



Gargieston Primary School and Early Childhood Centre
Dundonald Road,
Kilmarnock
KA1 1UG

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Email:	julie.mckee2@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/home
Twitter:	
School App:	
Denominational Status (if any):	Non-Denominational
School Roll:	Gargieston Primary School is a non-denominational, co-educational school with a roll of approximately 430 pupils between the ages of 5-12 years. At present (session 20/21) the children are organised across 16 classes. We also have an Early Childhood Centre with 120 children from 3–5years (split over morning and afternoon sessions).
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1

Dear Parents/Carers,

On behalf of the whole school community I would like to warmly welcome you and your family to Gargieston Primary School and Early Childhood Centre.

At Gargieston, we will work in partnership with you to ensure that our school is a happy and rewarding place for your child. We will support your child's learning journey, working together to ensure that they fulfil their potential.

The ethos in Gargieston is happy, supportive, nurturing and caring. We have very high aspirations for all our learners and we promote positive behaviour and good relationships. We aim to motivate all pupils in our care, encouraging them to be the best they can be.

This handbook tells you about our school. It includes important information about our curriculum, activities and policies as well as information about the general life of the school. We hope you find it useful and informative. If you have any questions or queries, at any time, please do not hesitate to contact the school.

Kind regards,

Julie McKee

Head Teacher

Our Aims

- We aim to ensure through challenge and progression that all learners have the experiences and opportunities that will enable them to reach their full potential.
- The school and ECC work in partnership with parents and families to ensure that the learning experiences engage, challenge, support and actively involve learners in their own learning and development.
- We aim to ensure that all staff are empowered to develop and use their skills and talents and are actively involved in the life of the ECC and school.
- We aim through self-evaluation and improvement planning to offer the highest quality education through a range of progressive, innovative and creative programmes which meet the needs of all learners.
- Staff, parents, pupils and partners are fully involved in improvement planning and setting priorities for change.
- Staff have clear remits and evaluate and improve performance through professional learning and review.

By following a skills based curriculum, we enable our learners to develop the skills necessary for life-long learning and we encourage every child to reach their full potential. Our positive ethos supports the development of:

- **SUCCESSFUL LEARNERS**
Learners with a determination and willingness to fulfil their true potential.
- **CONFIDENT INDIVIDUALS**
Positive young people with high aspirations and the confidence to express their values and beliefs.
- **RESPONSIBLE CITIZENS**
Open minded young people with respect for others in their community.
- **EFFECTIVE CONTRIBUTORS**
Creative young people with the initiative to take on different roles within the wider community.

We strive to provide each child with a wide range of high quality learning experiences which allows for learning that is set in real life contexts, is engaging, motivating and relevant. Our commitment is to achieve our goals by regularly reflecting upon and evaluating our success. We aim to *get it right for every child* by using a variety of supports and flexible pathways.

Our Values

With LEARNING at the heart of everything we do our pupils, parents and staff decided upon these core values, which help to build the positive ethos within our school:

- RESPECT
- KINDNESS
- HAPPINESS

Parents As Partners

“Parental involvement is about parents’ involvement in the life and work of their school, the communication between home and school and the vital role that parents play in supporting their children’s learning.” (from the Scottish Government website)

At Gargieston Primary School & Early Childhood Centre, we recognise the importance of parents and carers as partners in the education of their child. Parents, carers and family members are by far the most important influences on children’s lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, children do better at school and throughout life. Parental involvement can take many different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children’s learning.

As a parents/carers we want you to feel:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child’s learning;
- Encouraged to make an active contribution to your child’s learning;
- Enabled to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to become a parent helper, or a member of the Parent Council and/or the Gargieston Fundraising Group, please contact the school office

Some useful information contacts for parents to find out more on education are:

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone

Communication

We recognise that parents have a major role to play in the education of their children and we welcome as many links as possible between home and school.

- We communicate regularly with parents through our Glow Blog and school App. These are 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 wish to discuss any aspect of your child’s learning or development, please phone the school/centre to arrange an appointment to meet at a mutually convenient time.
- The school homework diary is another means of communication where we can share information about your child.
- 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 build on their strengths as well as working on progress and development needs.

Helpers

At Gargieston Primary School & Early Childhood Centre, we have a fantastic number of parents, grandparents and friends of the school who help out in class, on outings, with clubs and in many other ways. Our volunteers make a huge difference to the range of activities we can offer our children. We also invite our parents to share their expertise with us through visits to talk about careers, assisting with STEM activities, and sharing information with us about other world religions and customs. We welcome all volunteers and have a range of Secondary pupils, work experience students and college students who support our school. Volunteers who support the school on a regular basis are encouraged to submit an application to the Protection of Vulnerable Groups scheme.

SECTION 2

Transitions

Transfer from Pre-school to Primary

We are committed to ensuring the transition from Early Childhood Centre to School is as smooth as possible. Children who attend Gargieston Early Childhood Centre are already familiar with the school building and staff within the school. We start to engage with our new pupils and their families in the second term with teachers, Gargie Guides and members of the Senior Leadership Team visiting various Early Childhood Centres to start to build relationships with our new children.

A calendar of events and visits begins in May with various opportunities for children and their families to visit the school before they start Primary 1 in August.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The children of Gargieston Primary School normally transfer to:

Grange Academy

Grange Campus,

Beech Avenue,

Kilmarnock.

KA1 2EW

Tel: 01563 549988

Staff at Gargieston Primary School, together with other schools within the Grange Education Group, meet regularly with Grange Academy to discuss pupil progress and to plan programmes of study across the curriculum.

Children from the primary schools, particularly at primary 7 level, are involved with Grange through a variety of curriculum projects, including an extended 2 day visit to Grange in June prior to their transfer.

Schools listed below also transfer to Grange Academy:

Shortlees Primary

Blacksyke Avenue

KILMARNOCK, KA1 3SR

Tel 01563 533678

Crosshouse Primary School

Playingfield Road

CROSSHOUSE , KA2 OJJ

01563 521459

Annanhill Primary School

Grange Campus,
Beech Avenue,
Kilmarnock.
KA1 2EW
Tel: 01563 549988

Hillhead Primary School

2 Kilmaurs Road
Kilmarnock
KA3 1 QJ
Tel 01563 521504

Enrolment

Enrolment takes place annually in January when exact details are given in the local press and posted in pre-5 establishments as well as on our school app. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August.

Parents must bring their child's birth certificate along with them when they come to register their child. Any parent wishing to come along to view the school and meet us before enrolling their child in January can do so and ask any questions they may have about provision. Appointments can be made by telephone or email.

Children who live in the catchment area of a particular school are required to enrol at that school. They will then be informed of their right to make a placing request to another school of their choice and the conditions pertaining to this.

Information and forms regarding placing requests can be obtained from the school and/or (click here: **East Ayrshire Council Placing requests**)

Support for children and young people and parents/carers

Senior Leadership Team		
Julie McKee	Head Teacher	
Eileen McLaughland	Depute Head Teacher	
Shona Lawson	Acting Depute Head Teacher	
Gwen Campbell	Principal Teacher	
Heather Griffiths	Acting Principal Teacher	

Teaching & Learning Team		
Gwen Campbell	Principal Teacher	P1
Kirsty McConnell	Teacher	P1
Catherine Bloomfield	Teacher	P2
Nicola Kelly	Probationer Teacher	P2
Heather Griffiths	Acting Principal Teacher	P2
Kara Skelton	Teacher	P3
Nicola Hope	Teacher	P3
Linda Babington	Teacher	P3
Jackie McColl	Teacher	P4
Jacqueline Caldow	Teacher	P4
Jenny Marshall	Teacher	P5
Debbie Green	Teacher	P5
Callum Dearie	Teacher	P5

Martyn Hay	Teacher	P6
Sarah Kerr	Teacher	P6
Stephen McDowell	Teacher	P6
Carol-Ann Mackie	Teacher	P7
Kirsty Davidson	Teacher	P7
Paul Smith	Teacher	PE/HWB
Danielle Kinnaid	Teacher	Education Recovery
Rachel Smith	Teacher	

Support Team		
Colin Stewart	Classroom Assistant	
Irene Cowie	Classroom Assistant	
Kerry Paterson	Classroom Assistant	
Fiona O'Callaghan	Classroom Assistant	
Kerri Haining	Classroom Assistant	
Fiona Shields	Senior Clerical Assistant	
Elaine Dodds	Clerical Assistant	
Allison McDowall	Clerical Assistant	
Robert Nisbet	Janitor	

ECC Team		
Heather Hendrie	Senior Lead Early Learning & Childcare Practitioner	
Sandra Irvine	Early Learning & Childcare Practitioner	
Rhona Murray	Early Learning & Childcare Practitioner	
Therese Nardini	Early Learning & Childcare Practitioner	
Susan Dempster	Early Learning & Childcare Practitioner	
Catherine Cotton	Early Learning & Childcare Practitioner	
Sophia Bechelli	Early Learning & Childcare Practitioner	
Mhairi Gray	Early Learning & Childcare Practitioner	
Mhairi Halbert	Early Learning & Childcare Practitioner	
Siobhan Blades	Early Learning & Childcare Practitioner	
Stephen Muir	Early Learning & Childcare Support Assistant	

Visiting Specialists		
Dawn McMahan	EAST Teacher	
Fiona Haining	EAST Teacher	
Angel Brand	EAL	
Graham Drummond	Music Specialist	

Emma Tomlinson	Music Specialist	
Arlene Macfarlane	Music Specialist	
Jean Hendry	Music Specialist	
Gillian Craven	Music Specialist	
Ellen Martin	Music Specialist	

Parents should not hesitate to contact the school about any matter concerning their children. Small problems can often be prevented from escalating into major ones if prompt action and co-operation is sought by teacher and parent.

Should you wish to contact a member of staff to discuss any issue you should phone 01563 533067 and the clerical team will direct your concerns to the relevant member of the staff team who will return your call as soon as possible.

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

Additional Support Needs

At times, a child may experience barriers preventing them from effectively accessing the curriculum. We identify these barriers as additional support needs, which may be short term, or for their whole educational journey.

Our Early Childhood Centre and School 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.

Within Gargieston Primary School, additional support is first highlighted by the class teacher to the Senior Management Team.

Interventions are put in place within the classroom through class supports. Interventions are evaluated on a termly basis and if no significant impact is evident, the child is then highlighted to the additional support needs co-ordinator. A meeting with the teacher and parents is set up to identify whether an action plan or Individual Learning Plan (ILP) is needed to support the young person's learning.

Action plans are reviewed annually and are in addition to parents evening appointments.

ILPs are reviewed as and when required. You and your child will be fully involved in developing these plans at all stages.

SECTION 3

The School Day

P1-3 Starts: 8.55 a.m. **Ends:** 3.00 p.m.

P4-7 Starts: 9.00 a.m. **Ends:** 3.05 p.m.

Attendance and Time Keeping

Attendance at school and nursery is of paramount importance to ensure opportunities for learning are maximised. If your child is going to be absent from school for any reason you must telephone the school landline on 01563 533067 giving the reason for absence. You can also leave a message on our answer phone to record your child's absence. Under Child Protection procedures, any absences not reported to the school must be followed up with a phone call home.

Attendance and time keeping are monitored by the Head Teacher and will be followed up with parents should attendance fall below an acceptable level.

Behaviour and Anti Bullying

The school promotes positive behaviour through a values based approach within an ethos of mutual respect. We ask parents to support us in this to enable us to work together as a team to support our children the best way we can.

We follow the Respectful Relationships policy of East Ayrshire and promote respect to people and possessions. Pupils are reminded of bullying behaviours and how to seek help and support within the school if they feel they are being bullied.

Dress Code

Our children at Gargieston are encouraged to wear our school uniform. This comprises of:

- White polo shirt
- Royal blue school sweatshirt/cardigan
- White shirt and school tie
- School shoes (we agreed that black trainer shoes are acceptable however trainers in other colours are only suitable for gym)
- Black/grey/blue tartan skirt/pinafore
- Blue checked summer dress
- Black/grey trousers/shorts
- Royal blue/grey jumpers/ cardigans

In our Early Childhood Centre, children wear blue polo shirts with the Early Childhood Centre logo. As children's play is crucial for their development and can often be messy, we suggest children come in wearing comfortable clothes suitable for this. Children should be prepared for outdoor learning every day and should bring waterproofs and wellies with them.

Please remember to label all items of clothing with your child's name.

Security and Visitors

For safety and security reasons, it is essential that we know who is in the building at any point of the day. To this end all visitors, including parents, are asked to use only the main entrance to the school to enter the building. If parents wish to speak with a teacher, please enter through the main entrance and speak to the Senior Clerical Assistant or a member of the Senior Leadership Team who will make an appointment for you to meet with the teacher at a suitable time.

All visitors and trades-people are asked to sign the register at the front of the school and sign out as they leave.

Homework

Homework is issued to help the children consolidate work done in school and to extend their learning in a variety of areas. The amount of homework varies throughout the school. It is essential however that homework does not become a burden for busy families. The average time spent on homework each night should be 20-30 mins.

In line with the new Curriculum for Excellence it is our aim to make homework more active, manageable and enjoyable for the children.

Homework should enable children to

- Practice skills and to consolidate learning.
- Take responsibility for their learning and work independently.
- Demonstrate to parents the type of learning they are doing at school.

At Gargieston, we also hold a Homework Club on Tuesday/Thursday lunchtimes and Wednesday after school. Children from all stages are welcome to attend.

Physical Education (PE)

Young people at Gargieston Primary School have 2 hours of PE per week. PE kits are usually kept in school and should comprise of a t-shirt, shorts and indoor shoes. Football strips are not permitted. We follow the Council's Health and Safety policy and must insist that all jewellery including earrings is removed before participating in PE.

School Canteen Facilities

The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the National Nutritional Food Standards. School Meals in East Ayrshire offer nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils. It offers a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school.

The School has a canteen for lunch service or pupils can bring a packed lunch to school. All pupils in P1-3 are now entitled to a free school meal. Children from P4-7 entitled to a school meal can apply for this from the local authority. The school kitchen also provides a range of snack to purchase at break time.

We use Parentpay for pupils to buy their meals and parents are given a letter to create and login to their accounts.

Complaints Handling

Any complaint should in the first instance be directed to the Depute Head Teacher or Head Teacher. No matter how big or small your concern is, please share it with us and allow us the opportunity to fully investigate and get back to you. This may involve a telephone call, email or team meeting as a follow up.

Administration of Medicine

The administration of prescribed medicines in an educational establishment is a matter for the discretion of the Head Teacher. If the Head Teacher agrees to administer medicine at the establishment, the member of staff administering the medication is legally required to exercise reasonable care to avoid injury. The Head Teacher is entitled to the full co-operation of the parents in helping to observe safe practices.

The only medicines allowed to be administered are those issued by a doctor or pharmacist – a prescribing label must be present and full administration details provided. Parents will be required to complete a form before medicines can be administered. You can obtain a copy of this from the school office. In the instance of ongoing medication, a Health Care Plan will

be formulated by the HT/DHT, school nurse and parent to ensure consistency of administration.

Data Protection

The school will handle all data in relation to children as per Data Protection Act 2018. The establishment has a range of policies and procedures which are available for parents to read. There are a number of ways we like to communicate with you about your child's learning and social media has become more popular over the past few years. In the first instance, you will be provided with a form that gives us the information about what your child can and can't access or be photographed for. This form must be completed and returned to school or your child will not have access to the internet for school studies. If at any time you would like to change the access your child can have, please update the school by letter or email.

The Parent Council

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. 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. This is a very active group in the school who aim to provide the best support for our pupils, staff and parents.

Parent Council Members

The Parent Council meets regularly in the school and focuses on school improvement.

Chairperson – Julie Jaconelli

Vice Chairperson – Laura Hynds

Meetings are held twice a term on a Monday evening in school at 7pm.

SECTION 4

Curriculum

Curriculum for Excellence is the education system in Scotland. It includes early childhood centre, schools colleges and community learning from 3-18 and beyond.

From Autumn 2010, learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards. Pupils who were in S1 in 2010-11 are the first to take the Curriculum for Excellence qualifications from 2013-14. Young people in S2 and above will work primarily within the existing curriculum and qualification system, whilst benefiting from improvements in learning and teaching through Curriculum for Excellence. 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 & 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 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 encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects and learning outside classrooms in the 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 the 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 judgements on their own learning; skills that will be important to them throughout. Assessments tools will be administered 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

www.educationscotland.gov.uk/the_curriculum/

www.youngscot.org (learners)

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

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

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

The establishment is implementing CfE through main curricular programmes- Health and Wellbeing, Literacy, Numeracy, French and a range of Interdisciplinary Studies that provide a context for Science, History, ICT and Geography.

Pupils are involved in a wide range of activities:- Pupil Council, Eco Committee, Junior Road Safety Officers, playground and lunchtime monitors, football training, cross country, athletics, choir, cycling, annual musical performances, residential experience, art club, outdoor learning.

Children are consulted at the beginning of investigations and topics about what they would like to learn. Parents are invited into class at the end of projects and 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.

Health & Wellbeing

Health and wellbeing is a crucial part of your child's education. We teach all health and wellbeing in line with Easy Ayrshire guidance and authority wide planners. We have information sessions where we encourage parents to see the resources and discuss the lessons planned for the more sensitive aspects of health lessons.

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. Our arrangements for pupil assemblies afford 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 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 pupils 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.

SECTION 5

Achievement and Improvement

In recent sessions we have:

- Introduced the Active Literacy Programme across the school
- Introduced child friendly target setting in all areas of literacy
- Maintained our Gold Dyslexic Friendly Schools Award
- Developed Outdoor Learning opportunities throughout the curriculum
- Assessed and moderated writing
- Introduced the children to online work through TEAMS
- Increased the number of opportunities for children to participate in clubs at lunchtime and after school
- Created more opportunities for children to be involved in local authority sporting events
- Introduced the new word aware approach to learning vocabulary
- Used eportfolio's to create blogs of pupils' achievements.
- Introduced yoga in the ECC
- Collaborated with the Kilmarnock Engineering and Science Society to develop STEM

This session we aim to:

- Close the attainment gap and improve attainment in all aspects of literacy for all children through embedding the implementation of Active Literacy
- Ensure high quality mental health promotion and support the mental, social and emotional health of children, families and staff during the Covid-19 recovery phase
- Provide learners with high quality feedback and enable them to work with their teacher to use this feedback in order to progress their learning
- Provide learners with opportunities to take increased responsibility for their own learning
- Further develop the outdoor spaces available for our ECC children in order to provide high quality outdoor learning experiences
- Support children and families with the use of digital technology and digital platforms for home learning

SECTION 6

Assessment

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 will 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 judgements on their own learning; skills that will be important to them throughout life. Summative assessment 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.

Assessment is the means of obtaining information which allows teachers, pupils and parents to make judgements about pupil's progress and identify where we go next.

We do this in a variety of ways:

- day to day observations
- teacher devised tests
- set tasks
- self-assessment
- homework opportunities
- standardised and diagnostic testing, for example: P1 ELLAT, P3 Quest and SNSA testing for P1,4 and 7

Assessments will generally be carried out by the class teacher. Information gathered from all assessments will be used to assist the school in reporting to pupils, parents, colleagues and other agencies. Feedback from class-based assessment is given to the children to assist with their targets and next steps in learning. We triangulate our assessment data with teacher's professional judgements and evidence of class work or observations. All of this information formulates the children's levels of attainment and what their next steps and learning are.

Reporting to Parents/Carers

Gargieston Primary School & Early Childhood Centre recognises that good teamwork among parents/carers, children and school is the key to a successful education for your child. We will provide parents with reports so that you can find out about how your child is progressing in their learning. In addition, there will be two parents' meetings per academic year which will offer you the opportunity to discuss your child's learning, their next steps and how you can support them at home.

Our pupil reports will help you to get to know more about the curriculum and will describe your child's strengths, achievements and areas for development.

We conduct regular surveys and welcome any comments or additional information from parents to help us provide the best possible education for your child. If necessary, arrangements can be made to have an interpreter present at Parents' Evenings or at other times as appropriate.

Attainment and Achievement

We celebrate attainment and achievements at our weekly assemblies where individual, team or class achievements are recognised. These achievements are also shared on the school Blog. Our annual prize giving ceremony recognises attainment, achievement, citizenship, sportsmanship and resilience. We also recognise the wider achievements of our pupils at monthly assemblies and welcome information from home about involvement in other activities out with school.

We hope that you have found the information contained in this handbook useful.

If you have any further questions, please do not hesitate to contact the school:

Telephone: 01563 533067

E-mail: julie.mckee2@eastayrshire.org.uk

School website / blog - <https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/home>