



St Andrew's School & Early Childhood Centre

Grassyards Road

Kilmarnock

KA3 7SL

Telephone No:	01563 549549
Email:	standrewsprimary&ecc@glowschools.org.uk uk
School Blog:	
Twitter:	
School App:	
Denominational Status (if any):	Roman Catholic
School Roll:	Early Years (age 3 – 5) Primary 1 – Primary 7
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

A Message from the Head teacher

It is with this above statement in mind that I would like to welcome you to St Andrew's Primary School & Early Childhood Centre. Thank you for taking the time and trouble to enquire about our establishment.

As part of the St Joseph's Academy Campus, we are fortunate to be in the unique position to be able to provide, for our learners, a seamless transition from Early Years Education to Primary and then on to Secondary Education. We have developed close working partnerships with St Joseph's which enhances the learning experiences of our children while maintaining our own unique identity and ethos.

We are extremely proud of our establishment which provides a quality educational environment which is in keeping with the demands of our 21st century learners.

We are also very proud of our children, our staff and parents who, together, have created the positive, warm, welcoming ethos which permeates our successful establishment. We make full use of the excellent facilities here and the state of the art IT equipment, to enhance our children's learning experiences.

To help us achieve these goals, we have the support of our parents, carers and the wider community. If you would like to look round St Andrew's and meet the staff and children who make our establishment a happy and successful learning environment you would be made most welcome. Please telephone the main office to arrange a visit.

We all look forward to meeting you.

Yours sincerely

Ann Murray

Mrs Ann Murray
Head Teacher

Vision & Values

In St. Andrew's Primary School and Early Childhood Centre, we provide stimulating, challenging, relevant and enjoyable experiences. Through their experiences, all of our children will develop skills for life and realise their full potential.

Within the primary school, our philosophy is founded in the Catholic faith and guided by The Charter for Catholic Schools in Scotland.

Our aims for all are to:

- Provide a welcoming ethos
- Foster a love of learning
- Provide a nurturing environment
- Create a community of friendship based on mutual respect

We aim to live out our Gospel Values of: TRUTH, HOPE & FAITH in our daily actions

Play together,
Learn together,
Grow together

We foster a love of learning and ensure that every child achieves his or her full potential. We are on a journey to excellence, which means we will continue to place due emphasis on the core skills of Literacy and Numeracy, while seeking opportunities to enhance the Health and Wellbeing of every child –within and beyond the school day – to create confident, successful, effective and responsible members of our community.

Our school ethos is underpinned by the Catholic Faith and based on equality of opportunity and putting our faith into action by promoting the Gospel Values. We are committed to applying the principles of Nurture across the whole school. This is reflected in our Promoting Positive Behaviour and Relationships Policy which is based upon the 6 principles.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

We celebrate pupils' achievements in a variety of ways including 'Pupil of the Week', 'wow walls' and our Personal Learning Plans (P1-3 My Special Book, P4-7 My Learning Journey). Each class has a bespoke reward system that suits the needs and interests of the class.

All staff at St Andrew's aim to provide a broad, progressive and coherent education which caters for the whole child in an environment which is both secure and caring.

Parent/ Carer Involvement

We welcome support from Parents and Carers and have hosted many successful events where class share the learning with their families. We seek parental views on a number of key issues throughout the year and act upon feedback. Information can be found through the school website or app. We are further developing our use of technology to communicate and support learning at home.

We have a very supportive Parent Council who meet regularly. Our current chair of the Parent Council is Mrs Paula Reid. The Parent Council can be contacted via email at pcstandrew@aol.com

We host two parents' evening in the school year (usually September and March), where parents and teachers discuss progress across the curriculum. An end of year report is issued in June. Personal Learning Plans or My Special Book is shared regularly with families. SLT are available to discuss progress at any point throughout the year.

Section 2

Transition from Early Years to Primary One will be co-ordinated by Mrs Elizabeth Hastings (DHT) who will contact each child's nursery prior to them starting Primary One. She will liaise with Centre staff and design a smooth transition process. This process involves;

- Visits to the child's Early Years Centre (or alternative contact due to Covid restrictions)
- Meeting with the child's key worker
- Inviting the child to induction days at their new school
- Sharing of information e.g. pupil profiles from Early Years Centre etc.
- Come and Play Days

Due to current restrictions this list may be amended to suit.

Mrs Elizabeth Hastings (DHT) is charged with the responsibility for the transition process for pupils leaving Primary 7 and entering into S1. Pupils are normally transferred between the ages of 11 years 6 months and 12 years 6 months, so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Children from St Andrew's Primary normally transfer to:

St Joseph's Academy
Grassyards Road
Kilmarnock
KA3 7SL
Tel: 01563 526144

We have a small number of pupils who transition to other secondary schools within the authority. Pupils are supported to attend their transition events as we are notified.

For pupils with an identified additional support need, in consultation with the parent, pupil, and class teacher and if necessary the educational psychologist, an extended transition programme may be put in place. This will provide the individual child with a greater period of time to adjust as part of the transition process and enable them to work closely with the pastoral care team at St Joseph's Academy.

Senior Leadership Team

Mrs A. Murray – Head Teacher 0.8

Mrs E. Hastings – Head Teacher 0.2 Depute Head 0.8 (Currently Acting HT)

Mrs K. Watt – Depute Head Teacher of Inclusion (Acting)

Middle Leadership

Miss L. McGhee – Principal Teacher (Acting)

Mrs B. Gibb – Principal Teacher

Miss R. Watson – Principal Teacher of Nurture (Acting)

Teaching staff

P1B - Mrs B. Shanks

P1S – Miss S. Monaghan

P2P – Mrs P. Campbell

P2/3 – Mrs P. Howie

P3V – Mrs V. Devlin

P3/4 – Miss E. McCorquordale

P4A – Mrs A. Taylor

P4/5 – Mr D. Crawford

P5R – Mr R. Lewis

P5/6 – Mrs C. Gilmour / Mrs A. Ramani

P6B – Mrs B. Gibb

P6/7 – Miss K. Campbell

P7L – Miss L. Williamson

P7R – Mrs L. Reid

NCCT - Miss M. McCluskey

Mrs K. Young

Education Recovery – Ms S McMullen

Support for Learning – provided by EAST

- Mrs D. Green
- Mrs R O'Hare
- Mrs L Wilson
- Mrs A. Henderson

Early Childhood Centre

- Mrs L Rankin (Senior Lead Early Years Practitioner)
- Mrs L Cowan (Early Years Practitioner)
- Mrs G Lennon (Early Years Practitioner)
- Mrs C Murtagh (Early Years Practitioner)
- Mrs K Kirkwood (Early Years Practitioner)
- Mrs H Mitchell (Early Years Practitioner)
- Mrs L McCarter (Early Years Practitioner)
- Mrs J Stewart (Early Years Practitioner)
- Mrs E Bell (Early Years Practitioner)
- Ms M Andrews (Early Years Practitioner)
- Ms E Wilson (Early Years Practitioner)

Classroom Assistants

- Mrs A. Black
- Mrs C. Bias
- Ms V. Cooper
- Mrs A. McCloskey
- Mrs S. Paterson
- Mrs M. Snaith
- Ms E. Demir

Support Staff

- Mrs L. Dickson (Senior Clerical Assistant)
- Mrs E Templeton (Clerical Assistant)
- Miss M. Jenkins (Clerical Assistant)
- Mr J. Douglas (Catering Manager)
- Fr S. McGratten (School Chaplain)
- Fr M. Chambers (School Chaplain)
- PC S. Dempster (Campus Cop)

Should you require to contact a member of staff please telephone the school office and ask to speak to a member of the SLT. Alternatively, you can email your concerns to:

ann.murray@eastayrshire.org.uk

elizabeth.hastings@eastayrshire.org.uk

karlyn.watt@eastayrshire.org.uk

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 significant 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 education 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.

Children and young people who have been identified as having additional support needs will be supported through a Child's Plan which may include an individual support plan (ISP) or a Co-ordinated Support Plan (CSP).

In line with legislation, parents/carers/children and young people will be fully consulted at all stages. 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.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice. Please contact the school or the Administration Manager, Civic Centre South, Civic Centre, John Dickie Street, KA1 1HW

We would however, in the first instance, encourage you to contact Mrs Elizabeth Hastings, DHT, who has responsibility for additional support for learning. The school has access to an Educational Psychologist (Dr Denise Malcolm) and works closely with colleagues in the E.A.S.T (East Ayrshire Support Team) as well as this we have access to Speech and Language Therapy, Occupational Therapy and English as and Additional Language Teachers.

In addition, we have a Principal Teacher of Nurture, who, as well as working with staff to develop Nurturing Principles across the school, will support individual pupils when necessary. This session we have nurture provision within our Umbrella Room where Miss Watson is able to provide timetabled support throughout the week for small groups of children.

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. 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.

Section 3

School Day

8.50am	P4/5 - P7 Start
9.00am	P1- P4A Start
10.10am –10.25am	P7 Break
10.15 am –10.30am	P4/5 – P6 Break
10.35am –10.50am	P1-P4A Break
11.55am –12.40pm	P3/4-P7 Lunch
12.45pm –1.30pm	P1-P3V Lunch
2.50pm	P4/5 -P7 Finish
3.00pm	P1-P4A Finish

Good attendance and timekeeping is an important aspect of developing a positive work attitude. We operate procedures within East Ayrshire Guidelines for monitoring levels of attendance. You will be contacted if your child falls below expected standards and asked to help improve your child's attendance and timekeeping.

If your child is going to be absent from school, it is essential that you inform the school by contacting the school office. There is the option to leave a message on the school answer phone which is checked daily.

Behaviour

At St. Andrew's Primary, we have high expectations regarding positive behaviour and work hard, in partnership with parents to ensure standards are maintained. We have a Promoting Positive Behaviour and Relationships Policy that outlines the steps we take. We recognise that there are a number of pupils who require support with behaviour and are continually working as a team and with colleagues in East Ayrshire to develop and implement strategies. Further information on our policy can be found on the school website.

Anti-bullying

We want every child in East Ayrshire to grow up free from bullying behaviour and we're fully committed to making sure children and young people become confident individuals and responsible citizens.

We take bullying very seriously and work to prevent it.

Should an incidence of bullying occur, we will respond quickly and effectively. You can find more information on our Respectful Relationships Policy at: <https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Anti-Bullying.asp>

Uniform

ECC

A blue sweatshirt and polo shirt are available to purchase from local suppliers should you wish. This is not a requirement.

Primary School

St Andrew's Primary School uniform colours are red and grey/silver.

Grey trouser/skirt

White shirt with school tie

Grey Polo shirt

Red sweatshirt/ jumper/ cardigan

Black shoes

Security/ Visitors

The safety of our children and young people is of paramount importance.

Our school is fitted with a secure entry system, access to the main teaching blocks within the campus can only be done so with the necessary swipe card.

On arrival at our school, all visitors must press the buzzer and speak to the office staff.

Our entrance has security cameras as has most areas of the school building.

Visitors should report to the school office where they will be welcomed and asked to sign the visitor's book. A staff member will then escort you to the area of the school that you require.

On departure visitors must sign out.

In the interests of safety and security staff reserve the right to stop anyone and ask them for identification and the purpose for their visit.

All visitors must ensure that their visitors badge remains visible at ALL times. We kindly ask that you return your visitors badge to the school office on departure.

Homework

Homework fosters independence, self-reliance, self-esteem, co-operation and responsibility and life- long learning. It is an essential part of primary education as it re-enforces what children learn in school. It provides a link between teacher and parent and encourages parental involvement in their child's education.

In general, homework is meant to be achievable by a child working on their own to the best of their ability. It is normally prepared by the teacher in class. It can be used to practice what is done in school or can be designed to challenge children's ability and provide opportunities for creativity.

Homework is set at the beginning of the week and expected to be returned on set days as communicated by the school. Further information regarding homework can be found on the school website. We are developing ways of using digital platforms to share homework with families. We aim to offer opportunities for pupils and families who may require support with this aspect.

This session we are taking part in The National Numeracy Parental Engagement Programme. Each pupil has a Scrapbook and each week has a problem solving task to work through at home with parents. The aim is to raise awareness of maths and numeracy teaching and improve parental involvement in maths and numeracy learning.

Duration of Homework

The following are guidelines for time spent on homework. Different children will complete the same homework in different lengths of time. Time spent will vary from day to day and also from the beginning to the end of the school year. It is important to remember that it is the quality and not the quantity of homework that matters. The following are general guidelines:

P.1-3 0-20 minutes

P.4/5 20 to 30 minutes

P.6/7 30 to 50 minutes

Towards the end of Primary 7 it's important not to drastically reduce the amount of homework given to pupils. The transition to secondary school often involves a huge increase in the amount of homework.

School Lunch

Normally, the Primary School access the Dinner Hall which is located in St Joseph's Academy street area. Pupils may purchase a lunch from the school canteen. Funds should be uploaded through Parent Pay. Please contact the school office for more information on Parent Pay. Pupils may also bring a packed lunch. We encourage families to ensure that packed lunches contain a balanced diet. During Covid restrictions, all classes eat lunch in their classroom, delivered by catering staff

All children in primaries 1 to 4 are entitled to a free school meal.

Making Contact / Parental Complaints

St Andrew's Primary School & ECC actively employs a policy of continuous improvement. Parents, pupils and staff are regularly consulted on the services and provisions that we provide and how these can continue to improve.

We welcome any feedback or comment that will assist us in providing the best possible experiences and opportunities for all of our learners.

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

At St Andrew's Primary School and Early Childhood Centre we foster an environment where parents and carers are encouraged to share their concerns about the welfare or progress of your child/children.

Parents who have concerns about their child's wellbeing are asked to arrange an appointment with a member of the Senior Leadership Team. This can be done by contacting the school office.

It can be helpful when making an appointment to briefly outline what you wish to discuss, this will allow the SLT to provide you with relevant information and quicken the pace at which your concern is addressed.

Curriculum

In St Andrew's Early Childhood Centre we operate two curriculums; Birth to three years and Curriculum for Excellence (covering the ante pre-school year onwards).

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families, Replaces Birth to Three: Supporting our Youngest Children.

Babies and very young children need to be loved and cared for. However, they also need opportunities to play, develop and learn in a safe and stimulating environment.

The national guidance acknowledges the significance of the period before birth in terms of influencing children's future outcomes and reflects the principles and philosophy which underpin the Early Years Framework and Curriculum for Excellence. The guidance highlights the importance of attachment and atonement for young children to their parents and carers. It emphasises that all adults working with Scotland's youngest children recognise that they have an important role to play in implementing the Early Years Framework, through giving all children the responsive care, support and respect which they need and which they deserve.

Additional information about the curriculum provision within St Andrew's Early Childhood Centre can be obtained by making an appointment at the school office to speak with a member of the Senior Leadership Team.

Outdoor learning is a major part of our curriculum provision. If possible children are outdoors every day where they will have the opportunity to experience the unique and special nature of being outdoors.

The children will have the opportunity to experience a wide range of activities while outdoors from Transient Art to planting flowers and vegetables. They will also have the opportunity to cycle, run, jump, kick and throw balls which will help develop their gross motor skills.

We hope the enjoyment of this wide selection of regular open-air activities lays the foundation of a lifelong habit of seeking enjoyment out of doors.

Curriculum for Excellence is the education system in Scotland. It includes early years, 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 thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

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.

Curricular Components

In St Andrew's Primary School we follow the values and principles for the curriculum as set out in 'A Curriculum for Excellence'. We encourage our pupils to develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

It affirms that ACfE is for all young people in all educational settings and that it should support them in a range of ways which helps them to maximize their potential. At the heart lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. These are the four capacities.

It defines the scope of the new curriculum as extending beyond subjects to include:

- The ethos and life of the school
- Curriculum areas and subjects
- Interdisciplinary projects and studies
- Opportunities for wider achievement

Children and young people enjoy making progress and find satisfaction in meeting the challenges posed by a curriculum that engages, stimulates and motivates them.

In St Andrew's we recognise that children and young people progress at different rates and we have a great focus of teaching the skills of literacy and numeracy to ensure they are prepared for their future lives.

The Curriculum is organised under the following headings:

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

Teachers plan exciting and challenging inter disciplinary studies where each of the curriculum areas makes its own unique contribution to developing the four capacities of children and young people. Teachers have much more freedom to teach in innovative and creative ways.

The aims of A Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become:

- Successful Learners through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.
- Confident Individuals through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risks.
- Responsible Citizens through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

Effective Contributors through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, respecting the opinion of others.

In St Andrew's we are already thinking imaginatively about how experiences and outcomes might be organised in new and creative ways e.g. through wider, cross curricular and interdisciplinary work.

In our establishment, assessment is an integral part of learning and teaching. Teachers use assessment practices which involve high quality interactions with children based on thoughtful questions, careful listening and reflective responses which help children to achieve their aims and to develop their learning and thinking skills.

Active Learning - In St Andrew's we are working on Active Learning in order to support our children's development.

Active Learning engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigation and exploring
- Events and life experiences
- Focused learning and teaching

Supported when necessary through sensitive intervention to support or extend learning. Curriculum can be enriched and developed through play.

Literacy

Language development is a priority, developing the skills of reading, writing, talking and listening helps children achieve and communicate a greater understanding of the subjects within the establishment curriculum and the wider context of society.

Our programmes support children in all aspects of language, helping them to understand, analyse, critically respond to, and create spoken, written and visual communications.

We use an East Ayrshire programme called Active Literacy Programme which is a skill based programme from Primary 1 – 7. We have a variety of resources that aid in the implementation. These are reviewed on a regular basis.

Children are encouraged to read for enjoyment, there is a vast array of fiction and non-fiction books available. Children from primary four upwards are encouraged to take books home to read as often as possible. We also have a campus library where children can take time to enjoy reading from a selection of books.

Numeracy & Mathematics

Numeracy and Mathematics covers the following central themes –

- Problem Solving
- Information Handling
- Number Processes
- Money and Measurement
- Shape Position and Movement

A plethora of practical apparatus is used to support children's understanding of mathematical concepts. An important part of every math's lesson is the class interactive session which develops each child's mental agility. There are a variety of core resources that enable us to ensure a level of consistency, breadth, balance, progression and coherence across the numeracy curriculum. There is a structured numeracy homework programme available to support the learning taking place within the classroom. Teachers also make effective use of ICT in the delivery of Numeracy and Mathematics Lessons.

Heinemann Active Maths promotes an active approach to the delivery of the core numeracy skills and teachers use a variety of online resources to promote active involvement in maths and numeracy. Part of our numeracy and mathematics programme is Financial Education.

Endeavouring to ensure that our children and young people have a strong knowledge of finance we have incorporated financial education into our numeracy programme.

Health & Wellbeing

The guidelines are based on interconnected themes of physical health, emotional health and social health. Physical health explores physical factors in relation to our health and looking after ourselves. Emotional health explores emotions, feelings and mental health and how these affect us and our relationships. Social health explores interactions of the individual, the community and the environment in relation to health and safety.

We work in partnerships with other agencies e.g School Nursing team, NHS, Police Scotland to provide relevant learning opportunities.

Physical Education is essential to the growth and developments of our pupils. It offers opportunities for the development of physical competence, social skills, fitness and a healthy lifestyle. It is for this reason that we encourage all of our pupils to take part in physical education. We ask that all parents support their child's health and wellbeing by ensuring that they have an appropriate gym kit with them on their designated gym days.

Each class will experience two sessions of physical activity per week, some of which will be linked with their outdoor learning programme. At St Andrew's we have strong links within the community and often bring skilled expert coaches to work with our classes as part of their physical education programme. In the interest of health and safety there are specific guidelines in regard to appropriate clothing and the wearing of jewellery;

For indoor activities, pupils should wear shorts, plain t-shirts and gym shoes or clean training shoes. For outdoor activities pupils are advised to bring tracksuit or jogging bottoms, a warm sweatshirt, extra socks and suitable outdoor trainers. Rain jackets, hats and gloves should be worn when appropriate.

Please note that pupils will not be permitted to wear any jewellery during PE lessons, extra-curricular activities or school based activity. This includes all piercings, rings, watches and wrist accessories. If pupils are wearing jewellery that cannot be removed they will be given a non-practical task to complete during PE lessons.

Through the daily life in the classroom, good habits will be encouraged which will promote healthy living. Our Active Schools coordinator is Mr Mark Devlin. Mr Devlin organises and leads a plethora of games and activities over the course of the year for our pupils.

Daily tooth brushing has been established for all of our ECC and primary one children. We have an annual health promotion week and throughout the year have regular workshops that have a health promoting focus. Our afterschool clubs have an excellent attendance rate.

Personal and Social Development is grouped together and taught throughout the year as short study topics. Topics include, but are not limited to, Decision making, Keeping Safe, Respect for Self and Others, Rights and responsibilities, Racism. These topics are strategically planned and taught taking into account previous learning and the age appropriateness of the content.

In the teaching of sex education we use the programme authorised by the Catholic church – ‘God’s Loving Plan’. Sex education is taught at primary 6 and primary 7. Parents are consulted prior to the programme commencing regarding the content of the programme.

We aim to provide experiences for our pupils that will give them the opportunity to:

- Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences;
- Develop tolerance and respect and a willingness to co-operate and share with others;
- Develop skills in working independently and taking responsibility for their own learning
- Develop the confidence to show initiative and imagination

Social Subjects

Social subjects is the name given to the group of subjects better known as – History, Geography and Modern Studies. Social Subjects are normally not taught as individual subjects but as part of an interdisciplinary approach, for example, through the Vikings children will explore the Geography, History etc associated.

In line with guidance from A Curriculum For Excellence, understanding the environment is important to every individual and to the community at large and it is the task of the school to structure this learning so that pupils develop:

- Knowledge and understanding of the important principles and ideas of social subjects, science and technology.
- A range of skills that will enhance their capacity for critical thinking and problem solving within social, scientific and technological contexts.
- Informed values and attitudes towards the environment through relating their learning to the real world and to themselves.

Pupils will therefore be able to take better-informed decisions and to act in ways that are sensitive to environmental issues and consistent with the idea of sustainable development. Similarly, Social Studies provides important opportunities for pupils to develop an understanding at local and global levels of their rights and responsibilities, the importance of active citizenship and the central concepts of equity in a democratic, fair and caring multicultural society.

Expressive Arts

Expressive Arts includes Art & Design, Music and Drama. The programmes are based on guidelines from A Curriculum for Excellence.

Art & Design promotes discovery and understanding of ideas and feelings and provide a means of expressing those visually. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate and gain insight. They use materials creatively in their work and experience the uses/effects of a wide range of media.

Drama develops in the children the use of imaginative play to explore order and make sense of themselves and the world about them.

Music is an important part of social culture. Within our school curriculum, we aim to develop music to enrich the lives of individual pupils and promote their personal, intellectual and social growth. The school also offers, on a limited availability, instrument tuition (percussion, keyboard and brass).

Technology

Our school has state of the art ICT equipment both as tools for learning for the children and for staff to use in the implementation of lessons. We endeavour to use ICT to enhance the quality of learning and teaching programmes. ICT permeates the entire curriculum. We have a structured programme of computer skill focused learning which has been designed by East Ayrshire which we use throughout the school. These skills include word processing, media manipulation, spread sheets, graphic skills, electronic communication and safe use of the internet.

Promethean boards are provided in all teaching spaces to support and ensure quality learning and teaching is being supported by technology.

We aim to teach our pupils the necessary skills within ICT that will ensure they can transfer these skills across all areas of the curriculum and indeed in their future education and throughout their lives.

RERC

In St Andrew's Primary, religious education is taught through a variety of resources but mainly a programme call 'This is Our Faith'. Children also explore the world's major religions and approaches to living, which are independent of religious belief. In St Andrew's we focus on Christianity, Islam and Judaism which are taught as part of an integrated R.E. programme from primary 3 to primary 7. Primary one and two are taught Christianity only.

As a staff we believe that our Catholic faith permeates all aspects of school life. We try to develop a love of justice which promotes right attitudes to courtesy, care, bullying, discrimination and intolerance. There is an emphasis on the moral basis of the curriculum. There is a commitment to excellence in teaching and learning based on the quality of relationships, between the teachers and learners. There is a focus on the individual which resists both elitism and uniformity and which opposes stereotyping and generalisation. We celebrate the efforts and achievements of all. Catholic education is concerned with the total development of individuals to their full potential. Please read carefully 'A Charter for Catholic Schools'.

Whilst St Andrew's Primary School is Roman Catholic by denomination, we welcome other faiths into our school community. We hope that all members of our school community engage in all areas of the curriculum including religious instruction and observance. However, alternative arrangements can be made for those parents who wish to exercise the right to withdraw their child. In this case an appointment to discuss alternative arrangements for your child should be made with the Head Teacher.

Parents from other religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Outdoor Learning

Curriculum for Excellence offers opportunities for all children and young people to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, in Scotland's countryside or in wilder environments. Such experiences inspire passion, motivating our children and young people to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. Parents will be requested to give consent to this regular localised outdoor learning once at the beginning of each school session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that pupils come adequately prepared. However, it is the parents'/carers' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

Extra-Curricular Activities

At St Andrew's Primary we are fortunate that many of our staff give up their free time to organise and deliver a whole range of activities out with teaching hours. Information about individual clubs will be shared via our website, newsletter or Facebook page. In partnership with Ayrshire College and the Active Schools Team we are able to offer a varied programme of events across term 2, 3 and 4 of the school year.

Assessment

Pupils in St. Andrew's Primary School and Early Childhood Centre benefit from a variety of methods to assess progress.

Within the ECC, staff use their professional judgement on a daily basis to observe and monitor learners. This is supported through more formal methods of assessment including using the Leuvs' scale for learner engagement and the ELLAT (Early Language and Literacy Awareness Test). This information is used to track pupil progress in meetings with the Early Years team.

Similarly, within the Primary, pupils are assessed on an ongoing basis, using a variety of evidence to track progress. Assessment opportunities are planned for when beginning new units of work. Other, more formal, opportunities may be implemented to identify support needs or confirm teacher judgements. These may be done in partnership with the East Ayrshire Support Team. For example,

Highland Literacy Screening Process

Quest Testing

WRAT Testing

We also use the SNSA (Scottish National Standardised Assessment) at key stages of P1, P4 and P7.