



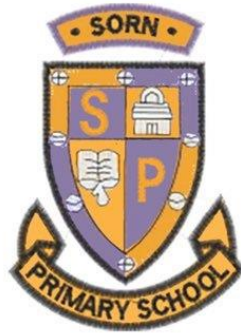
Sorn Primary School

14 Main Street,

Sorn,

KA5 6HU

Telephone No:	Primary Tel: 01290 551496
Email:	Accessed via School Information section within app or laura.kelly@east-ayrshire.gov.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/sornpsexternalsite2017/
Twitter:	@EACSornPS
School App:	Almost all communication is sent to parents via our school app. Please ensure you have access to this.
Denominational Status (if any):	Non-Denominational
Centre / School Roll:	School - 28
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks



Welcome to Sorn Primary School



Mrs Laura Kelly
Acting Head Teacher

Dear Parent/Carer,

I am delighted to extend a very warm welcome to you to Sorn Primary School.

Our aim is to work in partnership with pupils, parents/carers, staff and the wider community to create an ethos where everyone can achieve their best in a safe, happy, respectful and nurturing environment. Our vision is for everyone to be empowered and have the personal sense of ownership of their learning.

'It's up to you, build your future!'

We hope to create in all children a positive attitude to learning, the ability to co-operate with others, to make reasonable moral judgements and to have a caring attitude to the community as well as fostering an appreciation for the world in which they live.

The staff and I look forward to working with you to ensure that your child enjoys life at Sorn Primary School.

Kind regards,

A handwritten signature in black ink, appearing to read 'L. Kelly'.

Laura Kelly
Acting Head Teacher

SECTION 1

In line with Curriculum for Excellence and current national and local authority guidance we intend to support our children and young people gain the knowledge, skills, attributes and capabilities they will need to be successful in life in the 21st century, including developing skills for learning, life and work.



Vision

Sorn Primary School aims to be an establishment where everyone should achieve and attain in a safe, happy, respectful and nurturing environment. Our aim is to ensure every child and young person reaches their full potential and realise our vision of **'It's up to you, build your future!'**

Values

Happy (open minded, nurtured, self-belief, driven and do our best)

Responsible (respect for ourselves and respect for others including being honest)

Hardworking (motivated, focused, high expectations, never give up and aspirational)

Aims

Through high-quality learning and teaching and assessment, and creating a positive and nurturing ethos, our pupils will:

- Have high self-esteem
- Have high aspirations
- Be motivated to learn
- Achieve their potential and **build their future!**

Sorn is a small rural village within East Ayrshire and is situated alongside the River Ayr. Sorn Primary dates back to 1850 and is situated in the heart of the Main Street.

Promoting Positive Behaviour

Sorn Primary is beginning their Rights Respecting School journey and promotes a positive behaviour policy whereby we:-

- use class charters to promote positive behaviour
- use praise to motivate children and promote self esteem
- develop an understanding of diversity and equality
- work together to promote a whole school atmosphere of safety and security
- use restorative and solution orientated approaches to resolve conflict

We consistently promote positive behaviour used across the school. We aim to support children in developing positive attitudes towards themselves and their ability to achieve. House Points are used as a positive reinforcement and the House and Vice Captains are responsible for collating scores and sharing results with the whole school. This is usually through assemblies.

Children will be encouraged to work co-operatively and to help one another, learning how to share and negotiate with others. They will learn to adapt behaviour according to circumstances. Our restorative approach focuses on listening to each party and seeking ways to restore relationships. We appreciate the consistency between home and school in these matters.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this a 'sense of agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face or online. At Sorn Primary, we have a zero tolerance stance on bullying. You must encourage your child to speak out and you must make contact with the school to discuss. By being transparent and working together, we will find a solution.

- teachers deliver lessons on positive relationships
- whole school assemblies address positive relationships
- teachers are trained in 'restorative approaches'
- children lead whole school anti bullying week
- school buddies

Parents as partners

We encourage strong partnerships between home and school. We receive support from our parent/carer volunteers and members of our active Parent Council who kindly give up their time to support class-based learning, excursions, fundraising events, attend workshops, lead activities after school, etc. We always like to utilise the many skills and talents of our parents/carers to enhance the curriculum.

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the

Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

The Chairperson of Sorn Primary School Parent Council is Julie Queen. Should you wish to contact the Chairperson please do so through emailing sornparentcouncil@gmail.com or by contacting the School Office. Our Parent Council have set up a safe, closed Facebook page for parents and carers. If you would like to be included in this closed group, please contact a Parent Council member who will be able to help.

We usually have a wide variety of opportunities for parents/carers to become involved in the daily life of the school and parents/carers will be notified via the school app once these opportunities become available.

Communication

We have a wide variety of ways in which we communicate with parents/carers:

- School App – all letters, daily communication, updates and specific class information will be shared via the school app. Details regarding downloading the app and the school PIN will be provided when your child starts with us.
- School website/blog: <https://blogs.glowscotland.org.uk/ea/sornpsexternalsite2017/> You will be able to find further information about the school, including access to our School Improvement Plan and Standards and Quality Report.
- We use our school Twitter account to share achievements and news from the school.
- Each class is developing its own blog, which can be accessed via the main school blog. Here you will be able to access the class newsletter, information about homework and classwork as well as photographs of the children participating in a wide variety of activities.
- We usually hold Parent Conferences each session, further information about the format of this will be shared via the school app.
- A written report is usually shared with parents/carers towards the end of the school session.
- The Parent Council also share updates and news via their Facebook page.

Wider Community Links

We aim to continue to maintain strong relationships with the wider community of Sorn. We make good use of the local community in visits, including local parks and open spaces including Sornbank Plantation.

Members of the community are usually invited into our establishment to talk with the children and to support ongoing themes, the community police officer, the local farmer and the school nurse. Also, we regularly participate in local competitions and local events.

The support of the local community is highly valued.

SECTION 2

Transitions

At Sorn 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 local Early Childhood Centres(ECC) and Nurseries into Primary 1 and from Primary 7 to secondary school. These processes allow for professional dialogue and the passing on of information to ensure coherence and progression across the curriculum.

Our children come from a number of local nurseries and have opportunities to become familiar with the school setting and the school staff through a wide variety of activities and visits to school in the final term of the school session for all new P1s.

We have strong links with Robert Burns Academy, our associated secondary school, and work together to arrange a wide variety of events and activities to support children in their move to secondary.

All children eligible to register for Primary School Education should register during the publicised dates. Parents who are thinking about deferring their child's entry to Primary School should discuss their child's progress with the Head Teacher or ECC/Nursery staff in the first instance. Further information for parents is available from the establishment.

Parents who are seeking a place in the establishment for their children at any stage can usually arrange a visit to view the establishment and ask any questions they may have by making an appointment, either by post, by telephone or by email, with the Head Teacher.

Support for children and parents/carers

We track each child's progress very carefully in order that we can intervene early if any difficulties are identified. Many children experience difficulty at some point in their schooling. It is important that the difficulty is overcome as speedily as possible and that parents are kept fully informed of the strategies being used and the progress being made. As part of our early intervention approach we try to identify, through our screening programmes and tracking, children who are experiencing difficulties with their learning. We use a staged model of intervention to provide the most appropriate support. This support will usually be given in the classroom situation. Appropriate support can be provided through classroom differentiation, in tutorials by our East Ayrshire Support Team (EAST) Teacher and by our classrooms assistants. We have a range of ICT software which is used to support pupils with specific areas of difficulty. Where appropriate Individual Childs Plans or an Individual Learning Plan will be devised. Every effort is made to meet the individual needs of all children.

When it's difficult to meet any child's needs within the classroom setting we seek support from a number of outside agencies, such as Educational Psychologist, School Nurse, Speech and Language Service and Hearing Impairment Service.

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 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 the council's website, or individual copies are available in school. Mediation and advocacy services are also available.

Any worries/concerns should be discussed with the class teacher in the first instance or discussed with Mrs Kelly (Acting HT).

Additional Support Needs – Education Psychologist Support

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 Day

- The school day usually begins at 9.00am and ends at 3.00pm. This session, P1/2/3 begin at 8.55am and finish at 2.55pm
- Playtime is 10.45-11am and lunch is 12.15-1.00pm.

School Holidays

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2020/2021					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service) Pupils return	Tuesday 11 August 2020 Wednesday 12 August 2020		
		***Holiday *Local Holiday *Local Holiday	Thursday 17 September 2020 Friday 18 September 2020 Monday 21 September 2020	1 2	
		Close Teachers (In Service) Pupils return	Friday 9 October 2020 Monday 19 October 2020 Tuesday 20 October 2020	7	
		***Close	Friday 18 December 2020		86
Second	Mid Term	Re-open	Wednesday 6 January 2021	16	
		Close Local Holiday Teachers (In Service) Teachers (In Service) Pupils return	Friday 12 February 2021 Monday 15 February 2021 Tuesday 16 February 2021 Wednesday 17 February 2021 Thursday 18 February 2021	17	
		Close	Thursday 1 April 2021		147
		Re-open	Monday 19 April 2021	28	
Third		Local Holiday (May Day) **Teachers (In Service)	Monday 3 May 2021 Thursday 6 May 2021	29	
		Local Holiday Pupils return	Monday 31 May 2021 Tuesday 1 June 2021	30	
		Close	Friday 25 June 2021	66	195
		<p><i>*Subject to change in alignment with Gold Cup weekend.</i> <i>** Parliamentary Election.</i> <i>***Additional days agreed following consultation as a result of Covid 19.</i></p> <p>Session 2021/2022: Teachers (In Service) – Tuesday 17 August 2021 Teachers (In Service) - Wednesday 18 August 2021 Pupils Return – Thursday 19 August 2021</p> <p><i>Good Friday - 2 April 2021</i></p>			

Staff

Acting Head Teacher Mrs Laura Kelly

Class Teachers

P1/2/3 Miss Aynsley Weir

P4/5 Miss Rachel Wallace

P6/7 Miss Stacey Campbell

NCCT Teachers

Covering P1-7 Miss Wendy Kenmuir

Clerical and Support Staff

Senior Clerical Mrs Moira McGhee

Classroom Assistant Mrs Mhairi Casey

Janitorial Staff

Janitor Mrs May Lochrie

Catering Staff

Catering Assistant Mrs Marisa Dick

Attendance and late coming

We appreciate the difficulties around the morning school run however when children arrive late to school they miss the introduction to lessons and disrupt the learning of others. Good time keeping is a skill for life. We want everyone to have a positive start to the day so we are encouraging children to arrive timeously in order to maximise their learning and foster good habits.

All parents/carers must phone the school office on 01290 551496 to report an absence. The office is staffed between 8.30am- 3.30pm.

If parents wish to communicate any information to the school via electronic means, please use the 'Contact the School' section within the app. This email address is monitored daily.

Positive behaviour

East Ayrshire Council is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and is given by all of its children, young people, staff and parents/carers. A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on the “Respectful Relationships” anti-bullying behaviour policy, which outlines guidance and procedures for establishments.

Sorn Primary is committed to providing a safe and supportive environment for all our children. This is achieved through close co-operative working between children, staff and parents.

There may be times when your child feels that they are being bullied. It is most important that parents/carers who are concerned about possible bullying should contact the establishment at the earliest opportunity to discuss the problem. This discussion will focus on the action which will be taken and how your child can be supported.

Positive behaviour is promoted through our House Points system where children are allocated a house on entering the school. All pupils compete for House Points through class work, behaviour, attitude to work and being respectful to others. House points are tallied weekly with a running total being announced each week, normally at assembly.

School uniform

Our school vision is **‘It’s up to you, build your future!’** and part of being ready to learn is coming to school in uniform. The school uniform consists of navy skirt or trousers or a tartan kilt, white shirt, white polo shirt, purple and gold tie, navy sweatshirt/jumper with school badge, purple fleece and black shoes, which should be worn to school daily. Please write your child’s name and class on **all** of their belongings to avoid things being left in lost property.

As children have 2 hours of PE each week, it would be helpful if you would provide a gym bag (with the child’s name) and a gym kit. This bag is kept in school and goes home each term. For health & Safety reasons, NO jewellery is permitted during PE.

Security and Visitors

Visitors to the school are asked to approach by the door marked Main Entrance and ring the entry bell. Once identification is complete, visitors are asked to sign the Visitors’ Book at reception and wear a visitor badge. Currently, with additional measures in place, we ask that any visitors to the school call the school office for entry into the building.

The Janitor is out in the playground supervising pupils at break times and lunchtimes. Gates are always closed to ensure pupils remain within the school grounds. Our classroom assistant is also present at break and lunch times with the Head Teacher supporting in the playground wherever possible.

Visitors are requested to park in the street, well away from the zigzag lines unless by prior arrangement, when the janitor can supervise parking and unloading of goods.

Homework

At present, homework is issued on the class blog for pupils to complete on a weekly basis. The main aspects of homework is to consolidate learning in literacy, numeracy and other areas within the curriculum. More information on individual class homework can be found on the class blogs.

Lunches

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 children.

Children who require a specific diet based on sound medical reasons will be catered for but parents/carers should contact the school and notify the Head teacher of the specific requirement. Children are also welcome to bring their own packed lunch if they would prefer.

All school lunches are booked at home via ParentPay, including P1-3 who are entitled to free school meals. You can now order, amend or cancel school lunches until 8am on the day the meal is required. If your child is absent from school you can login before 8am and cancel the lunch booking to avoid being charged for the meal.

Questions and concerns/complaints handling

If you have any questions about your child or any of the work/homework they receive please speak to the class teacher in the first instance. This can be done informally at the end of the school day or by contacting the school to arrange a phone appointment. Further to this, or for issues not relating to the class, or if you are unhappy or require further support with a concern or complaint please arrange to speak to Mrs Kelly (Acting HT).

Emergency Procedures

In the event of an emergency affecting Sorn Primary School, we have well-established procedures in place to inform parents/carers:

- **Group Texts** are sent out to parents to advise of an emergency. Parents should ensure the school/centre office always have an up to date mobile phone number to enable automatic contact via text messaging.
- **School App** (Primary School App) – notifications are also issued via the school app to advise of an emergency.
- **Twitter** - In the event of an emergency, the school will also issue updates via Twitter [@EACsornPS](https://twitter.com/EACsornPS) .
- Education Head Quarters also work closely with **Westsound Radio** (DAB 11B, MW 1035) and **West FM** (96.7, 97.5 and 106.7) and statements and updates are issued frequently.

We understand an emergency can be a very stressful time and phone lines are often used by emergency services, so it's important that we try and keep lines clear.

As parents, you are advised that **before** telephoning your child's educational establishment, you should first check the Council webpage, for news and announcements: www.east-ayrshire.gov.uk . You can also check the **Facebook** page: www.facebook.com/eastayrshire/ or, **Twitter**: [East Ayrshire Twitter](#)

Illness or accident during school hours

If your child feels unwell during class they should tell the class teacher/practitioner and, where necessary, a first aider will be called to attend. If we do need to send your child home, we will contact you to make arrangements.

Your child should not go home without permission and pupils who are being sent home due to illness must be picked up by a parent, or other responsible adult (e.g. a relative).

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Services, parents or the designated emergency contact will be informed.

Administration of medication

If your child requires medicine to be administered during the school day you must complete an administration of medicine form at the office. The medication must be brought into school by an adult.

Data Protection

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools.

All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the *Data Controller* and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child's progress.
- Providing appropriate care.
- Assessing how well the school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

- To other schools/centres if you move away.
- To the Scottish Qualifications Authority for examination entries.
- To the Scottish Government and its agencies.

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12.

To do this, please contact the Council's Freedom of Information Officer on 01563 576094, or email: FreedomOfInformation@east-ayrshire.gov.uk . A fee may be charged for this service.

SECTION 4

The Curriculum

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

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 health & wellbeing; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts.

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging. www.youngscot.org (learners) www.parentzonescotland.gov.uk (parents and carers) www.sqa.org.uk (information on qualifications) www.hmie.gov.uk (standards, inspections) www.ltscotland.org.uk (teaching practice and support) www.engageforeducation.org (share ideas and questions about education) www.scotland.gov.uk/cfeinaction (real-life examples).

The Curriculum for Excellence recognises 8 key areas of the curriculum within the Primary School. These include:

- English Language/ Modern Languages
- Mathematics
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious and Moral Education
- Expressive Arts

Literacy and English

Reading, Writing, Talking and Listening skills are developed according to progression outlined in Curriculum for Excellence and East Ayrshire Progression Frameworks, with individual children progressing at their own learning rate. We aim to offer our pupils a variety of reading and language experiences to develop their skills and enhance their enjoyment of the written and spoken word. Much work in reading and literacy is experienced across all areas of the curriculum and can be taught in the context of Environmental Studies topics which are covered throughout the year. Nevertheless, each aspect of literacy is dealt with in its own context using published resources as well as school devised and teacher devised materials.

Reading

Across the school we use the Oxford Reading Tree and Literacy World schemes which combines reading with structured story-telling and observation. Non-fiction texts have also been introduced. Across the school phonic skills are taught through the East Ayrshire Active Literacy Programme (ALP), with P1 using elements of Jolly Phonics, along with a variety of practical materials.

Classes also use a variety of novels and novels from the Active Literacy Programme. We also use a variety of non-fiction texts and a series of texts covering different genres of literature. Further books are available for children with particular needs and we use the online Giglets reading resource to give pupils access to a variety of texts at home.

Spoken and written literacy work accompanies some of these texts to aid comprehension and language skills. Our aim is to give the pupils a wide experience of reading and language activity, extending their reading and thinking skills. Oral reading is a part of that experience, as are comprehension, prediction and other associated skills. Dictionary work is also covered throughout all stages.

Writing

Our aim is to equip the child with experience of different styles of writing e.g. reporting, story-writing, note-taking, poetry, functional writing and knowledge of correct use of language, including spelling. These are taught through teacher-devised ideas and through specific published texts and programmes. Within our writing methodology, EAC progression planners and VCOP is used throughout the school.

A variety of resources provides stimulus for imaginative and other types of writing and guidance in the direction and usage of language. Outlets for children's writing and ideas are encouraged by use of wall display, letters, competitions and class blogs.

Spelling is taught both in context with other work and as a skill in its own right paying attention to rules and word patterns.

We also use word banks, thesaurus and dictionaries to encourage the habit of checking and to provide differentiated work for varying ability levels within a class.

Handwriting

Nelson Handwriting progression frameworks are used across the school, laying emphasis on fluency of joining letters to create a legible and efficient style.

Listening and Talking

At all stages much important work is done through the spoken word. The writing programme uses conversation and children's descriptions of their drawings as a basis for writing. The reading programme also uses speaking and listening as a basis for language, and therefore reading development. Practical and play activities depend on the development of speaking and listening skills.

Throughout the school, discussion work in pairs, groups or in class continue to develop skills in speaking through topic work, reading work, poetry, drama, oral reporting and debating.

Modern Languages

At Sorn Primary School the modern language taught across the school is French. There is a strong emphasis on practical activities, pupil participation and language games in the course, along with some written work.

Mathematics

Mathematics and Numeracy play a major role in everyday life. The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity. Children and young people will most effectively develop their numeracy through cumulative growth in their understanding of key concepts and the application of their skills in new contexts.

The statements of experiences and outcomes do not have ceilings, so that all children and young people can be challenged at an appropriate level. Collaboration with colleagues in relation to East Ayrshire Progression Frameworks will encourage a shared understanding of expectations of standards as well as effective learning and teaching within numeracy.

At Sorn Primary school Number Talks is used to develop strategies for completing calculations mentally. Teachers plan their lessons using a variety of resources to support learning including, TeeJay, Heinemann, Numicon, the schools own numeracy resources and Outdoor Learning opportunities.

The computer is a valuable resource and learning tool in Mathematics. Learning programmes have been devised using PCs, consolidating the processes of learning. 'Education City', 'Sumdog' and problem solving software are also used to enhance the work.

Health & Wellbeing

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and of all of those in the educational communities to which they belong. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Earrings and body piercing jewellery must not be worn for any PE-related activity.

Sorn Primary is a Health Promoting establishment and we follow the East Ayrshire Progression Frameworks for Health and Wellbeing which includes Substance Misuse awareness. Parents are informed when any sensitive aspects of learning such as Relationships, Sexual Health and Parenthood (RSHP) are being discussed with their child's class via the school App. We also offer parent RSHP workshops prior to the learning taking place in class so parents are aware of the content of lessons.

Our curriculum will continue to evolve and as it does we involve the children, staff, parents/carers and relevant partners and other agencies in our curriculum developments. This will be achieved through house assemblies, pupil groups including our Pupil Council, pupil focus groups, parent council, parent workshops, parent questionnaires, school newsletters and through our social media activities.

Religious and Moral Education

Through a variety of activities children explore different cultures, especially through the use of stories and music. They also become involved in celebrating religious and cultural festivals from Christianity and other world religions.

We promote consideration for others and encourage the children to begin to develop a sense of fairness and justice. We try to foster in our children the belief that each one of us is unique and special in our own way and that we should value and respect differences.

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global.

If a parent wishes to withdraw their child from any religious observance activity, this can be accommodated by contacting the Head Teacher where alternative provision will be made.

Parents from different religious communities may wish their children to be absent in order to celebrate religious events. Such occasions will be supported by the establishment. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

SECTION 5

For the latest Standard and Quality Report which highlights the main achievements and how we have improved standards in relation to literacy and numeracy and health and wellbeing over the past 12 months, please see the school website. Please also see the school website for our School Improvement Plan:

<https://blogs.glowscotland.org.uk/ea/sornpsexternalsite2017/school-information-and-documents/standards-and-qualities-report/>

Further information on the establishment's performance at local and national level can be obtained via Parentzone:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

SECTION 6

Assessment

AifL (Assessment is for Learning) assessment approaches are being embedded in Sorn Primary. The main message here is that assessment is not just about formal tests but a means for children to assess their own work and that of their peers.

Assessment is an ongoing process and is the means of obtaining information which allows teachers to make professional judgements about pupils' progress and involving pupils and parents in shared learning intentions. The starting point for this is the curriculum and the processes of learning and teaching. Assessment is about determining what a pupil is actually achieving in relation to expectations of attainment, and then drawing conclusions from that comparison and planning next steps in learning. Effective assessment will improve the quality of learning and teaching.

Teachers input tracking information termly using the East Ayrshire online tool. This information is then discussed with the Head Teacher at tracking meetings and used to plan interventions and supports. Pupils have regular learning conversations with their teachers to discuss progress and set targets. Pupils also have formal learning conversations with the Head Teacher termly to discuss the teaching and learning in their class.

Reporting to Parents

We issue reports at the end of the school year in Term 4, and have Parent Conferences throughout the year, when pupils' progress can be discussed with the class teacher. The pupil report gives details of progress made and next steps to develop skills.