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Head Teacher's Welcome

Welcome

On behalf of everyone at Abbey Primary and Early Years Class, I would like to welcome you and your child to our school. We are very proud of our school and the achievements of our whole school community and hope that you, and your child, will enjoy your time with us.

Abbey is known as a caring school with a nurturing and positive learning environment, where the main focus is to support ALL children through their learning journey to enable them to reach their full potential - no limits! The ethos throughout the school is achieved by dedicated, hard-working staff, enthusiastic and creative children and supportive and caring parents/carers.

We recognise and appreciate, at all times, that to achieve the best for our pupils and early years children requires a team effort, and, through working together, we can do just that. The school community as a whole acknowledges that everyone has a part to play and staff and children take on additional roles and responsibilities to not only develop themselves as individuals but also the school and everyone within it.

We value the support and contributions of parents/carers and hope we can work together to ensure our children become confident and successful in all aspects of their education and personal development. The school offers many opportunities for you to meet with your child’s teacher / key worker throughout the session and to be fully involved in their learning.

I hope you find our handbook informative and useful. We pride ourselves in our 'open door' policy so if you have any questions, concerns or would like further information, please do not hesitate to contact me.

I look forward to meeting and working with you, and your child, and hope that you soon feel a welcomed member of Abbey’s school community.

Susan Hamilton
Headteacher
OUR SCHOOL

Abbey Primary is a well-established, non-denominational school situated in the centre of the town of Kilwinning.

The main building is almost 100 years old and, with the additional extensions over the years, it now boasts some of the best facilities available in any North Ayrshire school. We have two gyms, which can be opened into a games’ hall size area (one doubles as the dining room at lunchtime), a stage area, a general-purpose room, a cookery / dining room and a library area. The infant and upper school playgrounds are separate and the large car park area at the front of the school doubles up as a space for lunchtime football.

We have a large grassed area for outdoor sports and nature work, including a poly tunnel, raised beds and an outdoor classroom.

We are very proud of our school and the learning environment we can provide with indoor and outdoor facilities. Our aim is at all times to ensure our learning and teaching is of the highest quality, meeting all children’s needs within a stimulating and nurturing environment.
Education and Youth Employment Directorate
What We Want To Achieve

Our Overall Aim

Ensuring people have the right skills for learning, life and work.

Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people
- High quality learning and teaching is taking place in our establishments
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams
- Levels of attainment and achievement are improving for all learners
- High numbers of our young people are entering positive and sustained post-school destinations
Section 1: School Information

Abbey Primary And Early Years Class

What We Want To Achieve

Vision, Aims and Values

At Abbey Primary School our vision is:

Everyone can achieve – no limits!

This vision is embodied in our school’s aims:

- To provide a nurturing environment, based on inclusion and equality, to allow all learners to achieve their full potential
- For ALL voices to be heard and respected
- To provide our learners with high quality, enriching learning experiences in which they can achieve success
- To have high expectations of involvement and achievement for our children, staff and community
- To work together to create a community that “gets it right” and provides the best possible opportunities for our children.

Our values guide the way we work.

Together we will recognise and promote:

- Respect
- Listening to one another
- Compassion and understanding
- Enthusiasm for learning
- Partnership working
General Information

School Contact Details
Address         Abbey Primary School    Telephone   01294 552251
                Claremont Crescent   Fax No      01294 550525
                Kilwinning
                KA13 7HD
Glow blog (website) blogs.glowscotland.org.uk/na/abbeyprimaryschool
twitter        @abbeyprimarysch

Present Roll
Primary         290 pupils     Capacity 339 pupils
Early Years Class   68 pupils     Capacity 80 pupils

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.

There are at present 12 classes covering from Primary 1 to Primary 7, and our Early
Years class, providing 1140 hours of early learning and childcare in flexible attendance
patterns to suit individual families’ needs.

School Staff

Headteacher     Mrs S Hamilton
Principal Teacher Mr A Falconer
Depute Headteacher Miss A Haines

Roll
P1a     Miss C Diamond     23
P1b/2a   Mrs R Maitland   19
P2b     Mrs K Richards   25
P3a     Mrs K Blackwood  23
P3b     Mrs J Muir   23
P4a     Mrs T McGowan   25
Orchard Room teacher Mrs K Murray
PEF teacher Mrs E Doherty
Pupil support teacher Miss A Breen
Reading Recovery teacher Mrs E Brown

Roll
P4b     Mrs B McCrindle  21
P5a     Miss A Shepherd  27
P5b/6a   Mrs P Norwood  23
P6b     Mrs C McIntyre  29
P6c/7a   Miss M Morgan  22
P7b     Mrs M Muir    31

Early Years Team
Early Years Manager Mrs I Sweeney
Senior Early Years Practitioner Miss L Kane
Early Years Practitioners Miss J Beggs, Miss A McLean, Mrs K McQuade,
Mrs J Beveridge, Mrs A McMillan, Miss C McMillan,
Mrs C Convery, Miss A Ramzen, Mrs L Jackson

Classroom Assistants - Mrs A Cameron, Mrs L Duffy, Mrs A Hillier, Mrs L Andrews,
Mrs J Bertram, Mrs S Mason, Mrs J Withers, Miss C McKenna and Miss A Young

Clerical Assistants - Mrs N Carson, Mrs L Ralston and Mrs S Shiels
Janitor - Mr R Coia
School Day

**School hours**
- **Morning**: 9.00am - 12.30pm
- **Mid Morning Interval**: 10.45am - 11.00am
- **Afternoon**: 1.30pm - 3.15pm

**Early Years hours**
- **Full day**: 8.00am - 5.55pm
- **Morning session**: 8.00am - 12.45pm
- **Afternoon session**: 1.15pm - 5.55pm

School Holidays and In-Service Dates 2019/2020

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<td>School re-opens</td>
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<td><strong>In-service Day 5</strong></td>
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<td>School re-opens</td>
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<td><strong>Summer Holiday</strong></td>
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Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of Abbey Primary that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Positive Relationships

Abbey Primary School is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

Abbey's Behaviour Code was agreed with all stakeholders to ensure the safety and well-being of all and parents are asked to support the school fully in this matter. Classroom behaviour must be good enough to allow teachers to teach and pupils to learn. Good behaviour is encouraged through reward systems within each class.

All children are encouraged to be proud of their achievements. A 4 weekly cycle of awards at assembly helps children of all abilities to achieve i.e. Well Done Awards, Literacy Award, Numeracy Award and an award for displaying one of the four capacities. This is recorded in the Awards book and the successful children have photographs taken which are displayed on the Achievement boards for a week. Outside achievements are recognised in class and at assemblies.
**Playground Supervision**

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Abbey Primary’s policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day will have accommodation allocated to them within the school during inclement weather.

**Wet Weather Arrangements**

In general children are allowed into the classrooms at playtime and lunchtime if the weather is inclement.

Pupils are not normally admitted into school before 9.00 am. We realise that some pupils like to come earlier, but we would ask you not to send your child before 8.45 am. If the weather is particularly unfavourable then from 8.45am the children will be able to enter the building by their usual entrance. The children will then be supervised by members of staff in the gym halls before going to class at the bell.

At the end of the school day, we would encourage parents to use the shelters in bad weather. The children will then be dismissed from the exit by their class teacher.

**Absence From School Premises At Breaks**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils’ safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents’ agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through the main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.
School Dress Code

It is the policy of North Ayrshire Council to support a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after discussion with parents, pupils and the Parent Council. North Ayrshire Council, and we at Abbey, believe that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit as well as a decrease in bullying and expense for parents.

Our school uniform is:–

1. School shirt & tie or
2. School/Plain sky blue or white polo shirt with
3. School/Plain navy sweatshirt.
4. Plain grey/navy trousers or skirt.

The expectation is that all pupils wear their school uniform every day.

*All items of clothing should be clearly labelled with the child's name in case of loss.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances either for reasons of safety, decency or discipline.

Types of clothing which will not be allowed include:–

Clothes which are a health or safety risk.
Clothes which may damage the school building.
Clothes which may provoke other pupils.
Clothes which are offensive or indecent.
Clothes which encourage the use of alcohol or tobacco.

Unacceptable school dress in addition to that listed above is:–

Any sportswear - T-shirts, trousers, tops or football colours.
Any clothing emblazoned with 'big brand' names; e.g. Adidas, Reebok etc.
Denim clothing.
Highly patterned tops, jumpers, skirts and trousers.

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.
**Dress Code for PE**

It is very important for health and safety reasons and comfort of your child, that gym shoes, shorts and a T-shirt be worn for physical education.

At Abbey we have our own P.E. kit which consists of a pale blue t-shirt and navy shorts which come in a small bag. Inexpensive black plimsolls are much better than trainers for PE. Long hair should be tied back.

**Personal Belongings**

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil’s clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

*Parents should note that the authority does not carry insurance to cover the loss of such items.*

**Earrings**

Earrings can be dangerous in a school environment. If you wish your child to wear them, please ensure that stud-type ones are worn, as other kinds are too easily caught up in hair or clothing when children are working or playing together. Earrings should be removed or covered with an adhesive dressing for PE lessons.

**Umbrellas**

These are also dangerous in a school playground as there are always children rushing about and it is too easy for someone to be poked in the eye. For this reason, umbrellas are not allowed in the playground.

**Mobile Phones**

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils who require to bring a mobile phone to school should hand it into the school office at the beginning of the day and collect it from the office at the end of the day.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of school discipline or a serious incident, which could be referred to the police.
School Meals

We operate a cafeteria system where children may have a choice of hot meals, snacks, filled rolls or sandwiches, drinks, home baking, desserts or fruit. The meals are planned to offer a healthy diet for the children.

Entry to the lunch hall is on a rota system designed to provide the best possible service with no discriminations. Parents should note that provision is made for pupils who require a special diet. Please contact the school office if you wish to discuss your child's needs.

Parents can make online payments using a very secure website called ParentPay. www.parentpay.com You have a secure online account, activated using a unique activation username and password. Payments should always be made in advance of meals being taken.

Children in Primary 1 – 3 and children of parents receiving job seeker's allowance or income support are entitled to a free midday meal. Those children in receipt of free midday meal will have this allocation credited to their account.

Accommodation is available for those who prefer packed lunches. Parents are asked to ensure that containers are safe, suitable for the purpose and have the child's name clearly shown on the outside. All rubbish will be taken home. Fizzy drinks in cans and bottles should not be brought to school as these can cause an accident e.g. cuts from cans or broken glass.

Information in Emergencies

At Abbey Primary we make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

It may be necessary, on rare occasions, to close the school at short notice. The school will make every effort to contact parents or emergency contacts. It would be helpful should an emergency arise that your child (each child, for it may not be possible to connect brothers and sisters) should know where to go in an emergency.
Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the SPSO to consider it. We’ll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.
Section 3: Educational Grants:
Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants
Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker’s Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council’s Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving job seeker’s allowance or income support are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: ALL pupils in P1-3 are entitled to a free school meal, which includes milk.

Other than P1-P3 pupils, only those children whose parents receive job seeker’s allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.
School Transport Policy

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council’s limits (see above section). It is the parents’ responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents’ responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council’s School Transport Policy:

Section 4: Registration and Enrolment

Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and summer terms.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents should make every effort to contact the school before 9.30am to inform us of pupil’s absence. As well as giving the reason for absence, it would be helpful to indicate how long the pupil may be off school.

In the interest of ensuring our pupils’ safety the school will telephone the home of any pupil whose absence is unexplained by 9.30am. If there is no explanation from the child’s parents, the absence will be regarded as unauthorised.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.
Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel, if necessary.

**Structure of Classes**

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary. This means that Head Teachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2 – P3, and 33 in P4 -7. In a composite class, the maximum number is 25.
Transfer to Secondary School

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Abbey Primary School is an associated primary school of:

Kilwinning Academy

Address: Dalry Road, Kilwinning

Tele No: 01294 551316

Head Teacher: Mr Tim Swan

Parents are fully informed and involved in the transition process. Excellent P7/S1 transition arrangements are in place with the children having various opportunities to work in Kilwinning Academy with cluster schools and KA staff. The culmination of this process is an outdoor residential trip with the pupils being accompanied by staff from both Kilwinning Academy and the five primaries. These initiatives enable the P7 pupils to meet, work and socialise with their new S1 peers. Enhanced transition arrangements are made for pupils who have additional support needs.

Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.
Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s “learning journey” from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy - the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life.

It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.
There is a variety of ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed.

**Curriculum for Excellence: The Capacities**

- **Successful learners**
  - with:
    - enthusiasm and motivation for learning
    - determination to reach high standards of achievement
    - openness to new thinking and ideas
  - and able to:
    - use literacy, communication and numeracy skills
    - use technology for learning
    - think creatively and independently
    - learn independently and as part of a group
    - make reasoned evaluations
    - link and apply different kinds of learning in new situations.

- **Confident individuals**
  - with:
    - self-respect
    - a sense of physical, mental and emotional wellbeing
    - secure values and beliefs
    - ambition
  - and able to:
    - relate to others and manage themselves
    - pursue a healthy and active lifestyle
    - be self-aware
    - develop and communicate their own beliefs and view of the world
    - live as independently as they can
    - assess risk and make informed decisions
    - achieve success in different areas of activity.

- **Responsible citizens**
  - with:
    - respect for others
    - commitment to participate responsibly in political, economic, social and cultural life
  - and able to:
    - develop knowledge and understanding of the world and Scotland’s place in it
    - understand different beliefs and cultures
    - make informed choices and decisions
    - evaluate environmental, scientific and technological issues
    - develop informed, ethical views of complex issues.

- **Effective contributors**
  - with:
    - an enterprising attitude
    - resilience
    - self-reliance
  - and able to:
    - communicate in different ways and in different settings
    - work in partnership and in teams
    - take the initiative and lead
    - apply critical thinking and new contexts
    - create and develop
    - solve problems.

Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

Extra-Curricular Activities

A variety of extra curricular activities/clubs may be offered during the school year including: football, gardening, netball, STEM, athletics, art, tennis, badminton and gymnastics. Some of these clubs are pupil led at lunchtimes as part of our Abbey Ambassadorship programme.
The school always welcomes the help and support of any parent who is able to offer an extra curricular activity.

Assessment and Reporting

Assessing Children’s Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their class mates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children’s progress throughout the BGE (Early – S3) is based on teachers’ views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments
are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school. As a parent, you continue to have a key role in helping your child to learn. Your child’s teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child’s learning at home.

Invitations to parents to visit the school to discuss their child’s progress and set targets with the class teacher are made three times per session in October, March and May. These meetings include the parents/carers, pupil and teacher who will discuss the child’s progress together and agree learning goals. A written report will be sent out in June.

**Homework**

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child’s progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school’s policy on homework and discipline

It is the policy of Abbey Primary that homework should be given to every child from Primary 1 to Primary 7, Monday - Thursday. No homework of any kind will be issued on a Friday.

Every child is issued with a homework diary which details work to be undertaken and a timescale for completion. It also contains information about the school and your child’s learning. It should be seen as a link between home and school and as such should reflect the varied work being undertaken by the child in class. Only work in which the child is confident will be completed out with the support of the teacher.

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.

In the early and middle stages oral reading should be practised regularly at home whereas in the upper primary, where children are competent in the mechanics of
reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.

Spelling is also an important part of homework from P3 onwards (although some children may be asked to practise even earlier). Math’s homework will be given to consolidate understanding and proficiency at all stages of the school.

From time to time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

If work has to be sent home due to sustained lack of effort parents will be informed, in advance, and will have had a chance to speak to the class teacher so that he/she can outline the difficulties being experienced.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work.

**Supporting Your Child**

There are many ways parents can support the school and help their child to make progress.

**Pre-School**

- Provide your child with materials to stimulate interest e.g., books, paints, crayons, scissors, construction materials (lego), dough etc.

- Let your child assist you in your daily tasks and discuss what you are doing e.g. setting out enough cutlery for the family; putting away and sorting out the shopping; baking- collecting and weighing the ingredients.

- Teach your child to dress/undress himself (don’t worry if shoelaces and anorak zips are too difficult).

- Read stories together and recite nursery rhymes.

- Count steps, lamp-posts, gates etc. up to ten.

- Use words like on, under, high, low, big, little, small, middle, in front of, behind etc., and help your child to understand meanings.
At School

- Continue to read to your child for as long as is comfortable for both of you.
- Encourage your child to make use of the local library.
- Set aside a quiet place and time for homework.
- Discuss schoolwork, homework and targets.
- Ensure that your child gets enough sleep.
- Let the school know if you feel your child is worried about something.

All of these suggestions (and I'm sure you can add many more) will help your child to feel that home and school are in partnership and will assist both child and teacher to get the best from each other.
Section 6: School Improvement

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school’s self evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents. Both of these documents can be found on the school’s website - blogs.glowscotland.org.uk/na/abbeyprimary school

Improvement Plan for Abbey Primary 2018-19

Our School Improvement Plan sets out our priorities and the activities we will be undertaking as a school over the current session.

This session our priorities will be:
- Raising attainment in writing across the school
- Introducing Reading Recovery for identified children
- Raising attainment in numeracy and mathematics, building on the work from last session, as well as focusing on teacher and pupil confidence
- Enhancing the health and wellbeing of the whole school community
- Extending our Early Years Provision to 1140 hours
Attainment and Achievements

North Ayrshire ask us to monitor our children’s progress in reading, writing, listening and talking as well as numeracy and maths. They ask us to look particularly at children who have reached the end of the Early, First and Second levels: P1, P4 and P7. Comparing our assessment results from 2017 to 2018 there is an improving trend across the school in reading, and numeracy and mathematics. The results show a ‘dip’ at Primary 4 in writing although our P7 results have improved. As a result, writing across the school will be a key focus in this session’s improvement plan.

Last session was another busy year for us. All classes were able to take part in a wide variety of trips and competitions and had access to visitors to extend and develop related learning. Highlights included Primary 4 who participated in workshops from the Royal Scottish National Orchestra as well as visiting Glasgow’s Concert Hall to hear them play, P4-7 outing to a badminton festival at the Emirates Stadium and our Primary 6 and 7 classes who worked with Scottish Opera to perform “Dragons of the Western Sea”.

The school continues to offer a range of after-school clubs. Our football, netball, dance and athletics teams took part in local competitions and were very successful. Our Netball Team won the Kilwinning Primary School Netball League and our football team are the Kilwinning Cluster Champions. Our gymnastics team travelled to Perth to take part in “Gymfest” and had a fabulous day.

The Primary 7 Ambassadors programme encourages our P7 pupils to take on additional responsibilities across the school. This includes organising lunch time clubs for our P1-P3 pupils. Successful pupils are awarded the title of Abbey Ambassador!

Children at all stages are involved in school committees. These include the Pupil Council, the Junior Road Safety team, the Eco group and the Rights Respecting Schools group.
A number of our children (and families) have been supported through Place2Be, helping them to develop their ability to cope with life’s challenges as they grow. Children can request an appointment to speak to someone at playtime or lunchtime through Place2Talk; identified children receive 1-1 counselling in our Place2Be room; staff can ask for advice and help through Place2Think. All of these services have had a very positive impact within the school.

Our children have been successful in national and local competitions. These included: The Primary Engineer Challenge - where our P6 team were runners up; The Scottish Engineering Leaders Award - where two of our P7 children had their work displayed at the Barony Hall, Glasgow. Teams participated in the Rotary Quiz and the Euro Quiz and selected children took part in the Kilwinning Burns Competition.

We have provided opportunities to develop our young workforce during our STEM (Science, Technology, Engineering, Maths) Week, Health Week and Careers’ Day.

Several children from across the school attend instrumental tuition and one of our pupils won first place in the Ayrshire Music Festival Classical Competition.

We continue to support selected charities including the local Food Bank, Poppy Scotland and Sports Relief.

We are proud of how well all our children are progressing at Abbey PS.
Section 7: Support for your Child

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010
The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

http://www.gov.scot/Publications/2012/02/7679/3
Child Protection

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.

Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.
Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

**Additional Support for Learning**

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have ‘additional support needs’. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

**The Additional Support for Learning Act**
Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.

- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in consultation, collaborative assessment and planning interventions for your child after you agree to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.
The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:


Dispute Resolution Procedures

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support
The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning
   
   Website: http://enquire.org.uk/
   Helpline: 0345 123 2303
   Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance
   
   Website: http://www.siaa.org.uk/
   Telephone: 0131 260 5380
   Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre
   
   Website: http://www.sclc.org.uk/
   Telephone: 0131 667 6333
   Email: enquiries@sclc.org.uk
The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

**The eight indicators of wellbeing (SHANARRI)**

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<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
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<tr>
<td>Active</td>
<td>Respected</td>
<td>Responsible</td>
<td>Included</td>
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</table>

**Why we have to get it right for every child**

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to www.girfecna.co.uk
Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for all children.

Your child’s school/ Early Years Centre has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school/ centre takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school/ early years may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more:

http://www.northayr-edpsychs.co.uk/
Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals’ data.


We may also share or receive an individual’s personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals’ have legal rights under the data protection legislation including the right of access. Further details can be found in the Council’s Privacy Policy at:

Medical and Health Care

Medical examinations are carried out at various times during a child’s primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately.

For this reason it is important that the school has contact details for parents / carers and an additional contact person in case parents / carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent’s responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

**In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents / carers will be notified immediately.**
Section 8: Parental Involvement

Parental Engagement and Involvement

North Ayrshire Council Positive Family Partnership Strategy

NAC Parental Involvement Strategy

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

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<th>Groups of learners</th>
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<tr>
<td>Written reports/tracking reports</td>
<td>Assemblies</td>
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<td>Learning conversations with pupil/teacher/parent/carer</td>
<td>Open day events</td>
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<tr>
<td>Pupil reflections on their learning in logs</td>
<td>School concerts/shows</td>
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<td>Parent/carer consultation/Parents' Social media</td>
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Meetings involving parent/teacher/pupil, as appropriate

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<tr>
<td>Home/school diaries</td>
<td>Curriculum workshops led by children and young people and staff</td>
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<td>Profiling activities</td>
<td>Parent Council meetings</td>
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<tr>
<td>Learning walls and displays</td>
<td>School/class newsletters</td>
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</table>

**Parent Council**

The *Scottish Schools (Parental Involvement) Act 2006* aims to encourage and support more parents to become involved in their child’s education.

**The main aims of the Act are to:**

- Help parents become more involved in their child’s education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child’s school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

**The objectives of the Parent Council are:**

- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the Headteacher and Depute Headteacher of the school.

**Abbey Primary School has a Parent Council:**

**Office Bearers are:**

Chairperson: Mrs J Lennon  
Secretary: Miss S Wright  
Treasurer: Miss A Walsh

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Headteacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.
Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education. Furthermore, the website has details about schools including performance data for school leavers from S4–S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at https://education.gov.scot/parentzone.

Reports to Parents

Parents’ meetings with teachers are held in school three times a year, in October, March and May. Completed reports are issued to parents annually in June and will contain information regarding their child’s attainment and achievements. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

Pupil's homework jotters are used to keep parents informed of children's individual targets for literacy, numeracy and health and well-being as well as other curricular areas. Parents are fully involved in setting targets for their child and encouraged to comment on their children's achievements.
Abbey Pupil Committees

There are several pupil led committees where children across the school have the opportunity to lead change. These include the Pupil Council, Rights Respecting Schools Committee, Eco School Committee and the Junior Road Safety Committee.

Abbey Primary School Pupil

Junior Road Safety Committee

Rights Respecting Schools Committee

Eco Committee
Section 9:

Pupil Data Collection and Protection Policies

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by
  - publishing statistical publications and additional tables about School Education
  - providing school level information

Data policy
Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect
of individuals. Data is held securely and no information on individual pupils can or would
be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used
for statistical and research purposes only.

Your data protection rights
Any sharing or linkage of data will be done under the strict control of Scottish
Government, and will be consistent with their data policy and the National Data Linkage
Guiding Principles. Decisions on the sharing or linkage of data will be taken in
consultation with relevant colleagues and individuals within and outwith Scottish
Government as part of a Data Access Panel. At all times the rights of the individual
(children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices

Concerns
If you have any concerns about the ScotXed data collections you can email the Data
Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
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