Contents

Head Teacher Introduction ................................................................. 4

Education and Youth Employment Directorate..................................................... 5

- Directorate Aims and Priorities .................................................. 5

Section 1: School Information ............................................................... 6

- School Contact Details (Address, Telephone, Email, Fax ....................... 6
- School Vision, Values and Aims .................................................. 7
- School Staff ............................................................................. 8
- School Calendar/Holidays .......................................................... 9

Section 2: School Procedures ................................................................. 10

- School Security ........................................................................ 10
- Positive Relationships ............................................................... 10
- Playground Supervision ............................................................ 10
- Absence from School Premises at Breaks ...................................... 10-11
- School Dress Code ................................................................. 11
- Personal Belongings ................................................................. 11
- Dress Code for PE .................................................................. 12
- Mobile Phones ...................................................................... 12
- Information in Emergencies ...................................................... 12
- Listening and Learning ............................................................ 12-13

Section 3: Footwear, Clothing, Free School Meals and Transport............... 14

- Footwear and Clothing Grants .................................................. 14
- Free School Meals .................................................................. 14
- School Transport Policy ........................................................... 14-15

Section 4: School Registration, Enrolment and Attendance......................... 16

- Registration and Enrolment ...................................................... 16
- Attendance at School ................................................................ 16
- Structure of Classes ................................................................. 17
- Transfer to Secondary School .................................................... 17

Section 5: Curriculum for Excellence......................................................... 18

- Curriculum for Excellence ....................................................... 18
- The Capacities ...................................................................... 19
- Curriculum Areas .................................................................. 20-23
- Extra-Curricular Activities  24
- Assessment and Reporting  25
- Homework  25-26

Section 6: School Improvement ..........................................................................

- S&Q Report/Improvement Plan  27-28

Section 7: Support for your Child......................................................................

- Equalities  29
- Equality Act 2010  29
- Child Protection  29
- Inclusion  30
- Additional Support for Learning  31-32
- Dispute Resolution Procedures  32
- Further Support  32
- GIRFEC  33
- Psychological Services  33-34
- Data Protection  34
- Medical and Health Care  35

Section 8: Parental Involvement ......................................................................

- Parental Engagement and Involvement  36
- Reports to Parents  36
- Home School Links  37
- Parent Council  37-38
- School Committees  38

Section 9: Pupil Data Collection and Protection Policies.................................

- Data Policy  39
- Data protection Rights  40
- Concerns  40

Appendix 1: Important Contacts  41
Head Teacher Introduction

Dear Parents / Carers and Pupils,

Welcome and thank you for choosing Dykesmains Primary School.

I am pleased to be able to introduce you to some aspects of Dykesmains Primary in advance of your joining the school community. The school is non-denominational and serves the Saltcoats area. We are involved in Eco Schools and are currently working towards our seventh green flag. We have achieved our Rights Respecting Schools Silver Award, Gold Sport Scotland Award and our Fair Active Award.

I know that your child’s education is important to you and I encourage you to use every opportunity to become involved with the school and to work in partnership with the school staff to ensure we maximize every child’s potential. School life is about much more than just academic achievement. At Dykesmains we value the whole child, supporting individual achievements and encouraging each child to value him/herself as well as others, to develop interpersonal skills, to contribute to the ethos of caring and sharing and to take pride in the school and the achievement of fellow pupils.

School and Individual achievements are celebrated regularly in class and during weekly assemblies. Pupils are often photographed and achievements displayed on our walls, in slide shows and sometimes within our Twitter /Website and local newspaper. Ultimately, through Curriculum for Excellence we aim to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens.

The purpose of this handbook is to provide you with as much general information as possible. Details on specific issues and events are sent to you regularly by newsletter via your child or by text/Twitter, so please check school bags daily! Ongoing information about the school can be found on the School Twitter site.

Finally, please be assured that my staff and I will endeavour to make your child’s time in Dykesmains happy, enjoyable and worthwhile. Please do not hesitate to contact the school should you require further clarification on any aspects of the handbook.

Yours sincerely

Joan E Mackenzie

Joan E Mackenzie (Mrs)

Head Teacher
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

School Name: Dykesmains Primary

Address: Simpson Drive, Saltcoats KA21 6EX

Telephone Number: 01294 461354
Fax Number: 01294 471413
Web address: https://blogs.glowscotland.org.uk/na/dykesmainsprimary/
We update our website across the session adding our Standards and Quality Report, some policies and practical information to help parents access information.

Twitter: @DykesmainsPS
E-mail: Dykesmains@ea.n-ayrshire.sch.uk

Agreed Capacity of the school: 466
Current Roll: 255
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 the classes are organized

Stages covered: Primary 1 - Primary 7
The school is non-denominational and co-educational.
Easy access and toilet facilities are available for the disabled.

Transition Arrangements – Dykesmains works closely together with our partnership early years establishments, secondary school personnel and parents to ensure a smooth transition for all pupils. Individual arrangements are made to support any pupils with additional support needs.
Associated Secondary School: Ardrossan Academy
Sorbie Road
Ardrossan
KA22 8AR
01294 461931

Cluster Primary Schools: Stanley, West Kilbride and Winton.
Community facilities are available in the school for the evenings.
Applications should be made to the North Ayrshire Council Community Facilities and Resources Team.

THE SCHOOL DAY (CURRENT SESSION 2018/19)
Breakfast club 8.00-8.45am
Start of morning classes 9.00am
Interval 10.40-10.55am
Lunch 12.30-1.15pm
End of classes 3.00pm
School Vision, Values and Aims

Our Vision

Dykesmains Primary School strives to conquer by being a welcoming and motivational school that nurtures and develops life skills. We work as a community to support pupils to learn transferable skills for life learning so that they can be as successful as they can be.

Our Values

Our Values spell out the word FREACH.
Friendly
Respectful
Encouraging
Approachable
Caring
Honest

Our Aims
1 To create a safe, healthy and welcoming school.
2 To ensure our children feel happy and secure within our community.
3 To support children and families educationally, emotionally and socially.
4 To provide a wide variety of opportunities and experiences to enable us to maximise each child’s potential.
5 To encourage our children to be independent & take responsibility for their own learning.
6 To equip our children with the knowledge and skills to make healthy choices now and in the future.
School Staff (Session August 2018 - June 2019)

Head Teacher
Mrs J Mackenzie

Depute Head Teacher
Ms E Gribben

Principal Teacher/ P2/3
Mrs L Gibson

Teaching Staff
- Mrs K Renton P7A
- Miss C Hannah P7B
- Miss N Schofield P6
- Mrs K Drennan P5A
- Mrs C McDiarmid P5B
- Mrs C Moran P4
- Miss L Hynd P3
- Miss A Boyle P2/3
- Mrs L Gibson/ Mrs R Wright P2/3
- Miss L McManus P2
- Miss G Adrain P1

NCCT/ PEF
- Miss L Telford
- Mr R Main

Pupil Support
- Mrs K Hamilton

Early Years Practitioner
- Miss N Campbell

Clerical Assistants
- Mrs E Mitchell
- Mrs A. Logue

Classroom Assistants
- Mrs E McClymont
- Mrs J McLaughlin
- Mrs J Miller
- Mrs L Pirrie
- Mrs E Sillars
- Mr P Monan

Janitor
- Ms S Lissenden

Cleaning Supervisor
- Ms L Gibson

Catering Manageress

SCHOOL ROLL

255 (as at December 2018)

The current role for each year group is
- P1 22
- P2 34
- P3 51
- P4 29
- P5 26
- P6 33
- P7 36
School Holidays and In-Service Dates 2019/2020

The dates for the session **2019 / 2020** are as follows:
(All dates inclusive)

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Pupils Return</th>
<th>Monday 19th August 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-service Day</td>
<td>Monday 23rd September 2019</td>
</tr>
<tr>
<td></td>
<td>Holiday</td>
<td>Monday 14th October 2019 to Friday 18th October 2019</td>
</tr>
<tr>
<td></td>
<td>In-service Day</td>
<td>Monday 21st October 2019</td>
</tr>
<tr>
<td>Term 2</td>
<td>Pupils return</td>
<td>Tuesday 22nd October 2019</td>
</tr>
<tr>
<td></td>
<td>Local Holiday</td>
<td>Friday 15th November 2019</td>
</tr>
<tr>
<td></td>
<td>Local Holiday</td>
<td>Monday 18th November 2019</td>
</tr>
<tr>
<td></td>
<td>Christmas/New Year</td>
<td>Monday 23rd December 2019 to Friday 3rd January 2020</td>
</tr>
<tr>
<td>Term 3</td>
<td>Teachers/pupils return</td>
<td>Monday 6th January 2020</td>
</tr>
<tr>
<td></td>
<td>Local Holiday</td>
<td>Friday 7th February 2020</td>
</tr>
<tr>
<td></td>
<td>Local Holiday</td>
<td>Monday 10th February 2020</td>
</tr>
<tr>
<td></td>
<td>In-Service Day</td>
<td>Tuesday 11th February 2020</td>
</tr>
<tr>
<td></td>
<td>Pupils Return</td>
<td>Wednesday 12th February 2020</td>
</tr>
<tr>
<td></td>
<td>Easter Holiday</td>
<td>Monday 6th April 2020 to Friday 17th April 2020</td>
</tr>
<tr>
<td>Term 4</td>
<td>Teachers/Pupils return</td>
<td>Monday 20th April 2020</td>
</tr>
<tr>
<td></td>
<td>May Day</td>
<td>Monday 4th May 2020</td>
</tr>
<tr>
<td></td>
<td>Local Holiday</td>
<td>Monday 25th May 2020</td>
</tr>
<tr>
<td></td>
<td>In-service Day</td>
<td>Tuesday 26th May 2020</td>
</tr>
<tr>
<td></td>
<td>School Closes</td>
<td>Friday 26th June 2020 at 1pm</td>
</tr>
</tbody>
</table>
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 the school 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
The 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.

The school has a code of conduct to ensure the safety and well being of all and parents are asked to support the school fully in this matter.

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. Our 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 have accommodation allocated to them within the school during inclement weather.

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 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 the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

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, for reasons of safety, decency or wellbeing.

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

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

**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.*

11
Dress Code for PE
For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back.

School Meals
Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school.

There are arrangements in place for children who would prefer to eat a packed lunch.

Mobile Phones
While the benefits of mobile phones are recognised, they can be a serious distraction to work. At Dykesmains we request that children sign in their phones to the office in the morning and then collect them at the end of the day. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

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

Information in Emergencies
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.

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: School Registration, Enrolment and Attendance

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 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. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

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 School Inclusion Worker investigates unexplained absence, and 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. Dykesmains Primary School is an associated primary school of:

**Ardrossan Academy,**
**Sorbie Road,**
**Ardrossan.**
**KA22 8AR.**
**Tele No: 01294 461931**

During their time in P7, pupils are taken to Ardrossan Academy as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements that 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 are new 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 overleaf.
Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.
Curriculum Areas

The curriculum areas are the organisers for setting out the experience and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The curriculum areas are:

- Literacy and Language
- Numeracy and Mathematics
- Social Studies
- Sciences
- Technologies
- Health and wellbeing
- Expressive Arts
- Religious and moral education

Experiences & Outcomes

Between the ages of 3 and 18 children progress through various levels of experiences and outcomes beginning at early level through to fourth level during secondary education. It is important to recognise that children work and progress at their own pace. Outdoor Learning is promoted across most areas of the curriculum.

Literacy / Language

Language is at the centre of pupils’ learning because it is through language that they gain their knowledge and many of their skills. A high priority is, therefore, placed on developing pupils’ ability to communicate effectively. The experiences and outcomes for English Language identify the four outcomes of language as Listening, Talking, Reading and Writing.

Pupils are taught to listen carefully and reflectively, to talk fluently and confidently, to read with understanding, enthusiasm and enjoyment and to write expressively and functionally, using appropriate vocabulary, grammar, punctuation and structure with accuracy. Presentation is also valued highly, with children being encouraged to take pride in their work and achieve high standards.

In Dykesmains Primary school we promote the learning and teaching of language through Bug Club, WordAware, Literacy Evolve, Synthetic Phonics, Rhyme World, Group novels, Write to the Top writing philosophy, Nelson Spelling, Grammar and Handwriting and Models for Writing. Language development, however, takes place across all areas of the curriculum through selective use of commercial materials.

Spanish is taught to children throughout the school from Primary 1 to Primary 7 and French is also taught to the pupils of Primary 5 to Primary 7.
Numeracy / Mathematics

The experiences and outcomes for Numeracy and Mathematics identified by a Curriculum for Excellence are:

Information Handling which deals with the gathering, organizing, display and use of facts and figures, this involves pupils in such activities as doing surveys, using diagrams and tables, making graphs and using spread sheets and databases.

Number, Money and Measurement in which pupils learn to add, subtract, multiply and divide in a variety of contexts. They also learn to use money, work with time, and investigate length, weight, area and volume.

Shape, Position and Movement in which pupils learn about geometric shapes, symmetry, angles and compass directions.

Problem Solving and Enquiry Skills, which are developed, as pupils are encouraged to consider, question and explain the work they are doing in mathematics.

Pupils are given practice in mental calculations and using calculators, iPads and computers, as well as working on paper, so that they may extend their ability to calculate.

TJ and the North Ayrshire Numeracy Framework are our main resources although many other methods are used as required for extension or reinforcement. Our programme places great importance on practical activities ICT use and on Interactive Mental Maths.

Social Studies

In Social Studies, Science and Technologies pupils learn about the world in which they live, acquire a wide range of skills with which to investigate and understand their environment and develop informed attitudes to social and environmental issues.

Social Subjects in which pupils look at societies in different times (history) and in different places (geography). They will also study how communities are organised and operate. These are entitled People, Past Events and Society: People, Place and Environment, and People in Society, Economy and Business.

Most of the Social Studies work, which is, explored in Dykesmains, is taught through the "interdisciplinary topic" approach, although some skills are taught through a series of specific lessons.
**Sciences**
Science that encompasses several main areas of study – Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science. Dykesmains has achieved its sixth Eco Schools "Green Flag" award. We are working towards our seventh flag now as well as taking part in the North Ayrshire Energy Challenge.

**Technologies**
Information and Communications Technology is playing an increasingly important role in society and so it is essential that this be reflected in school. As well as time dedicated to developing computer skills, children use computers to access information and support their class work in all areas of the curriculum. In Dykesmains our equipment includes interactive whiteboards, iPads, PC laptops, MacBooks as well as several Bee Bot Turtles. In addition, there is a variety of software to cater for every stage. Our Internet connections enable children to send and receive e-mail and to access certain controlled web sites to research topics, both of which activities are carefully monitored. Children also learn to use audio-visual equipment, including tape recorders, CD players, video and digital cameras.

**Health and Well Being**
Dykesmains Primary currently follows the experiences and outcomes for all aspects of Health and Well Being. A variety of resources are used to cover this content. Pupils are given opportunities to learn about personal health and wellbeing, relationships and feelings and health and safety in relation to the environment. Parents will be informed of sensitive aspects of learning such as sexual health. The school uses the North Ayrshire Physical Education pack which provides a structured PE program throughout the school which is enhanced wherever possible by the input of visiting specialists in specific sports, football, golf, rugby, athletics, dance etc.

**Religious and Moral Education**
Religious and Moral Education (RME) helps pupils to learn about important aspects of Christianity and to understand why people attach great importance to their religious beliefs. Aspects of Hinduism, Islam and Judaism are also studied to help develop an awareness of, and respect for, other faiths and cultures. Assemblies of a religious nature are held in school, bringing the pupils together to worship and also to celebrate events and achievements. Individual classes plan and undertake special assemblies, as do ministers. Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The HT will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance. In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child
is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity. The end of every term is marked by a service, celebrating Harvest, Christmas and Easter and in the summer term the service incorporates the presentation of awards. Parents from ethnic minority religious groups may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

**Expressive Arts**

The areas of Expressive Arts identified by a Curriculum for Excellence are:

*Art and Design*  
*Drama*  
*Dance*  
*MUSIC*  
*Participation in performance and presentation.*

Each of these areas has a special emphasis on developing creativity, imagination and personal responses in each pupil. Through using materials, techniques, skills and media, pupils create and communicate feelings, thoughts, ideas and solutions. They are also encouraged to evaluate and appreciate their own work and that of others including artists and professionals.

Our Art programme develops a wide range of skills and techniques in art and design and evidence of the children's accomplishments can be seen on display throughout the school.

In Drama, we give pupils opportunities in role-play and dramatic activities. From time to time, performances for parents or other stages of the school give pupils the chance to perform before an audience. Early level stages are using the Kodaly programme. Singing, rhythm, pitch and music making are delivered using the ABC music programmes. There are some opportunities for pupils to sing in school choirs and learn violin, tin whistle or brass instruments.

Visiting theatre groups enhance children's experience of live, professional performances of drama, music and dance, and pupils are also able to participate in workshops provided by professional companies. Pupils participate in class assemblies and joint school shows.
Extra-Curricular Activities

The school provides a variety of extra-curricular activities such as Scottish Country Dancing, football, netball, chess, coding, choir, book club, table tennis, athletics, basketball, Ready Steady Cook, craft and science clubs.

The children demonstrate their skills in speech, drama and music in making performances, both formal and informal, for parents and friends.

We also encourage pupils to participate in competitions and events organised by local leisure and community groups.

During the school year outings and visits take place from time to time for each class. Children visit local places of interest as well as travelling further afield such as the Arran Outdoor Centre.
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 on-going 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 classmates; 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.

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
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 practiced 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 practice even earlier). Maths 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.

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.
Section 6: School Improvement

S&Q Report/Improvement Plan

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.

School Improvement Plan Summary – August 2017-June 2018

Looking Back – Priorities for Previous Session and Progress Made

Last session, we focussed on the following areas for improvement:

1. Health and Well Being – develop range of strategies to support the mental and emotional well being of our pupils and embed and extend nurturing approaches to promote inclusion.

2. Support and strengthen the professional capacity of staff – Involve specific studies on Reading approaches, Phonics, Listening and talking, Spanish, Supporting all pupils by breaking down barriers to learning and looking closer at our technologies curriculum.

3. Further refine our approaches to using data/research to inform effective learning and teaching, including benchmarking, teacher’s professional judgement and National standardised assessments.

4. Raise attainment and achievement through Broad General Education through innovative approaches to learning and teaching and to maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC pupils.

5. Creativity and Employability – strengthen and make local business links and ensure at an early age young people develop the skills that are needed by future employers. We also plan
to promote a culture of creativity approaches to tackle challenges.

Looking Forward – Priorities for forthcoming Session -

We plan to work on the following high-level themes this session, August 2018 - June 2019:

1. Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council Directorates and partners. E.g. mindfulness, Change and Loss, Fluoride varnish P1-4, Homework Club etc.

2. Implement a framework to ensure we develop high quality leaders of learning and support and strengthen the professional capacity of staff. E.g. Reading Recovery, Visible Learners, Attention and Listening, Music etc.

3. Ensure a consistency of rigour in self-evaluation approaches in our school which will support continuous improvement planning. E.g. Holistic assessments, pupils more involved in using How Good is OUR School? Materials etc.

4. Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including care-experienced children (previously LAC). E.g. Attendance and Breakfast Club.

5. Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people. E.g. World of Work, Fair Achiever award, RRS Gold Award and Intergenerational Project funded by SCVO (Scottish Council for Voluntary Organisations).
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](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 and Safeguarding North Ayrshire’s 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, safeguarding 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
Getting It Right for Every Child – Ensuring their Wellbeing

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)

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Respected</td>
<td>Responsible</td>
<td>Included</td>
</tr>
</tbody>
</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 aims of Education & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers; parents and
other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

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

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer-term involvement. Through this process the educational psychologist can, if required, contribute to the on going assessment and support for your child.

The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at: 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 finds. 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.
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.

Reporting to Parents

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:

<table>
<thead>
<tr>
<th>Individual Learners</th>
<th>Groups of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reports/ tracking reports</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Learning conversations with pupil/ teacher/ parent/ carer</td>
<td>Open day events</td>
</tr>
<tr>
<td>Pupil reflections on their learning in logs</td>
<td>School concerts/shows</td>
</tr>
<tr>
<td>Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate</td>
<td>Social media</td>
</tr>
<tr>
<td>Home/ school diaries</td>
<td>Curriculum workshops led by children and young people and staff</td>
</tr>
<tr>
<td>Profiling activities</td>
<td>Parent Council meetings</td>
</tr>
<tr>
<td>Learning walls and displays</td>
<td>School / class newsletters</td>
</tr>
</tbody>
</table>
**Home School Links**
Parents are invited, informally or by letter, at least three times a year to visit the school in order to view their children's work and discuss progress with the teacher and members of the Senior Management Team.

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

Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of Primary I pupils and keep parents informed of events with a range of newsletters, website updates, texts and invitations.

Parent helpers and community members are also involved in sports training, offering their expertise on a voluntary basis.

**Parent Council**
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, all its parents and the wider community.
- 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 Head Teacher and Depute Head Teacher of the school.

Dykesmains Parent Council always welcome new members to become involved in joint partnership with the school. Our current Chairperson is Emma Brown.

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The head teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings. All parents are encouraged to support learning at home. The school promotes home school partnerships and parental representation.
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.

School Committees

The school are continuing to develop a series of committees to ensure pupil voice is heard and represented. These committees are currently evolving and we always welcome parental support.

Eco Committee
Pupil Council
Rights Respecting School Council
House Captains
Sports Captains
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](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.
Important Contacts

**Head of Service**
Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324416

**Head of Service**
Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324413