



**IRVINE ROYAL ACADEMY**  
Ambition • Respect • Responsibility

**Handbook**

**2021/2022**



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## Head Teacher Introduction

It gives me great pleasure to welcome you to Irvine Royal Academy's School Handbook. You will find lots of information about the school whether you are a parent, pupil, member of staff or part of our wider community. This handbook aims to help you understand the complex workings of our busy school, and give you the information you need to support your child during their time with us. Whether starting new in S1, transferring from one of our cluster primary schools, or joining us from another school, your child will quickly find our secondary school to be an exciting, challenging and inspiring, but always supportive and understanding place.

We are very proud of our school and our ethos is one that not only promotes hard work and academic and vocational success, but also recognises and supports the talents and achievements of our students through a wide range of vocational and extra-curricular activities.



We enjoy and appreciate the importance of positive relationships with each other, with parents and with the local community. Our school sits at the heart of this community and we strive at every opportunity to strengthen and develop our links wherever we can.

We seek to develop articulate young people who are confident in their own ability, have high aspirations for themselves and each other, and where young people learn to be leaders for life, based on the values, experiences and education promoted in our school. Through the breadth and depth of the education we offer, our young people are supported and challenged in their learning, intellectually, artistically, aesthetically, physically and spiritually.

We expect every pupil to achieve their personal best in all that they do. We expect excellent standards from our pupils in all aspects of school life: in their attitude to learning; in their personal conduct and in their appearance. We are determined to ensure that every young person receives the very best in Irvine Royal Academy and we are constantly looking for new ideas to improve our young people's experiences.

Please take the time to read our Handbook and also **discuss its content with your son/daughter**. It is important that they are as familiar as you are regarding the matters addressed. Please keep this booklet in a safe place and refer to it when required.

I am looking forward to working closely with yourself when supporting your son/daughter and will work hard to ensure that he/she is both happy and successful during their time in Irvine Royal Academy.

## **Communities Directorate (Education Service)**

### What We Want to Achieve

#### **Our Vision**

Irvine Royal Academy Believes in Better.

#### **Our Values**

Ambition, Respect, Responsibility

#### **Our Aims**

- We will provide an excellent educational experience for every pupil within a nurturing environment.
- We will continue to refine, develop and embed our practices through robust self-evaluation processes.
- We will ensure equity for all our young people across the whole range of education provision.
- We will equip our pupils with the skills, attitudes and expectations required to prosper in a changing society.
- We will promote positive partnerships with our parents, cluster schools and the wider community.

Our vision will be achieved with the ongoing commitment, dedication, drive and teamwork of our staff, pupils, parents and partners from the local community and beyond.

## Section 1: School Information

### School Contact Details (Address, Telephone, Email, and Fax)

Telephone number: 01294 278 756

Fax number: 01294 312 636

Email address: [irvineroyal@ea.n-ayrshire.sch.uk](mailto:irvineroyal@ea.n-ayrshire.sch.uk)

Follow us on twitter: @irvineroyalacad

Website: [www.irvineroyal.co.uk](http://www.irvineroyal.co.uk)

### School Staff

	<b>Mrs Linzie Sloan</b> <b>Head Teacher</b>	
<b><u>Mr J Little</u></b> <b>Depute Head Teacher</b>	<b><u>Mrs G Pryce</u></b> <b>Depute Head Teacher</b>	<b><u>Ms C Bethell</u></b> <b>Depute Head Teacher</b>
<b><u>Creative Arts</u></b> Mrs Cook FH Miss Cadden Mrs Donaghy Mrs Sheerins-Mitchem Mrs Clark Mrs Reid	<b><u>Mathematics/Computing/IT</u></b> Mr Oliphant FH Mrs Long Mrs Mann Mrs Murray Mr McNiff Miss Hamilton Mr Jeffrey Mr Sands	<b><u>English / Languages</u></b> Mrs Andrews FH Mr Kee Mr Quinn Miss Tomelty Mr Kelso Miss Webb Mrs Forsell
<b><u>Physical Education / HE</u></b> Miss Howie FH Mrs Cains Mr Couper Mr McKelvie Mr Frew Mrs Inch	<b><u>Science</u></b> Mrs Murray FH Miss Carten Mrs Denham Mr McAvoy Miss Sharp Mr Dreyer	<b><u>Social Subjects / Business Admin</u></b> Miss Elliott FH Miss Merrilees Miss Muir Miss McNeil Mr Elliot Mrs Marwick Miss McClay
<b><u>Technical Education</u></b> Mr Love FH Mr Hume Mr Robertson Mr Hagen	<b><u>Pastoral Care</u></b> Mrs Davidson PT Arran House Mrs Clifford PT Bute House Mrs Gibson PT Cumbrae House	<b><u>Technicians</u></b> Mr Atkinson Mr McAlpine Mr McCowan
<b><u>Pupil Support</u></b> Miss Wotherspoon PT Mr Muirhead Miss Kenefick Ms Cornelius Mrs Masters Mrs Paige Ms Robertson Ms Sneddon Miss Johnstone	<b><u>Sphere</u></b> Mrs Schofield Mrs Gordon  <b><u>Counsellors</u></b> Mrs Hazell Mrs England  <b><u>ILP</u></b> Mr Knox	<b><u>Family Learning Worker</u></b> Miss Landon  <b><u>Social Worker</u></b> Mrs Reid  <b><u>School Nurse</u></b> Mrs Moffat
<b><u>Office</u></b> Mrs MacMaster (Business Officer) Mrs Beattie Mrs Hendrie Mrs Lindsay Mrs Whyte	<b><u>Janitors</u></b> Mr Cairns Mr Fulton  <b><u>Kitchen</u></b> Mrs Young Catering Manager	<b><u>Campus Police Officer</u></b> Miss Ferguson
<b><u>Librarian</u></b> Mrs McVay	<b><u>Active Schools Coordinator</u></b> Mr Fraser	<b><u>Careers</u></b> Mrs Callan

## School Holiday and In-Service Dates 2021/2022 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
<b>Term 1</b>	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
<b>Term 2</b>	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
<b>Term 3</b>	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
<b>Term 4</b>	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
<b>22/23</b>	Pupils Return	Thursday	18-Aug-22		

*Pupils attendance will be 190 days after deducting 5 in-service days*

## **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.

### **School Code of Conduct**

- Lessons start on time – please be on time
- Enter the room when invited, in a quiet, orderly way
- Remove jackets and outdoor garments and prepare to start work
- Follow reasonable requests and observe safety rules
- Homework should be done on time and to the best of your ability
- Eating is only allowed in the cafeteria and outside

### **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 interval. 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.**

## Irvine Royal Academy School Uniform

- **White** shirt or polo shirt (buttoned up) – no coloured parts to the shirt or logos
- **Black** trousers or skirt (as near to knee length as possible) – no jeans/denims, tracksuit bottoms, jeggings, leggings or shorts
- A school tie worn correctly (these can be purchased at the school office for £5.00). Pupils in senior school wear a different tie to those in junior school.
- **Black** jumpers (**v neck**) or cardigan under which the school tie should be visible. **Only** plain black (with **no logos or branding**) will be allowed to be worn in class.
- No Hoodies **of any kind** are to be worn in class.
- **Black** shoes or trainers.
- Blazers with the school crest are preferred.

## Dress Code for PE

- Football strips are not permitted
- Tracksuit bottoms/leggings/shorts
- T-shirt/sweatshirt
- Please see the PE department for IRA branded clothing to purchase.

***Any pupil not wearing uniform will be issued with a purple slip at registration. The assigned Year Head will make contact home, if appropriate.***

## **Breakfast Club**

Breakfast is delivered to all pupils in Personal Support each morning – it is free of charge.

## **School Meals**

A fantastic choice of hot meals, salads, wraps and baguettes are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Meals are available for pre-order at interval. Please inform us if your child has any specific allergies. It is important to note that we operate a cashless system and all pupils are issued with a unique pin number. Accounts should be topped up using Parent Pay – please contact the school for further information.

## **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.

## **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, emails and 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:

- 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 take up the matter further with the Executive Director of Education and Youth Employment at Cunninghame House, Irvine KA12 8EE (01294 324400).
- 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 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. Parents and Carers should contact 01294 310000 for further information.

### **School Transport Policy**

North Ayrshire Council has a policy of providing free transport to all primary pupils who live three miles or more from their catchment area school by the recognised shortest suitable 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:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

## Section 4: School Registration, Enrolment and Attendance

### Registration and Enrolment

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.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

Irvine Royal Academy and its cluster primary schools are strongly committed to working together for the benefit of all our pupils. Our cluster primary schools are:

- Annick Primary School
- Castlepark Primary School
- Loudoun-Montgomery Primary School
- Woodlands Primary School

Primary and Secondary staff endeavour, as a cluster group, to:

- Ease the transition of pupils from one sector to another
- Promote continuity of learning of pupils as they change sectors
- Promote the effective exchange of curricular and pastoral information on pupils
- Increase awareness between primary and secondary school staff of how the other sector operates
- Work together as a cluster for the benefit of our pupils

We rely on our Cluster Primary Schools to advise us on the composition of our S1 classes. Most subjects are taught in mixed ability classes. Mixed ability teaching takes account of individual pupils' pace of learning with core, revision and progression material available to ensure learners can progress at a pace and to a level suited to his or her ability. Pupils experiencing barriers to learning receive the support and assistance of specialist Support for Learning staff.

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the pupils prior to their arrival. A number of **Challenge Days** are scheduled for the P7s to visit Irvine Royal Academy. In addition, we run a comprehensive **Enhanced Transition** programme for those pupils who require extra support

### 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.

### Latecoming

Any pupil who reports to school late between **9am and 9.30am** should report to the **Sandy Road** entrance where they will be issued with a late slip. Any pupil who is late on three or more occasions, in any given week, will be issued with an after school reflection.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time. 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.

### **Structure of Classes**

At Irvine Royal Academy we run on a 32 period (+1 period for personal support/registration) week.

#### **Monday and Tuesday**

8.45 am Early Bell  
8.50 am Personal Support  
9.00 am Period 1  
9.50 am Period 2  
10.40 am Interval  
10.55 am Period 3  
11.45 am Period 4  
12.35 pm Lunch  
1.15 pm Period 5  
2.05 pm Period 6  
2.55 pm Period 7  
3.45 pm School finishes

#### **Wednesday to Friday**

8.45 am Early Bell  
8.50 am Personal Support  
9.00 am Period 1  
9.50 am Period 2  
10.40 am Interval  
10.55 am Period 3  
11.45 am Period 4  
12.35 pm Lunch  
1.15 pm Period 5  
2.05 pm Period 6  
2.55 pm School finishes

Personal Support is a vital start to the day and pupils can expect to receive daily information on clubs and activities that are going on in school.

The following **entrance points** should be adhered to at registration:

- S1/S2 – Via the Sandy Road
- S3/S4 – Via the Shelter
- S5/S6 – Via the PE department

**House Assemblies** run every week:

- Arran – Tuesday
- Bute – Wednesday
- Cumbrae - Thursday

On the day of an assembly, pupils should report straight to the Assembly Hall where they will be registered.

## Section 5: Curriculum for Excellence

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds. It aims to raise standards, prepare our young people for a future they do not yet know and equip them for 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.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression. It 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 young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, Curriculum for Excellence aims to improve young people's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Pupils will have many opportunities to specialise in subjects they are good at, enjoy and link to their chosen career path. The table below details the Curriculum for Excellence levels and information about the new qualifications.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes <b>will not include all</b> of the fourth level outcomes.

### Broad General Education S1-3

In S1 – S3 pupils follow a broad general education. There will be some opportunities for personalisation and choice. There will be opportunities for subject areas working together, thematic approaches and learning out of school. Pupils will study a range of subjects including: English, Mathematics, French, Social Subjects, Sciences, Art, Music, Technical, Information and Communications Technology, Physical Education, Religious and Moral Education, Personal and Social Education and Home Economics.

In S2 moving to S3, pupils personalise their studies and are supported in the decision making process by a robust options programme. The programme includes a report detailing specific information about current progress and next steps, a parents' evening and an options interview for pupils and their parents.

In S3 pupils continue with the broad general education but start to specialise to prepare them for the Senior Phase. The curricular area of Health and Wellbeing is met through all pupils having time allocated to physical education, religious and moral education and a Personal and Social Education period once a week. It should be noted that as Health and Wellbeing is an area which is '*responsibility of all*', all staff and subject areas will address this area as it permeates learning across the school.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who have regular dialogue and reflect with young people on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgements on their own learning.

Interdisciplinary studies, literacy, numeracy, health and wellbeing, enterprise and information technology permeate the curriculum.

### **First Year: Organisation of Classes**

All classes in S1 are organised as mixed ability classes at the start of the session. The mixed ability classes are formed by placing as wide a range of ability as possible in each class. Boys and girls receive exactly the same courses and will get the same opportunities to progress. The information for arranging the classes comes from primary school reports. We try to ensure that any pupil from a primary school would have at least one other pupil from the same primary school in his/her class.

### **Senior Phase S4-S6**

Towards the end of their Broad General Education pupils will finalise their choice of subjects to study in S4. S4 pupils will study seven subjects at National 3 - 5 SCQF level. There will also be opportunities to gain awards recognising wider achievement including for example, Duke of Edinburgh, Citizenship and the Saltire Award for volunteering.

In S4 all subjects are offered at three different levels namely National 3, National 4 and National 5. The emphasis in pupils' study is directed towards the most appropriate level as courses develop.

A detailed programme of options support starts during January/February of S4 to ensure pupils select the most the appropriate subjects suitable to them and their intended career choice – parents/carers are invited to attend all options interviews which will be carried out by SLT/PTs Pastoral.

In S5/6 a range of courses are provided comprising National 3, National 4, National 5, Higher and Advanced Higher levels, as well as other vocational courses and National Progression Awards. These courses are detailed in a separate Senior School Handbook. Pupils can also follow the Scottish Baccalaureate in Languages, Science and Expressive Arts.

Besides the wide provision which the school can make, pupils in Fifth and Sixth Years can travel to other schools in our consortium (Greenwood Academy and Kilwinning Academy) and Ayrshire College to pursue courses not available at Irvine Royal Academy.



## **Making Choices**

At the various points of transition in each pupil's school career a priority is to offer extra support to help ensure that each pupil has the best information to enable him/her to make the very best choices. When pupils require to opt for the next stage in their school life we offer the following:

- Each pupil is issued with an Options Booklet which contains full descriptions of all the courses on offer and the levels they are offered at. Options Booklet subject descriptors for senior school also contain information regarding entrance qualifications for each course. Each department will also produce a short presentation on what their subject offers/entails – this is used to inform the options process.
- Each pupil in each of the year groups where option choices are made is offered an individual meeting with either a member of the Senior Leadership Team or one of the Principal Teachers of Pastoral Care. Parents are invited to school to attend this individual meeting during the school day. The purpose of this meeting is to provide advice and support regarding the option choices for each pupil, to take into consideration individual career aspirations for each pupil, to finalise the Option Choices and to complete the Options Form with them.

## **Health and Wellbeing Education**

Curriculum for Excellence reinforces the importance of Health and Wellbeing which is fundamental for young people to sustain a healthy lifestyle for the rest of their lives.

## **Physical Education**

Physical Education is a compulsory subject until the end of S4. Pupils study 2 periods of Physical Education in S1–S4 and one period in S5/6. Pupils are encouraged to take part in the wide range of Extra Curricular Activities available to them throughout the year. They also have the opportunity to take part in a whole range of **Active Schools** activities/opportunities.

## **Home Economics**

Pupils have the opportunity to choose Practical Cookery and have the experience of preparing and cooking a variety of healthy and nutritious meals and snacks.

## **Personal and Social Education (PSE)**

Each pupil has 1 period of PSE per week. The course structure from S1-6 focuses on the four key areas outlined below.

### **Mental, Emotional, Social and Physical Wellbeing**

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. Students study topics such as the importance of healthy sleep patterns, healthy eating habits, healthy lifestyles and preparing/coping with exams.

### **Relationships, Sexual Health and Parenthood**

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

**Substance Misuse**

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

**Planning for Choices and Changes**

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. Demands and employment patterns are changing, so it is particularly important for all young people to have a clear understanding of the world of work, training and lifelong learning.

## Curriculum for Excellence: The Capacities



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

## Extra-Curricular Activities

We hope pupils will take full advantage of the wide variety of leisure activities on offer. The number of clubs depends, of course, on pupil demand and voluntary teacher participation. The following list gives some indication of the impressive commitment of staff to offering so many rich opportunities for our pupils:

BADMINTON  
BASKETBALL  
GYMNASTICS  
DANCE  
TRAMPOLINING  
VOLLEYBALL  
TABLE TENNIS  
YOGA  
FITNESS

GIRLS/BOYS FOOTBALL  
GOLF  
ECO COMMITTEE  
HOCKEY  
RUGBY  
MUSIC & SCHOOL SHOW  
SCHOOL MAGAZINE  
RUNNING CLUB  
FUTSAL



## **Assessing Children's Progress in the Broad General Education (BGE) & Early Years – end of S3**

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

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

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

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

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child's teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

### **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

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

### School Standards and Quality Report and School 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. Our **2021/2022** plan will include further development of the priorities outlined.

**Our most recent Standards and Qualities report can be found on our school website:**

[www.irvineroyal.co.uk](http://www.irvineroyal.co.uk)

The graphic features a central shield with a red and yellow design, topped with a crown and a bird. The shield is surrounded by five colored boxes, each containing a strategic priority and its description. The background is a dark blue with a subtle pattern. At the bottom, there is a yellow banner with the school's motto and logo.

# IRVINE ROYAL ACADEMY

## IMPROVEMENT PLAN 2020/2021

**RAISING ATTAINMENT AND ACHIEVEMENT**  
We will **refine our approaches towards tracking and monitoring** including the introduction of an extensive mentoring programme and a revised curriculum offering.

**HEALTH AND WELLBEING**  
We will **prioritise the health and wellbeing of all members of our school community** and will promote a culture and ethos of positive relationships.

**HIGH QUALITY SUPPORT**  
We will **remove barriers to learning** through the development of an integrated model of support which will serve to **effectively support transitions** at all levels.

**LEARNING AND TEACHING**  
We will ensure a **consistency of high quality learning and teaching**, including digital learning, across our entire school community.

**PARTNERSHIPS**  
We will continue to **build on our links with SDS and wider partners** in order to ensure that all young people leave Irvine Royal Academy with a positive destination, this includes the development of family learning programmes.

**AMBITION • RESPECT • RESPONSIBILITY**

IrvineRoyalAcad

## Section 7: Support for your Child

### Equalities

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

### Equality Act 2010

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

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

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

<http://www.gov.scot/Publications/2012/02/7679/3>

### Child Protection

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

The Standard Circular entitled, "Protecting 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**

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:

<http://www.gov.scot/Resource/Doc/348208/0116022.pdf>

## **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](mailto:info@enquire.org.uk)

### **2. Scottish Independent Advocacy Alliance**

Website: <http://www.siaa.org.uk/>

Telephone: **0131 260 5380**

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

### **3. Scottish Child Law Centre**

Website: <http://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: [enquiries@sclc.org.uk](mailto: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)

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

### 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](http://www.girfecna.co.uk)

### Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education and 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 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 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 ongoing 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.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

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:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

### **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.

### **Parents Evening**

We have now moved to an on-line booking system for parents' evenings - appointments can be made by using the following link: <http://parents-booking.co.uk/irvineroyal>

## 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:

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

## Parent Council: Friends and Family of Irvine Royal Academy

Our Parent Council is known as '*Friends and Family of Irvine Royal Academy*'.

We would encourage you to get involved in the life of the school by joining our Parent Council. Our Parent Council is very relaxed and informal and anyone can join (as long as you have a child who is currently attending the school). We meet on the first Wednesday of every month at 6 pm in the school and we are involved in lots of activities from reviewing school policy to fund raising.

Mrs Robertson and Mrs Gemmell are joint chairs of the Parent Council and can be contacted on 07934104985.

## Supporting our School

### ***We need you to***

- Ensure excellent attendance and timekeeping
- The school day begins at **8.50am**. Pupils must be in class on time and ready to begin learning
- Ensure full school uniform is worn every day
- Check Homework via jotters/Google Classroom
- Ensure homework is completed to a high standard
- Talk to your child about their day at school – knowing you are interested encourages them
- Provide a time and place for homework and study
- Be aware of important dates – information evenings, reports, Parents' Evening, class tests
- Spot check school bags regularly for information
- Check our website [www.irvineroyal.co.uk](http://www.irvineroyal.co.uk) for up to date information, important dates and school policies
- Contact the school if you are concerned or unsure of anything
- Inform us of any achievements by contacting your child's PT Pastoral Teacher or through the school email account: [irvineroyal@ea.n-ayrshire.sch.uk](mailto:irvineroyal@ea.n-ayrshire.sch.uk)



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>.



## Section 9: Pupil Data Collection and Protection Policies

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

### Why do we need your data?

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

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

### Data policy

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

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

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

### Your data protection rights

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

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

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto: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](mailto:casework@ico.org.uk).

**Important Contacts**

**Head of Service (Inclusion)**

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**Head of Service (Learning & Curriculum)**

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