



Newmilns Primary and Early Childhood Centre
Gilfoot
Newmilns
KA16 9LP

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School Blog:	https://blogs.glowscotland.org.uk/ea/newmilnsprimary/
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School App:	
Denominational Status (if any):	Non-Denominational and co-educational
School Roll:	115 in the school /40 registered places in the ECC Early Learning and Childcare 3-5 years, Primary School P1-7 Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised
	We offer the 9am-3pm term time delivery model of the 1140hours of free early learning and childcare within our ECC. Please contact Mrs McCracken to discuss your requirements.
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks

Dear Parent/Carer,

On behalf of the staff team I would like to welcome you and your child to Newmilns Primary and Early Childhood Centre. I hope you will find this handbook helpful in preparing you and your child for their time with us.

In partnership with you, we strive to provide a broad and balanced curriculum that allows each child to reach his or her potential both in more formal learning and in wider aspects of learning and achieving. Our aspiration for all our children in the school and early childhood centre is that they become successful learners, confident individuals, responsible citizens and effective contributors.

We recognise the importance of high quality learning and teaching and are committed to self-evaluation and continuous improvement. All staff lead by example and have extremely high expectations of the children in our care. We aim to ensure that all children are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Within the Early Childhood Centre nurture is at the heart of our practice. We ensure that our practice reflects the key principles of the Health and Social Care Standards: Dignity and Respect, Compassion, being Included, Responsive care and support, Wellbeing and privacy.

I very much hope that your child has an enjoyable and successful experience with us. If you have any questions, please feel free to contact me.

Yours faithfully
Jillian J McCracken
Head Teacher

SECTION 1

Establishment ethos, vision and values

At Newmilns Primary and Early Childhood Centre we are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.

It is our vision that all pupils at Newmilns Primary and Early Childhood Centre will flourish in all aspects of their lives.

Our core values of co-operation, determination, respect, hope and ambition, friendship and honesty underpin everything we do.

We aim to

- create a welcoming, safe and secure learning environment.
- build and develop positive relationships with the whole school and wider community.
- nurture and prepare children for life as healthy, responsible citizens.
- provide a broad, balanced and progressive school curriculum that inspires a creative and enquiring mind, helping develop the 4 capacities of Curriculum for Excellence.
- recognise and celebrate success and achievement.

We do this through promoting Health and Well-being throughout the curriculum and through a series of planned teaching and learning experiences at every stage and as mixed groups.

We promote equality and fairness in how we participate in a range of activities and through effective engagement with others valuing and celebrating differences as well as similarities. We are currently working to promote resilience in our pupils as we believe that their life chances will be improved if they are able to cope with adversity in an ever changing world.

We celebrate attainment and achievement within in the school and early childhood centre and in wider forums too, e.g. individual certificates, class successes and whole school achievement. This can be in class, playroom at assemblies, through newsletters, our website and in local newspapers and social media. We aim to recognise the wider achievements of our pupils and welcome information from home about involvement in other activities out with the school.

We work in partnership with others to promote and enhance learning enabling us to achieve success e.g. NHS partners, Loudoun Church, Active Schools, Dean Park Rangers, TESCO, the SSPCA, Kilmarnock Football Club.

We seek to provide opportunities for our pupils to learn in real life contexts and we promote positive relationships with families to build strong learning teams to meet outcomes and build on positive outcomes for all.

Parental Involvement

Partnership working is essential to support children in their learning. It is a key driver within the National Improvement Framework and so features in our School Improvement Plan. Parents are key in the education of young people.

Parents support our school in a variety of ways at various times during the year. This may be a one-off school trip or a weekly arts and crafts session within a class. We have a supportive parental body and constantly seek opportunities to strengthen links. All support whether large or small is greatly appreciated.

There are opportunities to meet with Mrs McCracken through “Chat with Mrs McCracken” sessions and parents can become involved in their child’s learning through class/playroom experiences and through family learning opportunities.

We welcome your suggestions about how we can improve parental involvement and engagement—please get in touch.

Reporting to Parents on Pupil Progress

Staff will formally meet with parents / carers of pupils for verbal reporting and discussion of progress in October and May of each session. Once a year parents / carers will receive a comprehensive written report about their child’s learning as of next session this will occur at the end of March.

Within the ECC Staff will meet with parents three times throughout the academic session to discuss progress formally but staff will speak with parents on a daily basis where necessary. A formal report is issued in May detailing pre school children’s progress.

SECTION 2

Transitions

Transitions are the moves children and young people make from home to nursery, nursery to home, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond.

Transitions work well when children are supported before, during and after the process and where transfer of information is seamless.

At Newmilns Primary School we have an effective, robust transition process between the different stages in our school and a robust programme of events to support children make the transition from nursery into Primary 1. These processes allow for professional dialogue and the passing on of information to ensure coherence and progression across the curriculum.

The needs of children with Identified additional support needs are discussed at a PRESCAT or school based meeting prior to starting school to ensure all necessary arrangements are in place.

We have strong links with Loudoun Academy, our associated secondary school. A programme of transition spanning the two years of P6 and P7. Children on our additional support needs log will have a Trans 1 meeting in P6 and Trans 2 meeting in P7. Secondary staff are invited to these meetings to ensure needs are identified and catered for at the beginning of S1. All academic information is passed on electronically to ensure coherence and progression in learning.

If for any reason a child moves to a new school we ensure all relevant information is passed on. Where we receive a child from another school we look for this information to be passed to us and seek it if required.

Within the ECC, the Senior Early Learning and Childcare Practitioner will make contact with parents/carers in the month prior to a child starting, a play and stay will be organised and information shared as necessary to ensure the transition from home to nursery is as smooth as it can be. A care plan will be completed within 28 days of a child starting nursery and will be reviewed throughout the time with us.

Additional Support for Learning

Some children require additional support for learning. This support might be required in the short or long term and will involve different personnel in school; this might be the class teacher, classroom assistant or other school staff providing support. In school we also have support from the East Ayrshire Support Team.

Through the daily work and observations, class teachers may identify a child who is requiring additional support for learning outwith what the school can provide. A referral to the EAST teacher would be made. As a team the Head Teacher, class teacher, EAST teacher, and parents will agree a course of support tailored to the individual needs of the child. Dependant on the child's needs classroom assistants, Speech and Language Therapy, Occupational Therapy, Educational Psychology, teacher for visually or hearing impairment, English as an Additional Language Teacher, etc. may join the team.

If you believe your child has additional support needs please contact the Head Teacher.

Additional Support Needs: East Ayrshire Psychological Service

Advice and support may be sought from other appropriate staff within the establishment and through consultancy with visiting professionals, including the educational psychologist.

The educational psychologist visits the establishment regularly to work with the staff children and young people who are experiencing barriers to learning. Their role is often in giving advice to the establishment and in the sharing of expertise with staff. Establishment 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 establishment is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The establishment is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.

SECTION 3

School Hours

We are currently operating staggered starts and finishes to accommodate COVID-19 mitigations.

Please contact the school for further information

Holiday Arrangements

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2021/2022					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service)	Tuesday 17 August 2021		
		Teachers (In Service)	Wednesday 18 August 2021		
		Pupils return	Thursday 19 August 2021		
		*Local Holiday	Friday 17 September 2021	1	
		*Local Holiday	Monday 20 September 2021	2	
		Pupils return	Tuesday 21 September 2021		
		Close	Friday 8 October 2021		
		Teachers (In Service)	Monday 18 October 2021	7	85
		Pupils return	Tuesday 19 October 2021		
		Close	Wednesday 22 December 2021		
Second	Mid Term	Re-open	Thursday 6 January 2022	17	
		Close	Thursday 10 February 2022		
		Local Holiday	Friday 11 February 2022	18	
		Local Holiday	Monday 14 February 2022	19	
		Teachers (In Service)	Tuesday 15 February 2022		
		Pupils return	Wednesday 16 February 2022		145
		Close	Friday 1 April 2022		
Third		Re-open	Tuesday 19 April 2022	30	
		Local Holiday (May Day)	Monday 2 May 2022	31	
		**Teachers (In Service)	Thursday 5 May 2022		
		Local Holiday	Monday 30 May 2022	32	
		Pupils return	Tuesday 31 May 2022		
		Close	Wednesday 29 June 2022	66	195
<p><i>*subject to change in alignment with Gold Cup weekend</i></p> <p><i>** Local Government Election</i></p> <p>Session 2022/2023: Teachers (In Service) – Wednesday 17 August 2022 Pupils return – Thursday 18 August 2022</p> <p>Good Friday - 15 April 2022</p>					

Attendance and Time Keeping

Attendance at school and nursery is of a 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 01560 320915 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.

Behaviour and Anti Bullying

As of August 2019 we will implement our new relationship policy which will promote positive behaviour through positive relationships in school. Our work on Rights Respecting Schools is at the heart of this and our policy sits alongside East Ayrshire's Anti Bullying Strategy and Relationships Framework. Our school rules are Ready, Respect and Safe.

Our school charter and school values are at the heart of our Relationships Framework.

The graphic is titled "Newmilns Primary and ECC" and "Our School Charter". It is divided into three columns, each representing a different area of the charter: Learning, Staying Safe, and Respect. Each column contains specific articles and actions for students to follow.

Learning	Staying Safe	Respect
<p>Article 28: You have the right to a good quality education</p> <p>Article 29: Your education should help you to use and develop your talents and abilities.</p>	<p>Article 19: You have the right to be protected from being hurt, in body and in mind.</p>	<p>Article 12: You have the right to give your opinion and for adults to take it seriously.</p> <p>Article 24: You have a right to a clean and safe environment.</p>
<p>Our Rights Respecting Actions:</p> <ul style="list-style-type: none">➤ To be prepared and willing to learn.➤ To try our best.➤ To help and support other children to learn.	<p>Our Rights Respecting Actions:</p> <ul style="list-style-type: none">➤ Be considerate of others' feelings.➤ Play safely, include others and solve problems calmly.➤ Tell an adult if you are feeling unsafe or are upset	<p>Our Rights Respecting Actions:</p> <ul style="list-style-type: none">➤ To respect our clean and tidy environment and to improve it.➤ To listen to other people's opinions and try to understand their viewpoints

To maintain effective discipline in school the whole school community – pupils, parents, staff and partners must be on board. It is therefore apt to consider the establishment as a sort of extended family, whose members should show care and consideration to all concerned and in which good patterns of behaviour are shown by example. All classrooms will have a class charter set annually by the pupils. This is true in the ECC also.

Discipline is seen to be a joint responsibility of all staff and extends to include a partnership with parents. We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents. For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of clear guidance must be observed.

Children are praised when they are seen to be working hard and behaving well. A range of rewards are used and these are awarded for effort, enthusiasm, behaviour and work. Rewards include, for

example, house points and parties, certificates, class based rewards. Children take great pride in receiving these rewards, positive reinforcement really works!

We use restorative approaches to deal with problems as they arise and will inform parents as necessary of any difficulties. In line with our work on our relationships policy there has been a move away from more punitive punishments

Dress Code

Within the school we have a uniform which comprises of
Grey/black school trousers/skirt or pinafore
White polo shirt or shirt/blouse
Purple sweater
Black school shoes

Within the ECC children are encouraged to dress appropriately for learning through play. A red ECC sweater and polo shirt are available. Please ensure whatever your child wears to the ECC, that they are comfortable and that there will be no upset should clothing get dirty!

Children in the ECC should bring indoor shoes and a change of clothes.

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. We ask parents not to enter with the children through the school playground doors as this makes it difficult to keep track of who is in the building. If parents wish to speak with the 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.

In the interests of your child's safety, if a different adult is collecting him/her from school 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, please do not be offended if you are asked to verify who the adult is!

Homework

Following consultation we have reviewed our homework policy. Our family learning policy is available on our blog:

<https://blogs.glowscotland.org.uk/ea/newmilnsprimary/school-information/family-learning/>

School Meals

Meals in P1-7

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.

All pupils in P1-4 are now entitled to a free school meal. All other pupils can either purchase a school dinner or bring a healthy packed lunch. Children from P5-7 entitled to a school meal can apply for this from the local authority.

Snacks

The school kitchen also provides a range of snack to purchase at break time.

Cashless Catering

We operate a cashless catering system. Money is paid either online or via point stores.

Meals in the ECC

A morning snack of fruit or veg is provided for all children. Lunch is served to children staying all day or who are in receipt of an extended morning session. Again it is prepared in accordance with national guidance. Parents help their child choose what they would like to have as part of the registration process each day.

Complaints Procedure

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. 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.

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

Emergency Procedures

The school has procedures in place with regards pupils safety. This involves evacuation protocols which are practised termly or more often through drills. In the event of an evacuation, parents will be informed through Seemis group call. This is a central based text messaging service.

It is of paramount importance that parents keep emergency contact details up to date.

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 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.

Data Protection

The school will handle all data in relation to children as per Data Protection Act 2018.

Parent Council

We have a very active Parent Council who meet regularly to discuss various aspects of education and school life. The Parent Council very much support the work of the school. The office bearers this session are:

Chair Person: Laura Reid
Vice Chair: LEEANNE TO
Secretary: Pauline Donnelly
Treasurer: Jacqueline Jones

There are also a number of other parents who are members of the Parent Council, who support the work of the Parent Council and School.

Please get in touch with the Parent Council if you have concerns, ideas or suggestions for improvement.

SECTION 4

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

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

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

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

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

A range of teaching methods and contexts for learning is used, including active and enterprising learning. Learning across the curriculum 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.

A broad curriculum in line with A Curriculum for Excellence is offered to the pupils at Newmilns Primary and Early Childhood Centre. The curriculum is strategically developed through our school Improvement Plan and flexible planning within the classes to enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The main curricular areas are:

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

At Newmilns Primary School and Early Childhood Centre the curriculum provides a well-balanced, progressive and enjoyable programme of learning for the children. We encourage children to take responsibility for their own learning and behaviour. This is achieved by careful consideration of not only what is taught but also how it is taught. It is vital that our pupils are active and involved in their own learning.

Opportunities are provided for pupils to be independent and to take responsibility. We encourage all children to have a voice in what is happening in our school where children are actively involved in decision making and leading. This is primarily done via circle assemblies.

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are also given opportunities to learn in an active and experiential way. In many of the classrooms critical skills techniques and strategies are used which involves children being given specific roles within a group to complete a set challenge in a variety of ways.

We encourage our pupils to assess their own and their peers' work and to evaluate their progress within an atmosphere of encouragement and support.

Literacy and English

The English Language Curriculum is made up of 3 components

READING WRITING LISTENING and TALKING

The broad aims of the language programme are to:-

- develop pupils' skills and knowledge so that they can realise to the full their ability to understand English and use it accurately;
- support pupils' personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development;
- develop in all pupils a range of positive attitudes towards their own and each other's language development, including concern for tolerance, enjoyment, co-operation and sharing.

A sense of purpose and audience gives pupils greater control over their language and its effects. Grasping the purposes behind a piece of talking or writing, helps listeners and readers make better

sense of its meaning and assist them in measuring its success. Furthermore, the contexts in which language is expressed and received have a profound influence on any communication and its comprehension. A knowledge of the purposes for which people use language, in a rich variety of contexts, improves language skills and allows learners to gauge more effectively their own progress and achievements.

Our literacy curriculum is now based on the Active Literacy Programme developed through East Ayrshire's Scottish Attainment Challenge. This a multi sensory approach to all aspects of literacy.

We also use "Big Writing" where the "writer's voice" is being developed and children learn to make their writing better by thinking of VCOP – vocabulary, connectives, openers and punctuation. However, we will be developing this area of literacy over the coming session.

Listening and Talking continues to be of great importance in the curriculum. Although this is seen as part of Literacy and English, many of the activities carried out will be delivered in a cross curricular nature, for example children may be asked to prepare a talk on an area being studied in science.

Numeracy and Mathematics

The aims of mathematics within the school are to provide pupils with mathematical experiences appropriate to his/her age, aptitude and ability through a practical and problem solving approach which places emphasis on the understanding and use of mathematical processes. Real life contexts will be used when possible.

Pupils study all aspects of numeracy and mathematics at a level appropriate to their own individual stage of development. The main teaching resources used are Scottish Heinemann Mathematics and TeeJay Mathematics. Mental agility is strengthened using a variety of resources and techniques linked to Big Maths. We are developing pedagogy line with East Ayrshire SAC principles this session.

Active Learning

At the Early Stages our curriculum work involves learning through play. This is a hands on interactive activity in which children have a choice in activities in Language and Maths. This provides flexibility in learning and a deeper knowledge of linguistic and mathematical concepts. New Primary 1 parents are invited to school in June each year where details of the P1 programme are described. Active learning continues throughout the stages to Primary 7 through cross curricular work, critical skills challenges and outdoor learning.

Health & Wellbeing

Newmilns Primary is a recognised Health Promoting School. Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style.

Health and Wellbeing consists of the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health

Health Education aims to enable pupils to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a

range of health issues. The School Nurse is also involved in working with pupils, either individually or in groups.

The school holds health challenges and promotes healthy choices. There are regular visits from the Dental Health Team and the School Nurse. Healthy tuck is available from the kitchen at break times. Daily tooth brushing is encouraged in the ECC and P1.

Various resources are being used and new resources are being viewed to complement the learning and teaching of Health. The school has achieved Health Promoting Schools status through our work in health and related aspects.

Physical Education

All aspects of Physical Education are covered through a planned yearly timetable. The school uses the Borders PE pack to support this area. All children participate in at least 2 hours of quality PE each week.

Primary 7 pupils receive swimming lessons at Loudoun Academy.

Parents/Carers are reminded that we do not allow children to take part in P.E if they are wearing earrings. We would ask that if you are going to have your child's ears pierced we would prefer you to have this done at the start of the summer holiday otherwise your child will miss at least 6 weeks of P.E

Science/Social Studies

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts. It is in this area of the curriculum children will learn about the world around them.

We feel that HOW children learn is as important as WHAT they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry. Science and Social Studies are usually addressed through topics.

The "topic" will have a core aspect of science or social subjects, for example, Victorians would be based on history, but to make the "topic" more relevant a cross curricular topic will pull on many areas of the curriculum. An interdisciplinary topic is often the vehicle for teaching key skills from other curricular areas as well as the area the topic is based.

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies (ICT). ICT permeates the curriculum

Every class has computers available at all times and all classes are now connected to the intranet. Internet access is protected by a password and children are provided with definite instructions when working with the internet.

Expressive Arts

The Expressive Arts programme covers the subject areas which allow the children to express themselves through:

- ✓ Art and Design
- ✓ Drama
- ✓ Music
- ✓ Dance

Art

Teachers provide the children with the technique and motivation necessary to tap into their creativity in this area. A comprehensive programme of study ensures that children are encouraged to develop their skills to the best of their ability.

Dance

Our P.E. programme of work includes dance, experiences and outcomes in accordance Curriculum for Excellence guidelines. School concerts, assemblies and other events also provide contexts for dance experience at all stages.

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

Music Express is used as a vehicle to cover the key skills of music. Further opportunities linked to topic and drama activities are also used to develop music skills. Children participate in singing at weekly assemblies.

Religious and Moral Education (RME)

RME is seen as an integral part of the general school education and not as a separate, different activity. Although the prominent place within the RME programme is given to Christian Religion, other religions are also studied, namely Judaism, Islam and Hinduism, to prepare pupils for a multi-cultural, multi-faith world.

At Newmilns Primary School we are very keen to ensure that the pupils' experiences of religious education are meaningful and worthwhile. Visits may be arranged to places of worship such as the church, mosque, synagogue, chapel, and the Salvation Army Temple.

It should be noted that parents have the right to withdraw their children from Religious Education and observance. Parents wishing to do so should contact the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

Outdoor Learning

All children and young people will have regular opportunities to learn outdoors both in the establishment grounds and in the local community. Parents will consent to this regular localised outdoor learning once at the beginning of session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that children come adequately prepared. However it is the parents' responsibility to inform the

establishment if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

Early Childhood Centre

In our Early Childhood Centre, all children are involved in planning for learning using floor books and in the self-evaluation and assessment of their learning. Staff use this information to plan carefully, as a team, to ensure that the learning experiences we provide for your child will stimulate their natural curiosity to ask questions, and find solutions.

Our Early Childhood Centre is organised with a view to providing children with the highest quality of learning experience through a wide range of activities and resources. The staff ensure quality interactions take place with your child and they discuss next steps in learning. Our daily/weekly timetable includes:

- Welcome Time
- Free Play
- Large group activities
- Small group activities
- Snack time
- Daily energetic physical play-indoors & out
- Music/Drama times
- Daily stories
- Circle time

SECTION 5

School Improvement

Embedding the values, purposes and principles of a Curriculum for Excellence has continued to influence our approach to learning and teaching. The emphasis is on active and experiential learning and increased personalisation and choice through activities that are motivating, challenging and relevant. Our recent HMI inspection recognised our improvement work over recent times and our self evaluation work which identified our future improvement priorities. Full details of our improvement agenda can be found within our Standards and Quality report and our School Improvement plan. All of which is available on our blog. This is updated over the course of the year.

<https://blogs.glowscotland.org.uk/ea/newmilnsprimary/school-information/improvement-priorities/>

SECTION 6

Assessment

Curriculum for Excellence emphasises that assessment is at the heart of teaching and learning. Staff work with your child, in order to observe their individual processes of development and identify their next steps in learning. Learners themselves, and their peers, will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning and the learning of others.

Staff are all using Assessment for Learning strategies such as 'traffic lights'. Children's work is assessed continuously by class teachers and periodically by promoted staff. Records of children's progress are kept, and this information is used to plan next steps in learning.

Twice a year, class teachers will meet with a member of the Senior Management Team to track every child's progress. This will allow staff to highlight areas of concern and plan appropriate learning for all pupils. At these meetings staff will determine if a child is on track to achieving the next reporting level, at risk or at risk of not achieving this level.

Scottish Standardised Assessments are also used to support teacher judgements and to plan next steps in learning.

With the ECC each child has their own learning folder which documents their early learning experience.

Staff monitor and evaluate the wellbeing within the playroom on a daily basis and children's progress is discussed at our Round the Table Tracking meetings which are held every two weeks.

Pre school children are assessed using the ELLAT assessment in October, January and June. This assesses key literacy skills. Children are supported or challenged to develop these skills.

Recently introduced pace and challenge meetings within the ECC are allowing practitioners to have in depth focused conversations about how children are progressing and where support and challenge is required. From these meetings targeted supports can be planned and universal supports across the setting discussed with all staff.

Staff monitor progress in the ECC through our tracking process in literacy, numeracy and health and wellbeing. This tracking information is based on developmental milestones. This information is used to plan next steps for individuals and groups.

Moderation activities across our Education Group allow staff to share standards and expectations regarding pupil performance and achievement of a level.

Parents/carers are of course welcome to contact the school at any time to discuss their child's progress.

SECTION 7

Further Information

Early Childhood Network

Newmilns Early Childhood Centre is a member of the Irvine Valley Early Childhood Network. The Head Teacher or key members of our early years team attend regular meetings to share practice and develop knowledge and understanding of key aspects linked to Early Learning and Childcare.

Further details can be found in part two of this handbook.

Education Group

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

Contact details for other establishments in the Loudoun Education Group: Associated Secondary

Loudoun Academy, Glasgow Road, Galston, KA4 8PD, Tel: 01563 820061
Head Teacher: Mr Scott Robertson

Associated Primary Schools

Darvel Primary School, Campbell Street East, Darvel KA17 0BP, Tel: 01560 320257
Head Teacher: Mrs Kirsty Doncaster

Fenwick Primary School, 1 Kirkton Road, Fenwick KA3 6DH, Tel: 01560 600403
Head Teacher: Mrs Robyn Davidson

Galston Primary School, Western Road, Galston, KA4 8BG
Head Teacher: Mrs Shona Murphy

Hurlford Primary, *Union Street, Hurlford , KA1 5BT, Tel: 01563 525098*
Head Teacher: Mrs Gillian Campbell

Associated Early Learning and Childcare Centres/Establishments

Darvel Early Childhood Centre, Campbell Street East , Darvel , KA17
Tel: 01560 320785
Head of Centre: Dawn Waide

Galston Early Childhood Centre, Western Road, Galston, KA4 8BG
Tel: 01563 820360
Head Teacher: Shona Murphy

Hurlford Early Childhood Centre, Hurlford Primary School, Union Street, Hurlford , KA1 5BT
Tel: 01563 525098
Head Teacher: Gillian Campbell

Winder Community Links

Newmilns Primary and Early Childhood Centre works closely with our community partners.

We have links with local businesses that have supported and assisted us in meeting many of our targets for our school grounds. Partners have also been willing to share their skill and knowledge with our young people e.g. artist, fireman, builder, gardener to name a few.

We provide work experience for secondary school pupils and students from Kilmarnock College as well as student teachers from Universities throughout the West of Scotland.

We work in partnership with our Community Police, Fire Service and Health Personnel.

We visit places in the local community throughout the year including the library, fire station, TESCO, ski complex and also nature areas too. This session we have embarked on a very successfully outdoor learning project using nearby woods to develop learning across the curriculum in the natural environment.

We support local initiatives when the opportunity arises. We have established positive links with the Community Council and Newmilns Regeneration Association. We involve ourselves in Community events such as Gala Day and Christmas Events.

We advertise local information/events within our establishment, and promote events taking place in the local press and by placing posters in local shops.

Helpful Websites

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

<https://education.gov.scot/parentzone>

<https://unwrapped.dyslexiascotland.org.uk/>