



School Name	Hillhead Primary School
Address	Kilmaurs Road Kilmarnock KA3 1QJ
Telephone Number	01563 521504
Email Address	Derek.Forsyth@eastayrshire.org.uk
Website	https://blogs.glowscotland.org.uk/ea/hillheadprimary/schoolkilmarnock/
Head Teacher	Derek Forsyth
Present School Roll	212 P1-P7
Denominational Status	Non-denomination
Teaching by Means of Gaelic Language	Not offered
Further info	www.east-ayrshire.gov.uk/schoolhandbooks

Section 1

Welcome from Head Teacher



Dear Parent/Carer,

On behalf of all the staff, I am delighted to give a warm welcome to you and your child to Hillhead Primary School. I hope that the information within this handbook is both useful and informative and gives you a taste of the ways in which we support our learners.

At Hillhead Primary School our children are at the heart of everything we do and we have high expectations and aspirations for every individual throughout all classes. We are fully committed to working in partnership with our school community to provide a nurturing and inclusive learning environment for our children, enabling them to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for others.

Should you have any questions or require any further information about our school, please do not hesitate to contact us.

Thank you for choosing Hillhead Primary School and we look forward to working with you and your child.

Yours sincerely,

Derek Forsyth

Head Teacher

School Ethos

At Hillhead Primary, we believe that a positive learning ethos is key. We work collaboratively to create this within a nurturing environment and pride ourselves on our welcoming and friendly ethos.

Following consultation with pupils, parents, staff, community and partners in September 2017, we agreed on our school values.

These are:

✓ Honesty ✓ Trust ✓ Determination ✓ Hope ✓ Respect

- Our values are reviewed regularly in order to remain relevant and meaningful and will be revisited this year.

Anti-Bullying

We are committed to providing a safe and caring learning environment for all children at Hillhead Primary School. Bullying is hurtful and never acceptable. Everyone has the right to be treated with respect and live a life free from bullying and harassment. It should be emphasised that there is a difference between one-off incidents amongst peers in the classroom/playground and the systematic and ongoing targeting of a pupil or group.

-Our shared definition of bullying is to repeatedly hurt someone physically and/or emotionally, on purpose, resulting in them feeling scared, sad or weak.

Children accused of bullying may need support as much as those being bullied. We always take bullying seriously and will endeavour to investigate fully, supporting all children involved, consulting parents/carers, implementing appropriate strategies for support and recording details using appropriate systems.



→ At Hillhead Primary School, our policy; 'Respectful Relationships', gives details of our approach to promote positive behaviour. You can find it on our school Blog.

Celebrating Success

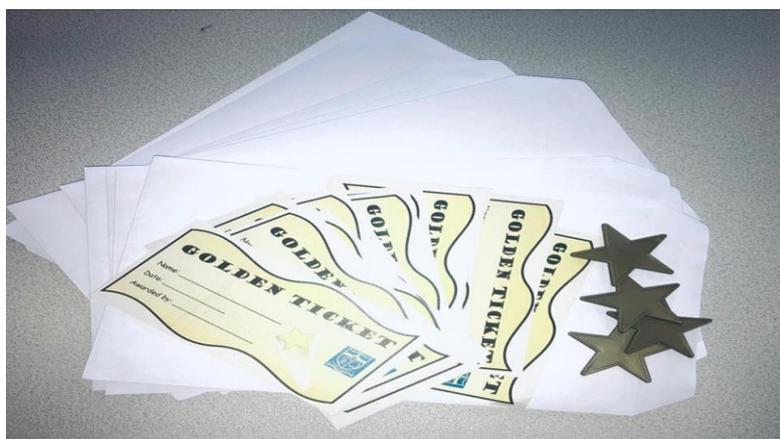
At Hillhead Primary School, we celebrate pupil success regularly in a variety of innovative ways:

- ✓ House System - After consultation with pupils, staff and parents, we revamped our house system in August 2018. The theme voted as the favourite was 'Castles in and Around Kilmarnock':
 - ✓ Caprington ✓ Dean ✓ Loudoun ✓ Rowallan

Through our house system, children can earn tokens by displaying behaviour which demonstrates the school values and/or articles. The pupils vote for the termly house reward which promotes pupil voice and ensures that the system is meaningful to the pupils. Children deposit their tokens into the 'Token Collector' which is in a prominent space in our school. The House and Vice Captains are rotated to count the tokens every week with the house places being announced at a weekly check-out. To meet current COVID 19 guidelines, our school have adopted a different approach where staff can award house points electronically. This will be reviewed regularly to coincide with current guidance.



- ✓ Golden Bricks - These are awarded to our House and Vice Captains based on the house token count each week. House and Vice Captains take on leadership roles which promotes them to be responsible and independent when encouraging the members of their house to follow school values.
- ✓ Weekly Certificates - We celebrate the achievements of our pupils with the use of 'Pupil of the Week' certificates which individual staff members fill in weekly, including a certificate from the dinner hall staff. Children receive a 'Golden Star' when they get a certificate which entitles them to 50 house tokens.
- ✓ Golden Tickets – Each term, every member of staff has a prestigious 'Golden Ticket' to hand out. They choose a pupil who has consistently shown the school values and followed our whole school charter throughout the term. Golden Ticket winners gain automatic entry to the house reward, receive a Golden star worth 50 points for their house, make it onto our 'In the Spotlight' display and have a letter sent home to share their success.



- ✓ Shining Star Awards – Each term, Class Teachers choose a pupil who is highly motivated to learn, contributes well to lessons in all areas of the curriculum and shows an eagerness to challenge themselves and extend their learning. Shining Stars gain automatic entry to the house reward, receive a Golden star (worth 50 points for their house), make it onto our 'In the Spotlight' display and have a letter sent home to share their success.



Wider Achievements

Last session, we successfully launched our brand-new wider achievements programme, 'Todd's Triumphs' which celebrates success in and out of school. The programme encourages pupils to get involved in different activities and challenge themselves, ultimately building their leadership capacity. We hope to continue to engage the local community in the programme and already have links with some local businesses and organisations.



Extra-Curricular Opportunities

Throughout the school year, we run three blocks of after-school club sessions. We are very fortunate to be able to offer a wide range of experiences including cooking skills, cycling, Enterprise, sports, speed-stacking, art and crafts, cheerleading, and dance. After-school clubs form part of our wider achievements programme with pupils working towards sharing their own skills and talents. If you have a skill, interest or talent that you would like to share with pupils or if you would simply enjoy being involved, please do get in touch with us. We are always looking to extend our extra-curricular programme.

Committees and Skills

Every fortnight we have committee and skills sessions which last for 45 minutes. During this time, we encourage pupil voice across the school with P1 – P2 pupils working on life skills and P3 – P7 pupils being a part of a committee. Some of our committees are Dyslexia Friendly Schools, Eco, Junior Road Safety and Rights Respecting Schools. Each committee documents their progress in a big book as well as regularly updating their allocated display throughout the year. Committees also form part of our wider achievements programme with pupils working towards collaborating with staff to lead aspects of their committee or lead a workshop or assemblies for pupils and parents.

→ Our wider achievement programme may look slightly different this year as we adjust to a new way of learning.



Parental Involvement

At Hillhead Primary School, we value excellent home-school communication. Regular communication is sent via our app, Facebook page, Twitter, blog, and letters home to ensure all events and school priorities are communicated to all.

There are also many opportunities throughout the year for parents to hear and see how our children learn:

- ✓ Open door policy
- ✓ Parent meetings twice a year
- ✓ Pupil reports
- ✓ Whole school learning events and workshops
- ✓ Class blogs
- ✓ Class newsletters

→ This year, this may look slightly different but will be under constant review to meet current guidance.

Parents as Partners

Parent Councils are the formal representative body for parents of children attending the school. Parent Councils are different in each school to enable them to meet the needs of parents locally.

The main aims of our Parent Council are to:

- ✓ Support the school in its work
- ✓ Represent and communicate the views of parents
- ✓ Promote contact between the school, parents, pupils and the community
- ✓ Report to the whole school parent forum
- ✓ Be involved in the appointment of senior promoted staff; and
- ✓ Raise funds for the school for the benefit of the pupils

Our Parent Council are actively working with our school on whole school improvements and welcome new members to their team. Regular virtual meetings will be held over the coming session to follow current guidance.

Parent Council Chairperson	Gillian Crabbe hillheadhighhopesparentcouncil@gmail.com
Parent Council Vice Chairperson	Cheryl Taylor
Parent Council Secretary	Claire Knox

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school directly or visit the Parentzone website at

www.parentzonescotland.gov.uk.

Section 2

Transition

Early Childhood Centres to Primary 1

We have well established transition procedures in place across Early Level. This involves Primary 1 teachers collaborating with Early Childhood Centre staff to ensure they can see where children are coming from in terms of experiences and determine their next steps. Early Childhood Centres transfer assessment information for new Primary 1's which highlights pupil progress to allow a smooth transition in learning. Children have opportunities to visit the school throughout the session including Hillhead's Hallowe'en Hoorah, Snack with Santa, Easter Bunny Bonanza and Paddington's Picnic. Pupils and parents are also invited regularly into the Primary 1 classrooms to take part in some taster activities as well as to attend coffee mornings and lunches. Primary 1 buddies are established as early as possible to allow the Primary 6 pupils to attend events and visit Early Childhood Centres. These buddies will then be friendly, familiar faces to Primary 1's starting at school and can support pupils during their first year.

Our pupils primarily come to us from: Cairns Early Childhood Centre (on campus) - [Cairns Blog](#), Hillbank Nursery - [Hillbank Blog](#) and Flowerbank Early Childhood Centre – [Flowerbank Blog](#)



Primary 7 to Secondary

We have a robust transition programme with our feeder secondary school, Grange Academy. The Grange Transition Principal Teacher communicates regularly with the Primary 7 teachers throughout the year. The Grange ASN Co-Ordinator also attends meetings from Primary 6 onwards for pupils who require an enhanced transition to secondary school. This is to ensure the correct support is in place prior for all of our Primary 7's starting their secondary school journey. Throughout the session, our Primary 7's also take part in regular visits to their Secondary school with pupils benefitting from enhanced transition making more regular visits. Pupils are invited to participate in social events, sporting activities and quizzes to allow them the chance to get to know their new peers. Secondary teachers attend our school to give taster sessions in Literacy and other curricular areas, allowing

our Primary 7's a chance to envisage what the next year will be like. Transition days for many curricular areas are held at the Grange Academy where pupils get to meet teachers and new peers as well as getting a feel for the campus. In past years, the Grange have run a successful programme which involves former pupils of Hillhead visiting our school to carry out a question and answer activity. Our Primary 7 pupils enjoyed being able to ask their questions to a friendly face.

Our feeder Secondary: Grange Academy - [Grange Academy Blog](#), 01563 549988

In-House Transition

Each year during Term 4, we give pupils the opportunity to spend time with their new class teacher and peers. These sessions give pupils and teacher a taster of their next year together and allows them to begin building a positive relationship. A variety of curricular areas are explored during these sessions as well as thinking about their 'Class Charter' for the following school year. Current class teachers also pass over comprehensive information to new class teachers to allow a smooth transition from stage to stage. Throughout the year, pupils will also work regularly with a variety of members of staff through committees, after-school clubs and whole school curricular days, helping us to create our positive whole school ethos.

→ Our Transition programme will be reviewed regularly to ensure it meets current guidance.

Enrolment

For children due to start school for the first time in August, registration will take place in January. Details of placing request procedures can be obtained from the school office or from the Council Offices in Kilmarnock.

We will inform parents via our Facebook page and app when enrolment is due and offer advice about procedures.

Support for Pupils

'[The Children and Young People \(Scotland\) Act 2014](#)' introduces an approach for all children's services to work together to meet children's needs. At Hillhead Primary School we follow this approach as well as the '[GIRFEC Practice Model](#)' which is a framework that centres on the individual and their specific needs. Every child under the age of 18 is entitled to have a Named Person who is available to help and support the child and do whatever is necessary to promote the child's wellbeing. At Hillhead Primary School, Mr Forsyth is the Named Person for all pupils.

Additional Support Needs

Hillhead Primary follows a staged intervention approach to ensure the potential of each pupil is fully developed. Our approach is in line with the guidelines of '[Getting It Right For Every Child](#)' (GIRFEC) and is underpinned by the '[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)' and a '[Curriculum for Excellence](#)'.

All children and young people may need some additional support at some point to help them develop to their full potential during their education journey. Most children are supported within their own class with class teachers using appropriate strategies and supports.

If a pupil needs more help than the class teacher can provide, we begin assessing the child holistically in order to identify the necessary additional support required. This is called a staged intervention approach as there are many levels of support available, ranging from **in class support**, **in school support**, or **specialist support from an educational service** such as:

- ✓ Psychological Services
- ✓ Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- ✓ Home Link Worker
- ✓ School Support Assistants
- ✓ Additional Support for Learning Teacher (EAST Team)
- ✓ Nurture
- ✓ Raising Attainment Groups
- ✓ Pet Therapy
- ✓ Dyslexia Friendly Schools strategies
- ✓ Speech and Language Therapy
- ✓ Occupational Therapy
- ✓ Outdoor Learning
- ✓ Use of Technology
- ✓ Innovative Resources e.g. Concrete Materials, Number Lines, ACE Dictionaries.
- ✓ Variety of Teaching Styles

→ To find out more about our Raising Attainment programme, Whole School Nurture or our Dyslexia Friendly Schools procedures, you can read the relevant policies on our school Blog.



Child's Plans

A Child's Plan is created for any child who requires extra support to address their needs. Plans are developed in partnership with the pupil, their parents/carers and any services involved. In most occasions, it will be written and regularly reviewed by the class teacher. Plans are monitored and progress is discussed during regular TAC meetings. Views of pupils, as well as parents/carers, should be incorporated into the plan as per the UNCRC to ensure that views are taken seriously.

Where more targeted, individual support is required within school or from a multiagency team to allow a pupil to access the curriculum, an Individual Learning Plan (ILP) will be written and included as part of the Child's Plan.

The role of Additional Support Needs (ASN) Co-ordinator is carried out by the Depute Head Teacher: Mr S. Spooner. His role is to oversee ASN provision in the school and support staff to meet the learning needs of pupils, working in collaboration with supporting agencies.

→ You can find out more on how we support pupils in our Additional Support Needs policy on our school blog.

Making Contact

The establishment reception can be contacted by telephone between 8.30a.m. and 4.00p.m. each day. If a parent or carer has a matter they wish to discuss with the class teacher, they should contact the School Office initially who will make the necessary arrangements.

Whole School Charter

Hillhead Primary School are committed to respecting children's rights with the '[United Nation Convention on the Rights of the Child](#)' (UNCRC) being a crucial part of daily school life. Children's rights are explored through class lessons, assemblies and whole school events with children having many opportunities to use their voice to promote change.

After consultation with pupils, staff and parents, we created our Whole School Charter and chose the articles from the UNCRC we felt were relevant in our establishment. Our whole school charter is a framework that is used by young people and adults on how to respect each other's rights. Pupils understand that their rights are universal, inherent, inalienable, unconditional and indivisible as per the diagram below.



- ✓ Article 15 – You have the right to choose your own friends and join or set up groups.
- ✓ Article 19 – You have the right to be protected from being hurt or mistreated.
- ✓ Article 28 – You have the right to a good quality education.
- ✓ Article 29 – Your education should help you use and develop your talents and abilities.
- Our Whole School Charter ties together our chosen articles and our values with pupils and adults in our school community having ownership through their individual fingerprint.



- Each class also have their own personal class charter which is devised collaboratively between pupils and teacher at the start of each session.



Last session, we achieved our Silver Rights Respecting Schools Award. Our work on promoting children's rights permeates through the whole school and is becoming embedded in everyday teaching and learning. We are now on our journey to Gold.



As part of our feedback from the Rights Respecting Schools advisor, we created a Hillhead Rights Respecting mascot to ensure all our pupils could recognise rights around the school. He is a well-known, loveable bear, Paddington. One of our pupils designed Paddington Bear an amazing jacket which shows our school houses and values. Look out for Paddington as he joins in with all our adventures over the coming session!



Staffing - Session 21-22

Senior Leadership Team

Head Teacher –

Mr Derek Forsyth

Depute Head –

Mr Stephen Spooner

Principal Teacher –

Mr Chris Duncan

(Acting) Principal Teachers

Miss Lorraine Bannister

Mrs Louise Kerr (Maternity Leave)

Mrs Jennifer Harper



Primary 1a	Mrs MacInnes
Primary 1b	Miss McNab
Primary 2	Mrs Worton
Primary 3	Mrs Thomson
Primary 4	Miss Quinn
Primary 4/5	Mr Dearie
Primary 5	Mrs Connelly
Primary 6	Mrs Harper
Primary 6/7	Mr McKay
Primary 7	Ms. Thomson
NCCT	Mrs Simpson
Raising Attainment	Mr Gardiner
	Miss Bannister
Outdoor Learning and ICT	Mr Duncan
EAST Support Teacher	Mrs Darby
Early Years Practitioners	Mrs Carswell
Classroom Assistants	Mrs Gordon

	Mrs Ross
	Miss Hunter
	Mrs Chisholm
Clerical Assistants	Mrs Duff (Senior)
	Mrs Bias
Home Link Support	Mrs Janice Ross
Janitor	Mr Robert Chatham
Catering Assistants	Mrs Lorna Gouldstone (Catering Manager)
	Mrs Liz Cunningham
	Mrs Susan Paterson
	Mrs Reena Sarwar
	Mrs Patricia Thomson
Cleaning Staff	Mrs Susan Paterson (Supervisor)
	Miss Julianne McLaughlin
	Mrs Anne Marie Brown
	Mrs Carol Clark

Section 3

Establishment Information

Hillhead Primary School is a traditional sandstone building built in 1938. It consists of 9 closed rooms, a free-flowing infant department with 3 rooms and two large general-purpose rooms. The school benefits from a further 4 smaller areas for working with pupils, a Gym Hall and a separate Dining Hall which also serves as our Assembly hall. Our classrooms have all recently been refurbished. The school has a large playing field area and an enclosed playground split into separate zones. Our garden and outdoor environment is suitable for a wide range of learning and each classroom has been equipped with brand new laptops and iPads.

We used our time over lock-down as wisely as we could and, whilst remaining safe and social distancing, staff were still able to bring our fantastic garden area up to date. Looking after this area will be an ongoing job and we will be looking for a group from the community who may be able to lend a hand in know-how and labour!





School Hours

09.00 – 10.40

10.40 – 10.55 Interval

10.55 – 12.35

12.35 – 13.20 Lunch Break

13.20 – 15.00

→ Our current school day may differ this session due to COVID 19 guidelines.

Establishment Calendar

Term 1

Teachers (In Service)	Tuesday 17 th August 2021
Teachers (In Service)	Wednesday 18 th August 2021
Pupils return	Thursday 19 th August 2021
Local Holiday	Friday 17 th September 2021
Local Holiday	Monday 20 th September 2021
Pupils return	Tuesday 21 st September 2021
Close	Friday 8 th October 2021

Term 2

Teachers (In Service)	Monday 18 th October 2021
Pupil Return	Tuesday 19 th October 2021
Christmas Close	Wednesday 22 nd December 2021

Term 3

Re-Open	Thursday 6 th January 2022
Close	Thursday 10 th February 2022
Local Holiday	Friday 11 th February 2022
Local Holiday	Monday 14 th February 2022
Teachers (In-Service)	Tuesday 15 th February 2022
Pupil Return	Wednesday 16 th February 2022
Close	Friday 1 st April 2022

Term 4

Re-Open	Tuesday 19 th April 2022
Local Holiday	Monday 2 nd May 2022 (May Day)
Teachers In-Service	Thursday 5 th May 2022 (Local Election)
Local Holiday	Monday 30 th May 2022
Pupils Return	Tuesday 31 st May 2022
Close	Wednesday 29 th June 2022

Attendance and Timekeeping

Attendance at school 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 521504 giving the reason for absence. Under Child Protection Procedures any absences not reported to the school must be followed up by the school with a text or phone call home.

Attendance and time keeping are monitored by the Head Teacher and will be followed up with parents should any difficulties emerge.

Dress Code

Within the school we have a uniform which comprises of:

- ✓ Grey/black school trousers/skirt or pinafore (or tartan skirts/pinafores)
- ✓ White polo shirt or shirt/blouse
- ✓ School tie
- ✓ Blue school sweater/cardigan
- ✓ Black school shoes



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 enter the building. All visitors and tradespeople are asked to sign the register at the front of the school and sign out as they leave.

In the interests of your child's safety, if a different adult is collecting him/her from school, it is crucial that the identity of this person is made known to the school. We will not allow your child to leave the school with an unknown adult and may have to verify identity.

Homework

Hillhead Primary School encourages children to take responsibility for their own learning. In line with Curriculum for Excellence it is our aim to make homework more active, manageable and enjoyable for the children.

Homework should enable children to consolidate learning, take responsibility for their learning, promote independent working and demonstrate to parents the type of learning they are doing at school.

The tasks undertaken as homework allow pupils to practise their core Numeracy and Literacy skills regularly at home. This session, we will be piloting a new homework policy.

P4-7 pupils are set up on Glow and Teams in order to ensure a consistent blended approach for school and home learning. We successfully used Glow and Teams during lockdown to continue our teaching and learning.

School Meals

'[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 food each day.

All pupils in P1-3 are now entitled to a free school meal. All other pupils can either purchase a school lunch or bring a healthy packed lunch. Children from P4-7 entitled to a school meal can apply for this from the local authority.

The school kitchen generally provides a range of snacks to purchase at break time.

Cashless Catering - We operate a cashless catering system called ParentPay. ParentPay accounts can be topped up online or via PayPoint stores.

Complaints Handling

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the school office in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact. No matter how big or small your complaint is, please allow us the opportunity to fully investigate and get back to you. Only if as an establishment we fail to be able to resolve the complaint this complaint should be escalated to stage two through the council's complaints procedure.

Administration of Medicine

The administration of prescribed medicines in an educational establishment is at 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 prescribed 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. Forms can be completed in the school office.

Data Protection

The school will handle all data in relation to children as per Data Protection Act 2018. Our staff adhere to East Ayrshire Council's "Data Protection Guide to Staff" and have completed all mandatory GDPR online modules.

Section 4

The Curriculum

Curriculum for Excellence is the education system in Scotland. It aims to provide young people with the skills, knowledge and attributes they will need for learning, life and work.

The Curriculum for Excellence identifies SEVEN PRINCIPLES for curriculum design, and we aim to ensure our learning, teaching and planning has:

- ✓ Challenge and enjoyment
- ✓ Breadth
- ✓ Progression
- ✓ Depth
- ✓ Personalisation and choice
- ✓ Coherence
- ✓ Relevance

Curriculum for Excellence allows teachers to teach subjects creatively and allows for pupil voice and collaborative teaching and learning. It also brings real-life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It also allows children to make connections across different curricular areas, helping them to understand the world and consolidate their learning through different experiences.

All staff are responsible for Literacy, Numeracy and Health and Wellbeing – the language, number skills and wellbeing aspects that unlock other subjects and are vital to everyday life.

Curriculum for Excellence is divided into the following curricular areas:

- ✓ Literacy (including English and Modern Languages)
- ✓ Mathematics
- ✓ Health and Wellbeing including P.E
- ✓ Sciences
- ✓ Social Studies
- ✓ Expressive Arts
- ✓ Religious and Moral Education
- ✓ Technologies

Hillhead Primary School is committed to raising attainment in Literacy and Numeracy whilst ensuring the wellbeing of all children. We have two dedicated raising attainment teachers who are fully equipped to work with pupils to develop Literacy and Numeracy skills.

Teachers collaborate at the start of each session to develop a yearly planner which details a rough plan of intended learning. This is to ensure coverage of a broad general education across all stages. Yearly planners are flexible and may be adapted to meet pupil needs or interests, current affairs and school events.

Staff Development Groups

We have developed four staff development groups in order to work on improving the curricular areas of Literacy, Numeracy, Health and Wellbeing and Interdisciplinary Learning (IDL). Within these groups, staff have the opportunity to evaluate current practice, monitor impact and adapt the programme to benefit the pupils and raise attainment. We are looking forward to sharing our progress throughout the session.

Literacy

We continue to implement the 'Active Literacy' programme across the whole school. All of our staff are trained in delivering the Active Literacy programme. This involves the development of Literacy strategies consistently from P1 to P7, in Reading, Writing and Listening and Talking. In Writing, we develop a variety of genres including persuasive and discursive writing in the middle to upper stages. Children are encouraged to write daily in order to fully develop their skills.

Phonics and Spelling are taught daily with teachers modelling good practice that children can then apply independently. Pupils progress to reciprocal teaching which involves them taking on the role of the teacher, consolidating their learning and collaborating with peers.

Our pupils enjoy using 'BugClub', an online reading resource which progresses from P1 to P7. This allows pupils to work at their pace and strengthen the core skills of reading through class work and work at home.

Last session, we also began using a handwriting programme called Oxford Owl which promotes pupils to take pride in their work and develop a consistent and legible handwriting style.

→ We are currently developing our Literacy policy which you will soon be able to find on our school Blog.

Numeracy and Maths

In Hillhead Primary School we believe that Numeracy and Maths should be delivered within a learning environment that supports discovery, questioning, relevance, experimenting and most of all enjoyment. Our approach supports the East Ayrshire Numeracy and Mathematics strategy and is based on a shared understanding of the Lynda Keith approach. This approach strives to ensure that all children develop high levels of numeracy skills through their learning across the curriculum. Through learning and teaching experiences, the children will realise that Mathematics is important in our everyday life, allowing us to make sense of the world around us and enabling us to manage our lives. By engaging in cross curricular links and real-life situations children will be given opportunities to make connections and informed predictions.

Number Talks

Number Talks, devised by Sherry Parrish in the USA, are short (approx. 10 minutes), daily exercises aimed at building number sense. Number sense is the ability to play with numbers meaning students can visualize problem solving, perform calculations quickly, and are flexible in their mathematical strategy. Students who have strong number sense solve problems in more than one way and check that their answers make sense. During a number talk, students are thinking, asking their peers questions, and explaining their own thinking all while the teacher records the thinking.

Sumdog

From P3 onwards, our pupils enjoy developing their Numeracy skills through an online programme called Sumdog. Sumdog is a blended approach to learning with a bespoke, adaptive method to improve and accelerate progress which can be accessed via the classroom or at home.

→ To find out more about our Mathematics and Numeracy approaches, you can read our comprehensive policy on our school blog.

Health & Wellbeing

Health and Wellbeing (H&WB) includes:

- ✓ Mental, Emotional, Social and Physical wellbeing
- ✓ Planning for choices and change
- ✓ Physical Education, Physical Activity and Sport
- ✓ Food and Health
- ✓ Substance Misuse
- ✓ Relationships, Sexual Health and Parenthood

It is our aim at Hillhead Primary School to provide a happy, stable environment which will enable learners to reach their potential. We recognise that pupils come from a variety of different backgrounds and contexts and prioritise our holistic Health and Wellbeing approach to ensure all pupils are ready to learn. We aim to encourage communication, personal development, and positive self-esteem to promote successful learning. As a Rights Respecting School, we put “children and their families at the heart of decision making –giving all our children and young people the best possible start in life” ([Scottish Gov, 2012, pp.4](#)).

Health and Wellbeing is a crucial part of your child’s education. We teach all Health and Wellbeing in line with East 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.

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.

→ To find out more about our Health and Wellbeing programme, you can read our Health and Wellbeing policy on our school blog.

1+2 Modern Languages

1+2 Languages is a programme set out by the Scottish Government in 2012. It was advised that a language should be taught from P1 with a second language being introduced in P5. The Government’s aim was to have the policy fully embedded across the country by August 2021.

Hillhead Primary School’s chosen language, in line with the learning group, is French. French is introduced in Primary 1 through weekly discrete lessons and then embedded through class activities. Teachers are trained to incorporate a language into the daily routines of the classroom as well as within other curricular areas.

Through the planning of a wide and rich range of learning activities to develop language skills, teachers will support children and young people to become:

- ✓ Successful learners who can reflect on how they have acquired and learned their first language and how this can assist them in developing their language ability
- ✓ Confident individuals who, through experiencing success and support, can interact with others in real-life situations, talk about topics and deliver presentations in their new language

- ✓ Effective contributors who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language
- ✓ Responsible citizens who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

→ At Hillhead Primary School, we are currently prioritising French and developing a plan to introduce a 3rd language as pupils and staff grow in confidence.

Religious and Moral Education

At Hillhead Primary, we explore all world religions. This forms an important part of education, assisting pupils towards a consistent set of values and encouraging them to become aware of the dangers of prejudice. 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 will be 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.

Section 5

Hillhead Primary School's Recent Achievements

Some of our recent successes include:

- ✓ Our Education Scotland inspection published in June 2020. Education Scotland described the school as “a calm, happy, purposeful and more inclusive environment for learning.” As well as describing our pupils as “routinely polite, kind, very well behaved and interested in each other.” You can find the report [here](#).
- ✓ Our Silver ‘Rights Respecting Schools’ accreditation.
- ✓ Refurbishment of all classrooms and corridors.
- ✓ Our Inclusive Practice (DFS) Bronze award accreditation.
- ✓ Primary 6 achieving the John Muir Discovery Award.
- ✓ Pupil involvement in the ‘Young Engineers Award’.
- ✓ Creating a fantastic Eco Cartoon to be used across the council to educate and inform about how to be environmentally friendly.
- ✓ A hugely successful pilot year of our wider achievements programme ‘Todd’s Triumphs’ which saw 12 pupils achieve ‘Rock Legend’ status.
- ✓ Primary 6’s ‘Toilet Twinning’ achievement as part of our RRS work.
- ✓ Our fundraising challenge for our local care homes which saw our school community raise £1000 followed by our donation of Christmas hampers to local care homes.
- ✓ Our continued commitment to fundraising for causes such as ‘Red Nose Day’ and ‘Sport Relief’.
- ✓ A hugely successful whole school ‘World of Work’ topic which saw pupils engage with partners from a whole host of different careers.
- ✓ Our very own ‘Hilluminight’ which lit up the community and brought a smile to faces far and wide.
- ✓ A continued link with the University of the West of Scotland with three members of staff delivering lectures to students.
- ✓ A hugely successful Primary 7 trip to Cumbrae where pupils worked on teambuilding and other life skills.

- ✓ Our school transformation including our beautiful mural and school garden equipped with mud kitchens, a nature trail, fairy garden, raised planters, sandpit and Nessie tyre area.
- ✓ Primary 3 getting involved in author Greta York's launch of her new book; 'How the Pirates Turned the Tide'.
- ✓ Our involvement in Kilmarnock Football Club's 'Go Fitba' programme which saw some pupils attending Rugby Park weekly as well as taking part in 'Play, Eat and Meet' at Christmas time.
- ✓ Our fantastic Mental Health Awareness Weeks which saw us learn about Mindfulness, Bereavement, Self-Regulation and Brain Development as part of our Rights Respecting Schools work.
- ✓ Baillie the Bernese Mountain Dog working with our pupils to build their confidence in Reading as part of our Dyslexia Friendly Schools work.
- ✓ Our excellent work during lockdown which saw our pupils 'Walk the (Hillhead) Walk', take part in Virtual Sports Day and travel the world during their Virtual School Trips.
- ✓ Our dedication to learning outdoors with pupils and staff taking learning outdoors on a more regular basis and enjoying our flexible outdoor area.

→ You can find our 2021-22 School Improvement Plan and Quality and Standards Report on our school blog.



Hillhead Primary 2020 Fitness Challenge

£1,016 raised of £1,000 goal

[Donate now](#)

Hillhead Primary School
Kilmarnock, Scotland, United Kingdom











Section 6

Assessment

Assessment is an integral part of everyday teaching and learning. Teachers gather evidence on an ongoing and informal basis. 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. More formal testing will also 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.

We gather evidence in a variety of ways:

- ✓ day to day observations
- ✓ questioning
- ✓ assessing written work
- ✓ teacher devised tests
- ✓ set tasks
- ✓ self-assessment
- ✓ peer assessment
- ✓ formative strategies such as using plenaries, lollipop sticks, rubrics and think-pair-share.
- ✓ standardised and diagnostic testing, for example: P1 ELLAT, P3 Quest and Scottish National Standardised Assessments for P1, 4 and 7.

Assessment is used to inform next steps in teaching and learning with pupils being involved in identifying their strengths and areas for development. In this way, pupils can set their own personal targets to progress with their learning.

Reporting

Parents will have the opportunity to meet with class teachers twice a year. Class teachers will also provide a written report to parents once a year detailing pupil progress and next steps.

Children who may have additional support needs will be assessed in a way suited to their individual requirements and more regular meetings may take place.

→ Our reporting procedures may differ this session to coincide with current COVID 19 guidance.

'High Hopes'

