consistent set of values, attitudes and practices arising out of experience. Religious Education will encourage children to become aware of religious interpretations of personal experience and to appreciate dangers of

prejudice. In the Primary our arrangements for pupil assemblies offer opportunities for gathering as a community, for communal worship with our chaplain, and for sharing expressions of the feelings of the community. 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 arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

If you do not wish your child to take part in religious activities please notify the Head Teacher, who will make any necessary arrangements.

Outdoor learning

All children and young people will have regular opportunities to learn outdoors both in the establishment grounds and in the local community. Parents will consent to this regular localised outdoor learning once at the beginning of session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off-site visits, in order that children come adequately prepared. However, it is the parents' responsibility to inform the establishment if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

PE

In normal circumstances all children in the Primary have approximately two hours of physical activity per week. Children will know their days for PE and have their PE kit available. PE kit bags can be kept in school. We follow the Council's Health & Safety Policy and insist that jewellery including earrings cannot be worn for PE.

Plasters cannot be used to cover earrings.

Due to current guidance all PE lessons are currently being delivered outside and this will be reviewed as appropriate as the session progresses.

SECTION 5

Achievement and Improvement

2019 -2020 Priorities were:

1. Improved information sharing and reporting will allow parents to have a better understanding of what children need to make progress and how to support at home. NIF driver - Parental Engagement.
2. Raised attainment in literacy with a focus on writing and active reading approaches. NIF driver – School Improvement.
3. To improve resilience and emotional literacy of children across stages with a particular focus on Primary 4 to 7, SIMD 1&2. NIF driver – School Improvement.

Attainment Levels from June 2020

	P1	P4	P7
Reading	95%	77%	88%
Writing	95%	67%	83%
Listening & Talking	95%	92%	83%
Numeracy	95%	76%	83%

These figures were taken from projected levels at each stage and may not reflect the attainment when the children returned to school following Lockdown. They are being

used as a guide only in school and assessment information will be updated as the children settled back into their classes.

2020 – 2021 Priorities are:

- 1- Embed consistent approaches at all stages from Early to Second Level in learning and teaching approaches and share key aspects with parents.
- 2- Raise attainment in Literacy with a focus on writing and active reading approaches.
- 3- Improve resilience and emotional literacy of children across all stages.

These are set out in more detail in our School Improvement Plan.

SECTION 6

Assessment & Reporting

Curriculum for Excellence emphasises 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.

The establishments use a variety of assessment procedures. Continual assessment is used to inform the children of their next steps for learning. Children at all stages are encouraged to assess their own work and the work of their peers. We also use formalised tests at different stages. Children are made aware of their learning intentions and success criteria. At the end of their topic work, the children are given the opportunity to evaluate their work.

Transition grids are completed as learners move from the Early Childhood Centre into Primary school and from Primary 7 into Secondary school. These contain key information on Curriculum attainment and interests and skills of individual children.

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 Teacher.

Parents will formally receive information about their child's attainment throughout the session. Electronic learning journals - E-journals are used to report progress in Primary 1 and Primary 2. We have parent engagement sessions twice yearly and written reports clearly describe in detail the child's attainment within Curriculum for Excellence for Primary 3 to Primary 7.

SECTION 7

Other Information

Head of Education

Linda McAulay - Griffiths

Economy and Skills

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 676126

Cabinet Member with responsibility for Skills and Learning

Councillor

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576038

Cabinet Member with responsibility for Wellbeing (Children's Champion)

Councillor

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576565

Local elected members for ward

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local Councillors – Irvine Valley

Elena Whithan – SNP

George Mair – Labour

Sally Cogley – Rubbish Party