




HURLFORD PRIMARY SCHOOL & EARLY CHILDHOOD CENTRE

HANDBOOK 2021/22

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Address:	UNION STREET, HURLFORD KA1 5BT
School Blog:	https://blogs.glowscotland.org.uk/ea/hurlfordpsecc/
School App:	<p>Download from app store</p> 
Denominational Status	Non-Denominational
School Roll:	205 Pupils (P1 – P7) 40 Early Years
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

WELCOME

At Hurlford, we believe learning and teaching are at the heart of an effective establishment. At Hurlford, we seek to create a positive, learning environment developing a sense of shared purpose and community. We encourage all of our children to contribute positively to our school community and take on roles and responsibilities within our school.



We strive to spark a love of learning in our children so that they fully engage with experiences which can change and develop them. We recognise the importance of high quality teaching, taught by staff who are professional, enthusiastic, knowledgeable and skilled. As an establishment, we are committed to self evaluation and continuous improvement to ensure the highest quality education for all our children. We support our children to be leaders of their own learning and encourage their voice within our school.

We recognise the importance of positive partnership with parents, local and wider community in supporting our children and enhancing our curriculum.

I hope you will find this handbook helpful in preparing you and your child for their time at Hurlford Primary. Please see our school website for further information:



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

I look forward to meeting you and your child. If you have any questions, please feel free to contact me.

Gillian Campbell

Head Teacher

SECTION 1

At Hurlford Primary School and Early Childhood Centre, our vision is to '***work together to create a safe, happy and healthy school environment, where everyone has the confidence, motivation and encouragement to be the best we can be.***'

We seek to put the following values into action in all that we do **promoting ambition and commitment, recognising achievement, valuing truth, respect and teamwork.**

At Hurlford Primary School and Early Childhood Centre, we aim to

- *Create a welcoming, safe and secure environment*
- *Recognise and celebrate achievement and success*
- *Provide a broad, challenging and stimulating curriculum, developing the four capacities*
- *Provide high quality learning and teaching, promoting lifelong learning*
- *Encourage mutual respect*
- *Promote partnership with Parents/Carers and the wider community*

Hurlford Primary school is **Non- Denominational** and **Co-Educational**. Parents should note that the working capacity for the school might vary dependent on the number of children at each stage and the way in which the classes are organised.

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.

You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre.

We endeavour to provide a safe and secure environment in which your child can learn. All visitors to the establishment must ring the bell in order to gain access to the building. A member of staff will welcome visitors who must show identification and sign the Visitors book. East Ayrshire identification badges will be issued to visitors who do not already have East Ayrshire

personalized badges. Visitors calling at the establishment are asked to park in the car park or outside the main office gate well away from the yellow lines.

Parents are respectfully asked not to call directly to their child's teacher, as he/she will be busy with a class of children, but try to call firstly at the Office or telephone to make an appointment to see the class teacher. The main gate will remain closed during normal school hours except for access to workmen or deliveries. An adult presence is provided in the playgrounds at break time in the terms of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

All these measures are designed to make the school a safe place for the children and staff and I would ask for your co-operation on all of them.

SECTION 2

TRANSITION

Children 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/carers will be informed of the arrangement no later than December of the year proceeding the date of transfer at the start of the new session.

The pupils of Hurlford Primary normally transfer to:

LOUDOUN ACADEMY

GLASGOW ROAD

GALSTON

TEL. (01563 820661)

Close liaison arrangements exist between Hurlford Primary and Loudoun Academy, through the Learning Partnership.

A number of visits are arranged throughout the year, to ensure a smooth transition to Secondary.

Hurlford Primary school encourages close liaison with parents/carers in order to provide the best education possible for our children. We are extremely fortunate that many parents/carers give their support to our establishment, whenever it is required. We acknowledge parents/carers play a vital role in the education of their child.

Our school encourages partnership through homework, curricular workshops, induction meetings, ASN meetings, open days, class assemblies and special events. Parents/carers play a vital role in the Parent Council

Parent Evenings are arranged twice a year where there is an opportunity for parents/carers to discuss their child's progress. Parents are invited to attend Parents' Open days in October and February. Parents can also arrange to see the Head Teacher or Class Teacher at any time, by prior arrangement.

The Chair of the authorities' Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities' Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector.

Parent Council 2020-21

- Chair – Cheryl Hamilton
- Vice Chair – Karen Mair
- Treasurer – Ian Cairns
- Secretary – Joanne Mair

Loudoun Education Group

Hurlford Primary School and Early Childhood Centre is a member of Loudoun Education Group which brings together a wide range of services to benefit children and young people. The main aim of the Education group is to raise overall achievement and close the attainment gap.

The Loudoun Education Group consists of:

Galston Primary School & Early Childhood Centre

Head Teacher: Mrs Shona Murphy

Glebe Road, Galston KA4 8DT

Tel. 01563 820221

Fenwick Primary School

Head Teacher: Mrs Robyn Davidson

1 Kirkton Road, Fenwick KA3 6DH

Tel: 01560 600403

Darvel Primary School

Head Teacher: Mrs Kirsty Doncaster

Campbell Street East, Darvel KA17 0BP

Tel: 01560 320257

Newmilns Primary School

Head Teacher: Mrs Jillian McCracken

Gilfoot, Newmilns KA16 9LP

Tel: 01560 320915

Darvel Early Childhood Centre

Manager: Mrs Dawn Waide

Ranouldcoup Road, Darvel KA17 0JU

Tel: 01560 320785

Loudoun Secondary School

Head Teacher: Mr Scott Robertson

Glasgow Road, Galston KA4 08PD

Tel: 01563 820061

Hurlford Primary school plays an important role in the village of Hurlford and as such it seeks to foster good relationships with the local community. Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents/carers or not, are welcome to visit the school to view the work going on and to share the knowledge and skills. The school invites the community to join with the children and staff in celebrating Christmas and Easter and a wide variety of events throughout the year. We endeavour to serve the community and responding to the needs of all. The school has close links with a wide range of partners.

SECTION 3

SCHOOL HOURS 8.50-2.50pm P5-P7

9-3pm P1-P3

PRESENT ROLL 213 Pupils

40 Nursery pupils

CAPACITY 350

STAGES COVERED P1 –P7

NO. OF PUPILS IN EACH YEAR :

<u>Pre 5</u>	<u>P.1</u>	<u>P.2</u>	<u>P.3</u>	<u>P.4</u>	<u>P.5</u>	<u>P.6</u>	<u>P.7</u>
40	32	29	35	28	28	24	37

SCHOOL HOLIDAYS 2021-22

TERM 1

<i>In-service Day 1</i>	<i>Tuesday 17 August 2021</i>
<i>In-Service Day 2</i>	<i>Wednesday 18 August 2021</i>
Pupils return	Thursday 19 August 2021
Local Holiday	Friday 17 September 2021
Local Holiday	Monday 20 September 2021
Pupils return	Tuesday 21 September 2021
<u>School Closes</u>	<u>Friday 8 October 2021</u>

TERM 2

<i>In-service Day 3</i>	<i>Monday 18 October 2021</i>
Pupils Return	Tuesday 19 October 2021
<u>School Closes</u>	<u>Wednesday 22 December 2021 at 2.30pm</u>

TERM 3

Teachers/pupils return	Thursday 6 January 2022
Close	Thursday 10 February 2022
Local Holiday	Friday 11 February 2022
Local Holiday	Monday 14 February 2022
<i>In-Service Day 4</i>	<i>Tuesday 15 February 2022</i>
Pupils return	Wednesday 16 February 2022
<u>School Closes</u>	<u>Friday 1 April 2022</u>

TERM 4

Teachers/pupils return	Tuesday 19 April 2022
May day	Monday 2 May 2022
<i>In-Service Day 5</i>	<i>Thursday 5 May 2022</i>
Local Holiday	Monday 30 May 2022
Pupils return	Tuesday 31 May 2022
<u>School Closes</u>	<u>Wednesday 29 June 2022 at 1pm</u>

TEACHING STAFF:

HEAD TEACHER: **MRS GILLIAN CAMPBELL**

DEPUTE HEAD: **MISS JOANNE MAIR**

PRINCIPAL TEACHERS: **MRS GAYLE MILLER**

TEACHING STAFF:

Class	Class teacher
P1	Mrs Cuthbertson
P2/1	Mrs Carey
P3/2	Mrs Miller/Mrs Muir (Wed)
P3	Mrs McMillan/Mrs Muir(Mon)
P4	Mrs Ferguson(Mon-Wed)/Miss Baillie (Thurs-Fri)
P5	Miss Gibson/Miss Steedman (Wed/Thurs)
P6	Mrs Wilson
P7F	Miss Frew
P7J	Mrs Johnstone/Miss Mair (Thurs/Fri)

Please note: This class structure may change due to a change in the school roll.

Parents/Carers are still unable to enter the building therefore, we ask that you bring and collect your child within the allocated times.

EARLY CHILDHOOD CENTRE STAFF:

MS M. PATERSON (SENIOR EARLY EDUCATION & CHILDCARE PRACTITIONER)

MRS A. HOPKINS (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MS T. BEATTIE (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS A. MOONEY (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MRS J. MCLAUGHLAN (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS M. PATON (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS L. MCCLOSKEY (EARLY EDUCATION & CHILDCARE PRACTITIONER)

We are pleased to inform you that from 19th August the ECC will be back to operating the 1140 hours. However the entering and exiting times for the ECC will need to be staggered due to social distancing measures. Parents/Carers are still unable to enter the building therefore, we ask that you bring and collect your child within the allocated times.

Drop off	Group(s)	Collect
8:40am	Red & Blue	2:40pm
8:50am	Purple & Yellow	2:50pm
9:00am	Green	3:00pm

Lunch

Every day the children in the ECC will head for lunch at 11:20. For menu choices of lunch, please refer to the 'School App for Parents' or alternatively the menu is displayed in the ECC foyer. Please do not send a lunch with your child as they will be provided with one

NON TEACHING:

- SENIOR CLERICAL/DMR: **MRS C. PETHERICK**
- CLERICAL **MRS M. ROSS**
- JANITOR: **MRS L. SPEIRS**
- CLASSROOM ASSISTANTS:
 - MRS A. PATON**
 - MRS J. MILLS**
 - MRS N. MOONEY**
- SCHOOL COOK: **MRS I. HEWITSON**
- CLEANING SUPERVISOR: **MRS E. PATON**

VISITING SPECIALISTS:

MS E. MCFARLAND (EAST AYRSHIRE SUPPORT TEACHER)

MS K. MCGLINCHLEY (SPEECH & LANGUAGE THERAPIST)

MRS R. DUFFY (EDUCATIONAL PSYCHOLOGIST)

SECTION 4

Our School Improvement plan and Standards and Quality report will be available at the start of next session. It will be shared with Parents/Carers on our GLOW page.

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

SECTION 5

3-18 CURRICULUM

Curriculum for Excellence is about preparing all children to become:

- ***Confident Individuals***
- ***Successful Learners***
- ***Responsible Citizens***
- ***Effective Contributors***

Curriculum for Excellence is not a single document. It provides the framework to young people's learning so that they can develop in all of the four areas mentioned above. It focuses on planned experiences and outcomes. Learning will take place through a **wide range of planned experiences and activities** which will be designed to achieve specific outcomes. These will be provided for all the Curriculum areas.

The curriculum has been organised into 8 areas.

- **Languages**
- **Mathematics**
- **Social studies**

- **Sciences**
- **Technologies**
- **Religious and moral education**
- **Expressive arts**
- **Health and Wellbeing**

Learning experiences should provide both challenge and enjoyment. Children should be active in their learning and have opportunities to develop and demonstrate creativity. Cross curricular outdoor learning opportunities are developed, whenever possible.

There should also be scope for children and young people to learn and develop in a variety of different ways. There should also be opportunities for personal choice as children move through their school career.

Links from one aspect of learning to another as well as links with experiences and learning taking place at home will be a key feature. It will be important for schools and parents to work closely to help bridge the links between home and school.

LANGUAGES

PHONICS

In Primary 1, Phonics is taught with two main focussed lessons in the week, followed by short daily activities to reinforce the learning. Initially, two sounds are taught per week.

In Primary 2 and Primary 3, phonics is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. In Primary 2 and Primary 3 there is generally one taught phoneme sound per week.



A phoneme is the smallest unit of sound that can alter the meaning of a word. This can be in the form of a single letter or a joined phoneme e.g. p/b pin/bin ch/sh chop/shop etc.

The teacher introduces each sound in a context i.e. a story/song and then demonstrates the letter formation and word building through the use of a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently / with a partner throughout the week.

Children are taught with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building reading and writing process. The child encourages their partner to say, make/break,blend, read and write each word. The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.

READING

Children are taught to read using the guided reading approach. The teacher provides an overview of the text. This is known as a 'walkthrough'. At the start of the lesson, the teacher is the only person with a copy of the book. The teacher has read the book prior to teaching and has identified any tricky vocabulary and any common words the children have already learned in class. The teacher helps the children to read the words in the book by drawing their attention to the pictures clues. Time is taken to teach the children various comprehension strategies

to help them gain a better understanding of the text. As their phonics knowledge increases, children will also learn word attack strategies to enable them to decode words that they find difficult. After the initial 'walkthrough', the children have opportunities to read aloud. This happens in a group setting /with a partner. The teacher circulates to listen and provide feedback.

Word Attack Strategies taught:

- Look at the first letter
- Sound out the first few letters
- Break the words into syllables
- Look at the last letters
- Read the sentence again
- Look at the picture
- Look at the shape of the word

Children are taught to read using a structured reading scheme. In the Early Stages, Oxford Reading Tree is used and in the Middle and Upper stages Rapid Readers and class novels. Children are provided with a variety of texts in which to develop their reading and writing skills. The support of parents at home is vital in helping children to read. ICT websites and resources are used to support and enhance the learning and teaching process.

We teach the children to make use of the school library and visit our local library fortnightly. Children have to learn to use a variety of skills in reading different types of text, but they also have to derive enjoyment from books. We value the help from parents in encouraging children to read regularly.

WRITING

Our establishment uses the 'Big Writing' approach to develop Writing skills. Big Writing focuses on the four key aspects of quality writing:

Vocabulary—every child is encouraged to widen their use of language, in order to make their writing richer e.g. 'The sirens filled the sky.' - not that interesting! However, by developing vocabulary: 'The screaming sirens were suffocating the quiet night.' is a far more interesting sentence to read!

Connectives—or joining words, are really important for ensuring writing is cohesive and interesting. Good examples are: although, however, besides, even though, never the less, in addition to, contrary to, despite, etc.

Openers—by varying the way you open sentences, writing becomes more engaging to read. Many Connectives also make good openers, other good examples are: Before very long, An important thing, Having decided to, etc. Meanwhile. Using adjectives at the start of sentences is also powerful eg, 'The golden sun' or 'The grumpy old man'. Varying the sentence length and word order can also help, as well as using complex sentences structures.

Punctuation —Children are encouraged to use appropriate punctuation to lift their writing off the page e.g. 'We were sailing hard at 23 knots (very fast!) through perilous and ice cold waters.' By Primary 7 pupils should be using a range of punctuation, for example, “ ”; , ... () ? !

Children take part in a range of VCOP activities to develop their skills in the following areas: Vocabulary, Connectives, Openers and Punctuation. Rapid Writing is used to support some children with their writing skills.

Contexts for teaching the skills of writing are provided. This gives relevance to the tasks and the children are motivated because they are interested. Children require to express themselves in different written formats and for different reasons. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn skills for letter writing, completing forms, etc. We use a variety of resources to teach writing including Literacy World and other areas of the curriculum.

Assessment for learning strategies will be used to help pupils develop their skills. For example, self and peer assessment using the VCOP grids. Children are encouraged to develop and consolidate their writing skills across the curriculum.

SPELLING

Spelling and phonics are taught separately at this stage. Spelling is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as the common words. These are the words that the children are most likely to come across when reading simple texts. They will also use these words in their writing.

Children have opportunities throughout the week to work with a partner. This is called reciprocal teaching. They take turns to dictate words and sentences. The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.

Children are taught strategy spelling. Strategy Spelling teaches children to problem solve and enables them to spell tricky words. Tricky words are words which don't always follow patterns or rules.

The strategies the children are taught are:

- **Using phoneme knowledge** (sounding out)
- **Syllabification** – breaking words down into syllables. The children clap out words to identify syllables e.g. go-ing / An-drew
- **Word Shape** – look at letter shape, size, ascending and descending letters
- **Tricky letters** – looking at the position of tricky letters as an aid to spelling
- **Compound Words** – breaking the compound word into simple words e.g. into = in + to
- **Mnemonic** – using an aide memoir e.g. because – Big Elephants Can Add Up Sums Easily
- **Using Analogy** – if you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

Spelling games are also used to consolidate pupil learning. Homework Spelling activities are related to Big Writing activities and other curricular areas.

HANDWRITING

Handwriting skills are developed throughout the school. Skills are developed using Nelson Handwriting. Children are encouraged to take care with their handwriting and presentation of work at all stages.

LISTENING & TALKING

In the classroom, children are taught to be active listeners. A variety of activities are used such as tapes, games, stories and specially devised materials. Listening skills are developed through many aspects of the curriculum. It is through discussion and talking together that children make sense of their learning. Opportunities are planned across the curriculum for children to talk in pairs, groups or individually with their peers, the teachers or other adults.

LITERACY ACROSS THE CURRICULUM

Literacy is the passport to essential learning across the wider curriculum and lifelong learning. It is important to make and highlight connections between the different curricular areas and promote the development of literacies across the different curriculum areas: expressive arts, health and wellbeing, languages, mathematics, religious and moral education, science, social

subjects and technologies. It is important that pupils recognise that skills are transferable across all subject areas.

MODERN LANGUAGES

French is taught across all stages.

MATHEMATICS

For young children Maths is embedded in their play and everyday situations. At Hurlford Primary we also build on and extend these experiences in a structured way. The main scheme used by the school is Scottish Heinemann Mathematics and Teejay Maths. Although a number of additional resources are used to supplement this scheme where appropriate.

As well as basic number work, the children learn about shape, measurement, money, information handling, problem solving and enquiry and calculator work. Financial education is further developed during Money Week.

Interactive Mental Maths plays an important part of our pupil's learning. The emphasis is on activity and practical example. This is then followed by consolidation and practice. Assessment is built into the scheme and this allows the teachers to plan accurately for the next steps in the children's learning.

The computer is a valuable resource and learning tool in Mathematics. The children learn a great deal of the mathematical concepts through the 'fun' of using the computer in conjunction with commercially produced software. The use of I.C.T. is embedded in the learning and teaching of mathematics.

NUMERACY ACROSS THE CURRICULUM

Numeracy is a fundamental life skill. Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute

effectively to society. It gives increased opportunities within the world of work and sets down foundations which can be built upon through life-long learning.

Whilst numeracy is a subset of mathematics, it is also a core skill which permeates all areas of learning, allowing pupils the opportunity to access the wider curriculum.

Teachers look for opportunities to develop and reinforce numeracy skills within their own teaching activities and through inter-disciplinary projects and studies.

SOCIAL STUDIES, SCIENCES AND TECHNOLOGIES

Children have to interact with the environment all of their lives and will be able to cope better if they have an understanding of it. We aim to provide some of these skills. The many aspects taught are **Social Studies, Sciences** and **Technologies**. These include:

People, past events & society

Our Physical World

People, place & environment

Our Living World

People in society, economy & business *Our Material World*

We aim to develop knowledge, understanding, skills and attitudes associated with the above components. We are concerned with how the children learn as well as what they learn. Children are encouraged to learn by being actively involved in their learning.

These subjects are taught through interdisciplinary projects, encouraging pupils to contribute to the planning process. This approach ensures that all components are delivered and ensure a balance of time will be spent delivering this aspect of the curriculum each year.

This programme is continually being modified to embrace 'A Curriculum for Excellence'. Teachers seek to make greater connections between the various curricular areas and encourage pupils to become more actively involved in their learning.

Educational visits to the local area and further afield, enable pupils to develop their skills. Visitors are also invited to come in and speak about a particular subject. The school has close links with Ayrshire Chamber of Commerce.

Technologies are connected strongly with all other areas of the curriculum, whether through extending and applying the specialist knowledge and understanding developed in the sciences, through the creative use of technology in the expressive arts, or through use of technologies to enhance learning. PCs are used within the school. Each classroom has an Interactive Smartboard.

Enterprise/Eco school

Enterprise permeates our curriculum. Our pupils are encouraged to be enterprising and innovative in their outlook. The school has developed a number of links with local businesses and welcomes their input throughout the year.

The school has an active Eco committee which works hard throughout the year. Our pupils have continued to work hard to maintain our Eco-school status and encouraged to take a leading role in developing our school and local environment.

We have gained two Green Flags.

RELIGIOUS AND MORAL EDUCATION

Pupils learn about the following religions: Judaism, Hinduism, Christianity and Islam.

Our pupils visit Hurlford Parish church at Christmas and Easter. Rev. McCulloch takes part in our assemblies throughout the year.

EXPRESSIVE ARTS

This includes Art and Design, Drama, Music and Dance.

ART & DESIGN

Art and design is taught using the skills programme devised in line with A Curriculum for Excellence. The programme is aimed at teaching all the required skills in a systematic and progressive way. Children's art work is displayed throughout the school.

DRAMA

The aims of drama are to develop imagination, expression, understanding and co-operation. This is carried out by group activities, role playing, mime and improvisation.

MUSIC

One of the main priorities of music in the school is for enjoyment. The children are given the chance to sing, listen to and create music of their own. Many types of music are included in the listening sections. The children are also involved in presenting musical productions at various times of the year. P5-P7 pupils also have the opportunity to learn to play an instrument, taught by East Ayrshire Instrumental instructors.

DANCE

Dance is integrated into interdisciplinary themes. Scottish Dance is taught annually.

We encourage the involvement of local artists in our school and identify opportunities to visit museums and art galleries enhancing children's experiences. We work closely with the Creative Minds team.

HEALTH & WELLBEING

The main purpose of health and wellbeing within *Curriculum for Excellence* is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

This includes learning about:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

The establishment has a holistic, health and wellbeing programme focusing on the above areas. We have recently introduced 'Bounce Back' to promote their resilience. All of our children are encouraged to contribute positively to our establishment's community and we promote their involvement within our establishment.

Health and Wellbeing is promoted informally through the ethos of our establishment, encouraging healthy eating, daily tooth brushing and encouraging physical activity. Our establishment has gained Health Promoting school status.

Personal and social education is concerned with the development of life skills. Through personal and social education children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

We seek to create a community which provides a warm, caring and supportive atmosphere by treating the children as individuals, listen to their needs, offering equal opportunities to all, stressing the positive achievements and encouraging strong links between parents/carers, children and our establishment. Our pupil council also plays an important role in developing pupil roles and responsibilities.

The establishment follows a differentiated approach to P.E, using a variety of resources, including the Borders PE pack and Elevated Athletics pack. A variety of additional resources are also used to supplement this programme. East Ayrshire's Active schools team also support the establishment in taking forward this curricular area. Primary 7 pupils also have the opportunity to have swimming lessons at Loudoun Academy.

Pupils take part in weekly outdoor 'Work Out Wednesdays' developing their fitness skills. The school works closely with Ayrshire College Students and Active School, promoting physical education and physical activity.

Where appropriate, the school nurse and community policeman, as well as a number of additional health professionals support the delivery of the programme. Head lice is an ongoing problem, if you require advice please contact our School Nurse at the local health centre.

MEDICAL & HEALTH CARE

Routine medical examination are carried out by Ayrshire and Arran Health Board in conjunction with the school. Parents/carers will be notified by letter of any medical examination in advance. Parents/carers are encouraged to accompany their children

Dental Examination of selected pupils are carried out in school and treatment given where requested by parents.

It is imperative that parents keep the establishment fully informed about any medical condition affecting their children, and of any arrangements to be made in such cases.

ACTION TAKEN IF CHILD BECOMES ILL AT SCHOOL:

Parents/carers are contacted by telephone and asked to collect their child from the establishment

If there is no –one at home, the emergency contact is telephoned and above procedure is followed.

If neither parent/carer or emergency contact is at home, the child remains in school, being kept as comfortable as possible under the supervision of our First Aid person.

In the event of an accident, the parent/carer is notified, the child is taken to the local Health centre or casualty department of the hospital if need be by a member of staff. If the parent cannot be contacted, the Head Teacher will follow through the above procedure, notifying the parent of action taken.

It is very important that the establishment has on record the correct telephone numbers in order to contact parents and emergency contacts. Please notify the school of any changes to these telephone numbers over the session.

At the start of each new session, pupil care plans are updated, as required. If your child requires medicine to be administered, please contact the main office to complete a 'Administration of Medication' form.

SECTION 6

In Hurlford Primary School and Early Childhood Centre, we value both summative and formative assessment as they each fulfil different, parallel purposes, as the following quote highlights:

*If we think of our children as plants, **summative** assessment of the plants is the process of simply measuring them. The measurements may be interesting to compare and analyse, but, in themselves, do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants- directly affecting their growth.*

(Clarke. S, *Unlocking Formative Assessment* 2001)

Formative assessment furthers the learning:

- *How can I improve this?*
- *How can I better understand this?*

Summative assessment determines what has been learnt:

- *I can.....*
- *I know that...*

Formative assessment describes the *processes of teaching and learning*, whereas summative assessment takes place *after* the teaching and learning. Staff use a wide range of assessment evidence when monitoring children's progress. Staff are constantly monitoring and assessing children's progress. Assessment is an integral part of all teaching, allowing staff to meet children's needs and plan future learning. Assessment is both **summative** (e.g. Scottish Survey of Achievement, check-ups, etc.) identifying where children are at a given point and **formative**, identifying how children learn , as well as what they learn and involving children more actively in the assessment process.

Children are involved in self and peer assessment. Pupils also have the opportunity to reflect on their learning and complete their learning log on a weekly basis. This is an important dialogue between pupil and teacher.

Each child has a FAB file with a variety of pieces of work, chosen by themselves or their teacher. This file starts in the Early Childhood Centre and progresses throughout the school. The Transition Profile is passed from the Early Childhood Centre to Primary 1. Progress reports are sent out once a year in May. These reports will highlight children's strengths and next steps. Reports will be used as a focus for discussion at Parents night.

PROMOTING POSITIVE BEHAVIOUR POLICY

At Hurlford Primary School and Early Childhood Centre, we seek to promote positive behaviour by:

- *Promoting our school values of respect, teamwork, truth, commitment, ambition and achievement for all, with all members of our School Community playing a key role in promoting positive behaviour.*
- *Creating a climate in and around school, where pupils feel valued and their voices heard*
- *Using a Restorative approach to resolve issues*

At Hurlford Primary School and Early Childhood Centre, we recognise that the majority of pupils display positive behaviour within our school community. Staff employ a wide range of strategies within our establishment to promote positive behaviour, include:

- *Good classroom organisation and management*
- *High expectations of behaviour*
- *Positive relationships*
- *Early interventions to support needs*
- *Verbal praise/encouragement*
- *Close monitoring across the school community*
- *Involvement of pupils/parents/all staff/outside agencies*

At the start of each session, pupils work with their teacher to develop and agree a Classroom charter of expected behaviours. This is displayed prominently in the classroom and reflected on regularly.

Recognition boards are used within the classroom to reinforce expectations and appropriate behaviours. If a pupil gets their name on the Recognition board, this translates to a point for their House.

Every week, each class teacher highlights a **Star Worker** and **Star Writer** for their class.

Pupils may also be nominated by their class teacher for going '**Above and Beyond**', this is rewarded by a certificate and an invitation to 'Hot Chocolate Friday' with the HT.

Community Behaviour – House Points

Every child is a member of one of four 'HOUSES' each with its own name.:

Portland **Skerrington** **Holmes** **Ashyard**

The children will earn yellow House Points for various positive behaviours displayed in the establishment, the dinner hall and the playground. All staff, teaching and non-teaching, can award House Point Tokens for positive behaviour displayed outside the classroom environment. Each House will have two House Captains (P7) and two Vice Captains (P6) who have been voted into their positions by the children in their House in August. When a House Point token has been awarded it will be banked in the House Bank. Each week the House Points are counted and added to the running total. House points will be counted twice a year: at the end of Term 2 (December) and at the end of Term 4 (June). A reward event will be organised for the winning house. The two Houses that win will be presented jointly with the shield at Prize giving in June. In their mixed stage House Home Circles, every child contributes their ideas and view on a weekly basis.

As an establishment, we recognise that there are occasions when a child may require support with behaviour. Indiscipline can take many forms and be displayed on many levels. As such it will be dealt with in various ways appropriate to behaviour.

This system is currently under review and will be shared on glow website prior to the start of term.

Miss Mair, DHT closely monitors pupil behaviour and will contact Parents/Carers should we have any concerns regarding pupil behaviour.

Incidents will be dealt with in a restorative manner, encouraging pupils to take responsibility for their action, finding solutions and resolutions to difficult situations.

ANTI BULLYING: RESPECT FOR ALL POLICY

Please see this policy on our GLOW page, please click on the link:

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

Our pupils have also devised their own slogan: **Stop! Walk! Talk!**

We seek to deal with issues on an incident by incident basis and deal with issues in a restorative manner with parental support.

ADDITIONAL SUPPORT NEEDS

The Educational (Additional Support for Learning) (Scotland) Act 2004 has replaced the law relating to special educational needs. This has now been updated by the 2009 Act which came into force on 17 November 2010. The majority of children and young people are able to access their curricular programme at school without the need of additional help other than that which any teacher will provide in any classroom. However, there will be a percentage of children/young people, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child or young person may require additional support beyond the norm in order to help them overcome these barriers. Such children/young people will be considered to have 'additional support needs'.

All schools and early childhood centre establishments have a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage.

These include:

- **Early identification and intervention assessment grid for children at risk in literacy/numeracy/health and wellbeing** (*Preschool year – January*).
- **Early identification and intervention assessment grid for children at risk in literacy/numeracy/health and wellbeing** (*Primary 1 - November*).
- **Assessment at end of P1 – reading recovery programme may be put in place at start of P2, as required** (intensive 8-10 week block)
- **Professional discussion between P2 teachers and EAST support, highlighting pupils for Additional support and Quest test screening in Primary 3.**
- **Raising Attainment meetings with Senior Leadership team**– September, November, February, May
- **Transition 1 (June) and Transition 2 (Feb) meetings will take place for ASN pupils in Primary 7 moving to Secondary**

Children and young people who have been identified as having additional support needs will be supported through an Individual Learning Plan, Individual Educational Plan (IEP) or in some cases a Coordinated Support Plan. In line with legislation, parents/carers/children and young people will be fully consulted at all stages. ASN meetings and review take place in September and February each year. Additional meetings are arranged, as required.

The 2004 Act has been updated by the Educational (additional Support for Learning) (Scotland) Act 2009. This Act places additional responsibilities on local authorities for children who are looked after by the local authority. It will also give more rights to parents in respect of requesting assessments in relation to their child/young person.

Further information can be obtained from various leaflets, that can be accessed through council website or individual copies are available in school.

Mediation and advocacy services are also available and information about these can be obtained from the contact details below.

Enquire - the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people) Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

Additional Support Needs : East Ayrshire Psychological Service

Advice and support may be sought from other appropriate staff within the school and through consultancy with visiting professionals, including the Educational Psychologist. Our school psychologist is Roisin Duffy. The Educational Psychologist visits the school regularly to work with and, through the staff, to best support children and young people who are experiencing barriers to learning. Their role is often in giving advice to the school and in the sharing of expertise with staff.

School staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the psychologist would not observe or meet with a child without the prior consent of the parents.

The school is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The school is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person

CONTACT DETAILS

Head of Education

Linda McAulay-Griffiths

Economy and Skills

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

Telephone Number: 01563 576126

Cabinet Member with responsibility for Skills and Learning

Councillor Fiona Campbell

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

Telephone Number: 01563 576041

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

Councillor Iain Linton

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

WARD 4 KILMARNOCK EAST & HURLFORD

- **Councillor Fiona Campbell (SNP)**
- **Councillor John Campbell (SNP)**
- **Councillor Barry Douglas (Labour)**
- **Councillor Jon Herd (Conservative)**