

Glencairn Primary School



Early Years to Primary 7

The staff all look forward to working with you to provide the best education possible for your family.

Handbook

2021 - 2022



Glencairn Primary School,
New Street,
STEVENSTON
KA20 3HQ,
North Ayrshire
01294 464376

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Dear Parent/Guardian,

If you are reading this Handbook as part of your first contact with Glencairn Primary School then I would like to bid you a very warm welcome and hope that you will find the information contained in the booklet useful to you and your family.

We are very proud of our school and it is important to us that the education that we offer to all our pupils is forward thinking and relevant to the world in which we live today. We want to be able to make sure that our children are given the chance to acquire and develop skills that will enable them to achieve their full potential in all aspects of the school curriculum.

Our school aims and policies have been carefully devised to make sure that each child in our care can progress fully at his/her own rate with a carefully structured work programme that is fully in line with the National Guidelines for Education in Scotland, A Curriculum for Excellence.

We want to ensure that all children have equality of choice and opportunity regardless of ability, gender or cultural background and we have always worked very hard to promote social equality and justice in our community.

Glencairn has a reputation for being a very caring school and we encourage the pupils, staff and parents to work together in a spirit of partnership to further our aims.

This Handbook can only give you a small taste of life at Glencairn as you read of our many and varied activities. I would be very happy to give you more information or to arrange an appointment for you to make a personal visit to tour the school or to discuss any curricular matter further.

We have an 'open door' policy in Glencairn so please do not hesitate to contact me at the school.

I look forward to meeting you and to welcoming you and your children to Glencairn.

Yours sincerely,

Mrs Sharon Johnstone
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 will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

Section 1: School Information



School Contact Details

Glencairn Primary School
New Street,
Stevenston
North Ayrshire
KA20 3HQ.
Telephone Number 01294 464376

Fax number: 01294 466024

E-mail: glencairn@ea.n-ayrshire.sch.uk

Present roll 281 pupils plus 100 Early Years pupils

If you have any concerns regarding the education of your child(ren) please do not hesitate to make an appointment to speak to the Head Teacher.

School Aims, Values, Ethos

Our Vision

At Glencairn our vision is to work together, help and support each other to be the best we can be and reach our full potential.

Our Values

- Respect
- Determination
- Honesty

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 and 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.

As well as our Vision and Values we work towards the 4 capacities within

Curriculum for Excellence:

Successful Learners

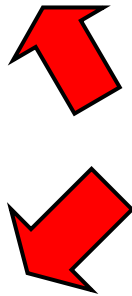
We will:

- Be enthusiastic and enjoy our learning.
- Try our best to work hard in all areas of our lives.
- Strive to achieve our full potential.
- Have a positive attitude to learning experiences.
- Celebrate our successes
- Aim to achieve the highest of standards.

Confident Individuals

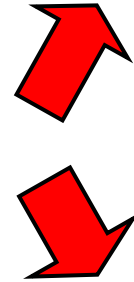
We will:

- Develop our confidence and self-esteem.
- Make informed decisions.
- Have faith in ourselves and the choices we make.
- Show and earn respect.
- Be healthy and active achieving a positive well being



At Glencairn we strive to create a happy, safe and nurturing community where everyone is respected, treated fairly and enjoys learning.

We actively promote honesty, kindness and a sense of pride in all individuals, allowing everyone to achieve their very best.



Responsible Citizens

We will:

- Respect others, their beliefs and opinions.
- Be responsible and look after our school and the environment.
- Understand we can have impact on the world around us.
- Realise the consequences of the decisions we have made.

Effective Contributors

We will:

- Work with each other, cooperating as a team.
- Have confidence to try new things
- Share ideas and ask questions
- Believe in our abilities
- Take the lead and show initiative.

Glencairn Primary School & Early Years Staff

Head Teacher	Mrs Sharon Johnstone
Depute Head Teacher	Mrs Alison Ross
Principal Teacher (s)	Mrs Kelly Russell Mrs Lorna Williamson
P1x Teacher	Mrs Laura Allison
P1y Teacher	Mrs Lorna Middleton
P2 Teacher	Mrs Kara Gaffney
P3/2 Teacher	Mrs Natalai Frew Mrs JoAnn Robinson
P4x Teacher	Ms Jacqueline Habashi
P4y Teacher	Mrs Wendy Sands
P5 Teacher (s)	Ms Amie McLeod Mrs Lorna Williamson
P6/5 Teacher	Mrs Gillian Gibson
P6 Teacher (s)	Mrs Nicola McEvoy Mrs Lindsay Oliver
P7 Teacher	Mrs Jennifer Oliver
Additional Support Needs Teacher	Ms Lorna Frew
Reading Recovery Teacher	Mrs Kelly Russell
Classroom Assistants	Mrs Kate Ashmead Ms Emma Gunshon Ms Gillian Hunter Mrs Adele Mallin Mrs Anne Winton
Early Years Manager	Mrs Michelle Hay
Senior Early Years Practitioner	Ms Julie Jardine
Lead Early Years Practitioner	Mrs Kerry Brown
Early Years Practitioners	Mrs Gillian Armour Mrs Linda Boyd Mrs Joyce Connell Ms Eilidh Ferguson Mrs Natalie Gaw Ms Aimi Gray Mrs Mira Harvey Mrs Stephanie Kelly Ms Jade McDowall Ms Aleysha Ramzan Mrs Lorraine Scott Mrs Andrea Smith Mrs Angela Templeton
Nurture Teacher	Mrs Gillian McDade
Nurture Assistant	Mrs AnnMarie Johnstone
Education Assistant	Ms Amanda Donnelly Ms Louise Ralston
Janitor	Mr David Hosie
School Nurse	Mrs Laura Nicol
Educational Psychologist	Ms Fiona McArthur
Home School Inclusion	Mrs Shona Chisholm
School Counsellor	Mr Martin Doherty
Home School Link	Mrs Angie Gall

Supply Staff

From time to time it will be necessary to bring in staff to cover sickness and staff training. Over this year we will build up a bank of reliable supply colleagues who are familiar to the children. Unless we need emergency cover for sickness your child will always be told when a supply teacher has been booked to take their class.

North Ayrshire School Dates Session 2021/22

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Tuesday	17-Aug-21		
	Pupils Return	Wednesday	18-Aug-21		
	Teacher (In-Service)	Monday	20-Sep-21		
	Close	Friday	08-Oct-21		39
Term 2	Pupils Return	Monday	18-Oct-21	5	
	Teacher (In-Service)	Thursday	18-Nov-21		
	Local Holiday	Friday	19-Nov-21		
	Local Holiday	Monday	22-Nov-21	7	
	Close	Wednesday	22-Dec-21		85
Term 3	Re-open	Thursday	06-Jan-22	17	
	Local Holiday	Friday	11-Feb-22		
	Local Holiday	Monday	14-Feb-22		
	Teacher (In-Service)	Tuesday	15-Feb-22		
	Pupils Return	Wednesday	16-Feb-22	19	
	Close	Friday	01-Apr-22		145
Term 4	Re-open	Tuesday	19-Apr-22	30	
	May Day	Monday	02-May-22	31	
	Teacher (In-Service)	Friday	27-May-22		
	Local Holiday	Monday	30-May-22	32	
	Pupils Return	Tuesday	31-May-22		
	Close	Wednesday	29-Jun-22	66	195
	Pupils Return	Thursday	18-Aug-22		

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. Any 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, 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.



Anti-bullying Strategy

The school has a firm policy on anti-bullying and will act immediately if the need arises. The staff are always careful to check and establish facts in order to be as fair as possible to all pupils. We also carefully distinguish between "one off" incidents of fighting and the more sinister continuous targeting and systematic attacks characterised by bullying. Violence of any kind will not be tolerated in the school playground and incidences of violence will be considered a serious breach of school discipline and will be dealt with appropriately.



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



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.

Glencairn Primary School Dress Policy

Our school policy is that given that there is substantial parental and public approval, **all** Glencairn pupils wear the school uniform. This decision has been taken after consultation with the authorities, parents and pupils. It helps us to promote equality; school values and keep pupils safe and secure. It provides parents and pupils with a sensible, practical and economical dress code to eliminate pressure from advertisers or designer labels.

If any parent has any difficulty with uniform items, please contact the Head Teacher who will be able to help discreetly and in confidence.

P1-7 uniform consists of:

- School sweatshirt or red cardigan/pullover
- Grey trousers, skirts or tunics
- White school polo shirt or white shirt and tie
- Black shoes/boots
- P.E. Kit

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 or Early Years Class.

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. 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.

All mobile phones should be handed to the school office for safekeeping and will be returned to the pupil at the end of the day.



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.

Emergency contact

All parents should note that we have made it a firm policy that we insist on at least two emergency contact numbers for each pupil when he/she is enrolled as a pupil. These should where possible be landlines. It is important to notify any changes in landline and mobile telephone numbers to the office.

An enrolment form will not be processed as complete by the Head Teacher without this and this may result in a delay in a starting date as consultation is sought with the Education or Social Work Departments.

Records are regularly checked to verify information and parents are asked to help us in this exercise by informing the Head Teacher immediately of any changes in home addresses or contact numbers. This is particularly important with the increased use of mobile phones at home where numbers change regularly.

All information is always treated in the strictest confidence.

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/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 claimant's monthly income must not exceed £610, 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.

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 suitable walking route or through this link: [Free school transport](#)

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: [Transport policy](#)

Taxi firms

Many parents employ private hire taxi firms to bring children to school. While we do all we can to ensure children are picked up and dropped off safely, it remains the parents' responsibility to liaise with the driver if a problem occurs. As this is a private arrangement the school cannot take responsibility for these services.

Parents are asked to comply with school policy on Safety when dropping off and collecting children by car. Clear guidelines have been issued to parents and we expect full support to make the safety of each pupil our priority. Our traffic management plan **must be followed at all times** and only authorised parking areas must be used.

Traffic Management

Our school operates a Traffic Management system for staff and deliveries only. Parents should park outside the school and may need to park further away and walk part of the way to pick up their children. We encourage Health and Safety by supporting all walk to School schemes.

Section 4: 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.

School hours

Morning Session	9.00 a.m. - 12.30 p.m
Interval	10.45 a.m. - 11.00 a.m.
Lunch Interval	12.30 p.m. - 1.15 p.m.
Afternoon Session	1.15 p.m. - 3.00 p.m.

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.

After school supervision

We do not operate an after school club within the school. However, there are agencies who pick up pupils from Glencairn at the end of the day. Please ask at the school office for more details.

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.

Glencairn Primary School is an associated primary school of:

**Auchenharvie Academy
Saltcoats Road,
Stevenston
Tel No: 01294605156**

During their time in P7, pupils are taken to Auchenharvie 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 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.

Cluster Schools



Auchenharvie Academy



Ardeer Primary School & Early Years



Caledonia Primary School & Early Years



Glencairn Primary School & Early Years



Hayocks Primary School & Early Years



Mayfield Primary School & Early Years

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.



Curriculum for Excellence: The Four Capacities



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

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.



Literacy, Numeracy and Health and Wellbeing are at the core of a Curriculum for Excellence. Glencairn always gives a high priority to delivering high quality Learning Experiences to our pupils in these areas:



Literacy & English

Literacy and English work in the Primary School covers **Reading, Writing, Listening and Talking.**

In the development of your child's Literacy Skills, these modes are inextricably linked and skills are developed through a variety of structured teaching resources or schemes.

Reading

Early Reading consists of looking at, and talking about, pictures and then moves on to matching words and phrases in books. In Glencairn Primary School, we use Synthetic Phonics which is a multi-sensory approach to learning sounds. All letter sounds and names are taught rapidly. The emphasis then is on word-building. This approach starts before children are introduced to formal 'Reading Books'.

Formal structured schemes in Glencairn include **Floppy Phonics, Rigby Star, Literacy World, Oxford Reading Tree, Oxford Owls and Reading Planet.** As a child develops reading skills, he/she progresses to a variety of texts. We encourage parents to help us in this task by ensuring children read as much as possible at home or in the library. Enjoyment from books is just as important as any other purpose and children need to read a variety of texts as often as they can to develop both fluency and understanding.

At present children take 'reading' books home at most stages. Parents should encourage their child to read and follow instructions accompanying the home readers e.g. "Read to me, Read with me and then Read by me".

We have a well-stocked, attractive library and all pupils have easy access to varied types of fiction and non-fiction through class and central libraries and a wide range of reading materials are available to help each child succeed and feel fulfilled in Reading at all levels of abilities.



Writing

Children are encouraged to use this important form of communication showing their ability in content, expressiveness and presentation in all aspects of written work.

Knowledge about language and the correct and most effective use of Literacy Skills is taught through a variety of schemes which go throughout the school from Pr1 – 7. Main core schemes are used to support the teaching of skills, and the Early Stages approach for development of language in the pre-school class is also in place - see Early Years section. Pupils will be encouraged to develop a proper pencil hold and to produce a clear, legible hand. Children are encouraged to write in a variety of styles and for a range of audiences and activities. For example, writing may be functional, answering questions or describing a task. It may also be personal, for example, a child's own news or pieces of imaginative writing such as poetry or stories.



Talking and Listening

Children are taught to express themselves confidently and clearly in a manner appropriate to different audiences, purposes and situations. Pupils will be given opportunities to discuss, question and to respond to their peer group, teachers and other adults every day in their classroom activities. Our children learn to discuss, debate, present and perform. Active Learning Challenges encourage pair and group working where Talking and Listening are of prime importance. Pupils will be taught to recognise the active process of Listening effectively through various ways - for example: Listening games and activities - use of storytelling - use of materials both audio and visual.



Numeracy & Mathematics

We acknowledge this subject plays an important role in our lives being used in everyday activities such as buying food and clothes, keeping time etc. As such, children must understand the nature and purpose of Numeracy and Maths. In the Early Stages, children learn through play and practical activities, sorting, matching, ordering, counting, shape, measuring, comparison and estimation. Structured Activities and Challenges are very important for children to understand Mathematical concepts and practice and repetition aids memory of number facts and number bands. Maximum participation is encouraged at all levels through appropriate use of the core scheme "Active Maths".

We find this most suitable to the needs of the individual and a good base for supplementary materials to fulfil requirements of National Guidelines. Children will cover as part of their Mathematics curriculum - Number, Money and Measure; Shape, Position and Movement; Information Handling. We have a heavy emphasis throughout the school on Interactive Maths and Learning with fun and participation following through with Mental Maths Challenges to complement the work done with our Early Intervention Programme.

Critical Skills' Approaches ensure all pupils work together to solve problems and increase skills and knowledge.



Technologies

Learning in the technologies enable children to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technology framework has six organisers which include:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

The experiences and outcomes are intended to tap into children's natural inventiveness and their desire to create and work in practical ways. In order to foster deeper, more enjoyable and active learning, the technologies experiences and outcomes enable clear links to be made with all other curricular areas.



Sciences

We use science in everyday applications at work, leisure and in the home. Science and its application are central to our economic future. Children are fascinated by new discoveries and technologies and become increasingly aware of the impact of science on themselves, society and the environment. Our aim is to provide our pupils with a secure understanding of important scientific concepts and develop a lifelong interest in science and its application. The key concepts in Science are identified using five organisers which are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

A programme of work has been developed by the staff to ensure that children are experiencing challenge within all five organisers regularly.



Social Studies

Social Studies has been identified under three organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Glencairn has used this framework to develop interdisciplinary learning by making connections across and between subject areas. Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped.

Expressive Arts

Music, Art and Design, Drama and Dance.



Music

Glencairn has always had an excellent reputation for the wide variety of musical experiences available to its pupils. We are fortunate to have some visiting instructors to help with instrumental work - brass, woodwind and strings available to our pupils and singing and choir performances encompass all stages. NAC charge a nominal sum for individual instrumental tuition. Details are available from the school. Children are encouraged to develop individual skills and talents but they are also given motivation and opportunity to perform with others both in school and at other local venues. We are especially proud of our band performers and also of the singers who have represented the school and who take a well-deserved place in the well-established and prestigious North Ayrshire Schools Junior Choirs and Bands. Consistent and progressive teaching is done by staff through a structured music scheme and there are various opportunities throughout the session for enjoyment, participation and performance for all pupils. Concerts and performances at School Events and Assemblies are part and parcel of life at Glencairn.



Art & design

Pupils are involved in learning processes to invent, create and interpret images and objects in an environment which stimulates awareness and imagination. The school is always brightened by the variety of good examples of children's work displayed to best advantage by the staff in all classes.

Children's work is highly valued and greatly adds to the learning and teaching environment. Pupils always enjoy success in competitions held locally as well as nationally.

Pupils are encouraged to use a variety of materials and approaches to obtain different results. Display of pupils' work is a strength of the school. Visitors always remark not only on the pupils' work but on the inventive and attractive methods of displaying it to advantage employed by staff. This painstaking attention to detail helps the pupil understand the value of presentation and best use of resources available as well as letting them take pleasure from the beauty of art and design in their environment.

Drama

Theatre groups visit the school to give pupils experience of live performances and to allow them to benefit from workshops on offer. These often lead to projects and performances. Our specific aims are to enable the child to communicate in real and

fictional contexts, ideas and feelings through language and movement, and to encourage confidence and self-esteem in their day-to-day interaction with others.

Dance

Blocks of dance are done in all classes. Ceilidh Dancing and Social Dancing, Discos and Competitions are a regular feature of any school year. We have access to many events, and competitions run by NAC and our Active Schools' Co-ordinators. All children are being encouraged to enjoy dance and we are happy to be able to provide suitable resources and a variety of teaching approaches to encourage enthusiastic participation.



Religious and Moral Education

National Guidelines on Religious and Moral Education are used throughout the school to make children aware of the spiritual aspect of our lives. There is in this scheme a careful balance between Christian and Moral Teaching as well as an introduction to other Great Religions of the World.

We have developed a series of lesson plans for use in the school. This is a discovery learning experience to enable children to make informed decisions in their future life. Teaching about other religions takes the form of stories and information about festivals in other cultures and we hope this will promote the principles of tolerance, justice and peace.

Weekly school assemblies play an important part in our school week and are taken by the Head Teacher and Depute Head Teacher. We have a school chaplain, who is available to us on request. Throughout the year we may visit or organise events in Livingstone Church. We have developed partnerships with all churches in Stevenston over the years. The Head Teacher should be informed if parents do not wish their children to participate on these occasions.

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

Withdrawal from Religious Education

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 head teacher 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.



Health and wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Health and Wellbeing is structured into organisers which include:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

We encourage the children to think about the role that they can play in their local community and in society as a whole. Through lessons carefully designed to suit each age and stage they are given the chance to discuss, debate, explore issues and investigate all information available to them to enable them to make healthy and sensible choices for living.

At times we deal with sensitive aspects of learning e.g. relationships, sexual health, drug awareness, etc. The school will contact parents if we feel that we require permission. However, if parents want to discuss these matters then please contact the school. Information on the experiences and outcomes for each organiser can be found at [Scottish curriculum](#) This will explain what will be covered at each level.

The improvement of the Health of our staff and pupils is given great importance in our school community. We have a school nurse and we have always benefitted from this offered skill, knowledge and support. General Health Screening is on-going and the School Nursing Service can be called on for specialist input into programmes of study e.g. Sexual Health, Healthy Eating, training for staff on specific child illness – diabetes, asthma and anaphylactic shock.

We have a very active Rights Respecting Group. The group are involved in activities to help promote awareness and understanding of the different articles within the United Nations Convention on the Rights of the Child. This relates directly to the HWB of all children.

The P.E. programmes teach pupils gymnastics, games, and athletics and dance skills. Staff work closely within guidelines and in co-operative situations and all children participate in a safe, stimulating and varied programme of P.E. covering the

whole range of skills in the subject area. New resources to enhance provision have been bought and introduced. We have a purpose built gym hall and changing facilities.

In the interests of Health and Safety, pupils will be expected to be suitably equipped for P.E. lessons with shorts, T-shirts and gym-shoes. Health and Safety guidelines are employed at all times and all pupils are expected to conform to these in lesson time.

No jewellery whatsoever will be allowed in the P.E. hall. We advise children to keep items of jewellery and other items of value at home as we cannot guarantee their safety. All rings, chains, and watches etc. must be removed for the lesson. If earrings cannot be removed for a specific period of time - e.g. if ears have just been pierced - then the parents must write in and provide tape to cover these for a period of 6 weeks only, until they can be removed for P.E. lessons.

Extra-Curricular Activities

We are keen to provide as many after-school leisure activities as possible. However, this depends on the talents and goodwill of staff and parents/friends who are prepared to give up their valuable time to organise clubs for children.

Below is just a sample of clubs that we run over the year

School Clubs

Athletics

Badminton

Choir

Football

Gardening

Homework Club

K'Nex

ICT

Maths

Netball

Reading

Science

Various other excursions of an educational and recreational nature take place throughout the session. Theatre Groups performing live are a regular part of school life. Parents are kept fully informed of the arrangements for such events.

We have been fortunate enough to have, as part of the Community School Partnership, the addition of a Youth Worker. He helps us with our "School's Out" project which takes pupils out in the mini-bus to get to know their own town and community. This is proving a great success.

We also offer a residential trip to our P7 pupils. This takes place at the Arran Outdoor Centre where pupils learn within the setting of the great outdoors.



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). Math 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.

Glencairn Primary School

New Street,
STEVENSTON
KA20 3HQ,
North Ayrshire
01294 464376



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 here:

[Equality Act Guidance](#)

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, safeguarding and procedures.

Inclusion

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with Additional support needs. Including learners requires all staff 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.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

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:

[Supporting Children's Learning Code of Practice](#)

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 Link: [Enquire](#)

Helpline: **0345 123 2303**

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website Link: [siaa](#)

Telephone: **0131 260 5380**

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website Link: [sclc](#)

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)

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

Why we have to get it right for every child

Education Services 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 Services and in partnership with Education Services 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 [girfec](#)

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services 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 increase capacity in education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

Your child's school/ Early Years Centre already 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 of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular child or young person the establishment will take 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 formal consultation meeting with parents/carers 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 ongoing assessment and support for your child including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

Find out more at:

[Educational Psychology](#)

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.

[Privacy policy](#)

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:

[North Ayrshire Privacy Policy](#)

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. (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.)

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.

Staff are not obliged to administer medicine. If a pupil requires antibiotics or medication, doses should be discussed with doctor or pharmacist to avoid dosage during a school day. We want to avoid all but essential medicines being in school. This is for the protection and safety of all our pupils.

It is essential that all medications are properly registered and instructions for administration are available.

No member of staff will administer medicine to a child unless a parental consent form has been completed and signed and the Head Teacher has given permission. The consent forms obtainable from the school office. Please do not give your child any medication to bring to school in their school bag.

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:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff

Individual Learners	Groups of learners
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Glencairn Parent Partnership

Members are:

Chairperson: Shona Durham

Secretary: Paula Semple

Treasurer: Julie Simpson

Contact details:

All correspondence for the above members should be addressed to them and send to them c/o Glencairn Primary School, New Street, Stevenston.

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.



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 Parentzone Scotland



Home school links

We have an 'open door' policy in Glencairn so please do not hesitate to contact me at the school. Parents are always welcome at the school and if you would like to

discuss anything with us please ask at the school office. Drop off and pick up times are an ideal time to pop in to speak to either the Head teacher or the Depute. If they are unavailable an appointment will be made for you by our office staff.

A newsletter goes out to parents and friends by email, giving all our news and parents are always made welcome at the school. We have a screen in the main reception which details our weekly activities and gives news of the work going on in each class. We also have a school website which will give details of our school and what is happening in it. We welcome comments on these and if you feel that something else should be included please let us know.

At times we use our text messaging service to give information and reminders about events taking place in the school. Please ensure we have an up to date contact number.

In addition to this we provide each child with a homework diary. This is a great way to keep in contact with the school.

Open nights for the whole school, with interviews by class teachers, take place formally but other opportunities present themselves throughout the school session for regular contact with the home.

Curriculum Stay & Share sessions are also held within the school and these explain the content of the various teaching and learning programmes. They offer ideas for parents wishing to help and support their children at home.

Partnership with parents and the community is a clear priority in our School Improvement Plan. Each year we try to add new initiatives and if you have any ideas or can help us in any way please make contact with the Head Teacher as they will be given a warm welcome and every encouragement to become involved. We also regularly ask parents for feedback on a number of things, e.g. comments on report cards, evaluations on open days, etc. Feedback allows us to improve the way we work and we are grateful for this.

Parents and carers should note that some activities would involve parents being subjected to the routine police checks to protect all children as common practice now.

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 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:

[Scottish Exchange of Data: Privacy Information](#)

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.



Appendix 1



Important Contacts

Interim Executive Director (Communities)

Audrey Sutton
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324414

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