

## **Mayfield Primary School & Early Years Class**



## **School Handbook 2021-22**



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Dear Parent/Carer,

It gives me great pleasure to welcome you and your child to Mayfield Primary School. This handbook contains helpful information regarding all aspects of school life.

At Mayfield Primary School we have a very caring team of staff who will help your child to settle quickly into school.

In our school, we offer a wide variety of experiences and opportunities for your child to learn many new skills and to develop their talents not only through the curriculum but also through events such as school shows, pupil committees, enterprise activities and clubs.

We aim to 'Get It Right For Every Child', to make them feel special and to play an active part in our community. We also encourage our pupils to care for, and show respect to, everyone in the school.

I look forward to working in partnership with you as your child learns and grows at Mayfield Primary School. With your encouragement, help and co-operation, our school will do the best we can to ensure that your child benefits fully from the experiences offered and becomes a valuable member of the community.

In all of the above, the role of parents cannot be stressed too greatly. A number of parents are already involved in school activities and this has been of tremendous benefit to the children. We would hope in the future to increase this involvement and so enhance the provision within the school. There will be opportunities for you to meet with your child's teacher throughout the session, but parents are welcome at any time. Please feel free to contact me if I can assist you in any way.

I look forward to working with you and your child.

Yours sincerely,

David Faulds

Head Teacher

## **Communities Directorate (Education Services)**

### **What we want to achieve**

#### **Our Overall Aim**

Ensuring our children and young people experience the best start in life.

#### **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 Vision, Values and Aims

#### OUR VISION

Working within a safe, secure and caring school, we aim to provide all pupils with challenging, broad and engaging learning experiences that promote creativity, curiosity, and encourage a high level of success and achievement. This will lead to excellence and quality in their education.

#### OUR VALUES

- ✓ Teamwork
- ✓ Respect
- ✓ Achievement
- ✓ Inclusion and Equity
- ✓ Nurture

#### OUR AIMS

We aim to:

- ❖ Work as a team, take care of one another, and like the fact that we are all different.
- ❖ Behave respectfully towards others.
- ❖ Be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
- ❖ Celebrate our achievements, aim high, have a “can-do” attitude.
- ❖ Enjoy learning, ask lots of questions and be encouraged to think for ourselves.
- ❖ Learn about our world and how we should care for it to make it a better place through sustainable learning experiences.
- ❖ Learn interesting things, visit interesting places and share what we have discovered with our parents and community.
- ❖ Work with our families and partners in the community to help us be the best we can be. Provide opportunities for staff and pupils to take on leadership roles and be involved in decision-making to improve our school

## School Contact Details

**School name** Mayfield Primary School  
**Address** Kenilworth Drive  
Saltcoats  
KA21 6HS  
**Telephone** 01294 465576  
**Fax** 01294 463598  
**E mail** [mayfield@n-ayrshire.sch.uk](mailto:mayfield@n-ayrshire.sch.uk)

The best and quickest way to communicate with us is by telephone or by visiting the school to speak to us.

**Website** <https://blogs.glowscotland.org.uk/na/mayfieldprimarywebsite/>

**Facebook page** [Mayfield Primary School & Early Years Class](#)

Mayfield Primary school is a single stream, non-denominational primary school with an Early Years class for 3 and 4 year olds. There are currently 195 pupils in the school with a further 27 in the Early Years class. The building is 15 years old and provides a modern, stimulating environment in which pupils can learn.

Our school grounds provide a fantastic resource for learning. There is a Secret Forest for imaginative play, an apple orchard and plenty of raised beds for planting flowers and shrubs.

Our Early Years Class currently operates morning and afternoon sessions  
(8.45am -12.00pm and 12.45pm - 4.00pm).

All Early Years Class places are allocated in line with North Ayrshire Council's Admission Policy and staff will be happy to advise you how this policy operates. There are places for both pre-school (four year olds) and ante-pre-school (three year olds) children.

The Early Years Class is part of our school community and we are developing strong links between our Early Years Class and primary classes. The children also have the opportunity to visit P1 for play sessions.

Early Years Class children also join in some activities organised for the whole school such as our highly popular Fun Fit Fortnight, Outdoor Learning Days and Walk to School Weeks.

At present, the Early Years Class and infant classes work on the 'Promoting Alternative Thinking Skills' (PATHS) programme and ICE Pack: "Knowing Me Knowing You" health and well-being programme. This encourages pupils to become aware of their feelings and those of others and teaches them how to socially interact. All Early Years Class pupils will join in with the activities above, even if they do not attend Mayfield Primary for their primary years.

The Early Years Class also utilise all the outdoor areas within the school grounds.



The Primary 1 teacher or a member of the senior management team will visit each future Mayfield P1 pupil in their Early Years Class setting, to chat to them and discuss their record of achievement folders. During the month of May, parents and families are welcomed to the school as part of our comprehensive induction programme, run by Primary 6 pupils. Future Mayfield P1s will visit the classroom with their parents for 2 sessions. They will also be invited to attend a Teddy Bears' Picnic towards the end of June.

We have good community links with Saltcoats Library (01294 469546). All classes visit the library each session.

**SCHOOL STAFF****TEACHING STAFF**

Head Teacher	Mr David Faulds
Depute Head Teacher	Mrs Susan Hamilton
Principal Teacher	Miss Rachel Patrick
Primary 1	Mrs. Jennifer Muir/Mrs. Lorna Anderson
Primary 2	Miss Laura McDonald
Primary 3	Miss Sharon De Silva
Primary 4	Miss Alana Murray / Miss Rachel Patrick
Primary 5	Ms Melanie Lewis
Primary 6/5	Mrs. Alison Hair/ Mrs Caroline Herley
Primary 7/6	Mrs Clare Montgomerie
Primary 7	Miss Lisa McDonald
Non Class Contact Time	Ashley Watt/ Miss Rachel Patrick
Pupil Support Service Teachers	Mrs Francene Keegans (P2) and Miss Louise Reid (P3)

**EARLY YEARS PRACTITIONERS**

Senior Early Years Practitioner	Mrs Margaret Connor
Lead Practitioner	Mrs. Laura Boyle
Early Years Practitioner	Mrs. Lara Breen
Early Years Practitioner	Mrs. Marty McGrath
Early Years Practitioner	Mrs Caroline Porter
Early Years Practitioner (part-time)	Mrs. Debbie Wilson

**NURTURE STAFF**

Nurture Teacher	Mrs. Leona McCallum
Nurture Classroom Assistant	Mrs. Amanda Nunn

## SCHOOL COUNSELLOR

Miss Julie Cassidy

## SUPPORT STAFF

Classroom Assistant	Mrs Gail Trewin
Classroom Assistant	Mrs Audrey Mullin
Classroom Assistant (part-time)	Mrs Helen Fulton
Classroom Assistant (part-time)	Mrs Alison Green
Classroom Assistant (part-time PEF)	Mrs Debbie Blair
Classroom Assistant (PEF)	Mrs Sharon Conway
Classroom Assistant (PEF)	Mrs Mylane Porter
Clerical Assistant	Miss Jessica Reid
Clerical Assistant & Classroom Assistant	Mrs Karen Hyslop
Janitor	Mr. David McMillan
Catering Manager & Cleaning Supervisor	Ms Linda Gibson



## NORTH AYRSHIRE COUNCIL - EDUCATION SERVICE

### 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. 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 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.

If any child's behaviour is giving us serious cause for concern, parents will be contacted by telephone or letter and a meeting may be arranged. Should the behaviour of any child continue to disrupt the education of others in the school then further steps will be taken in consultation with the parent/carer and child.

There are various reward systems in place, most notable, our House system, Recognition Boards, Class Charters and related awards presented at assembly.

The school has an anti-bullying policy (see school website). Pupils and parents are issued with



advice leaflets and pupil awareness is raised at assemblies and through the I.C.E. Pack resource. It is important that everyone works together to stamp out bullying as much as we can. Encourage your child to report all instances of bullying that they know about and contact us immediately if you suspect your child is being bullied at school. Only by knowing about it can we do anything to stop it

Personal and Social Development is taught throughout the curriculum and encourages children to value themselves, be aware of their own needs and the needs of others and to learn how to keep themselves safe - physically and emotionally. This is approached in a range of ways including input at assemblies, circle time and through our health and wellbeing programme. We aim to challenge pupils to develop their full potential as responsible citizens.

## **Nurture Room**

In February, 2018, we opened our new Nurture Room – the Busy Bees Room. This exciting new resource supplements the work we have already done throughout the school in the last couple of years in this area. Mrs. McCallum and Mrs. Nunn work closely with class teachers and parents and carers to further enable Mayfield to meet the needs of all of the pupils who attend our school.

## **Mayfield Counselling Service**

We are in the very fortunate position of having a Counselling service within the school. Julie Cassidy provides drop-in sessions for pupils and staff. Specific pupils also receive weekly counselling where required. This provides an excellent level of support for pupils, staff and families.

## **Breakfast Club**

Using the P.E.F. fund, we have a daily Breakfast Club in school which is open to **all** P1-P7 pupils. It begins at 8am with the last breakfast being served at 8.30am. At 8.45am, the pupils are escorted by staff to the playground where they are supervised until school begins at 9am. Since we set up the Breakfast Club we have formed a strong partnership with the Magic Breakfast charity and have found that giving our pupils a healthy and nutritious breakfast improves their readiness to learn. Please contact the school office for more details.

## **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 from 8.45am every morning and at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

## **Absence from school premises at breaks**

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

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

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

## **School Dress Code**

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after

consultation with parents and pupils.

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

Mayfield Primary pupils wear a green school sweatshirt (available to order from the office) and suitable trousers or skirt (grey or black is recommended). A yellow or white polo shirt worn under the sweatshirt both looks smart and is comfortable. Traditionally, the school colours are green and gold.

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 discipline.

Types of clothing which will not be allowed include: -

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

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

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.

**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. Earrings should not be worn to school on PE days. Long hair should be tied back.

### **Early Years Class**

Children have the best fun when doing messy work. We will always try to make sure that they are wearing aprons but accidents do happen so please dress your child in suitable clothes. Clothes should be comfortable and easy to manage to assist your child's independence. Early Years Class sweatshirts are hardwearing, easily washed and are available to buy from the school office. **Please also make sure that your child has suitable outdoor clothing for outdoor play as this is a key part of our Early Years Class curriculum.**

### **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 who require to bring a mobile phone to school should hand it in to the school office for safekeeping at the start of the school day and collect it at the end of the day.

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

### **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, NAC website, notices in local shops and community centres, announcements in the press and West FM.

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

### **Listening and Learning**

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

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

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

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

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the [SPSO](#) to consider it. We'll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.

### **Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport**

#### **Footwear and Clothing Grants**

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), both Working Tax Credit and Child Tax Credit (with an income up to £7330) 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 Universal Credit (claimants monthly income must not exceed £610.00), 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, both Working Tax Credit and Child Tax Credit (with an income up to £7,330) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

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

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

#### **School Transport Policy**

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more

than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

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

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

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

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

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

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

## **Section 4: School Registration, Enrolment and Attendance**

### **Registration and Enrolment**

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

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

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

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

### **Attendance at School/Lateness**

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

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

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for

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

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

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

The School Inclusion Officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

### **Structure of Classes**

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

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

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

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

### **Transfer to Secondary School**

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

Mayfield Primary School is an associated primary school of:

**Auchenharvie Academy  
Saltcoats Road  
Stevenston KA20 3JW  
01294 605156**

During their time in P7, pupils will visit Auchenharvie Academy as part of the induction programme. This programme begins in November of the pupils' P7 year. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements that will be completed in Primary 7 and passed onto the secondary school. Teachers from both

schools liaise to ensure a smooth transition that focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.

## Section 5: Curriculum for Excellence

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

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

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

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

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

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



## 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.

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence).

At Mayfield Primary, we aim to think imaginatively about how the experiences and outcomes in A Curriculum for Excellence are planned and implemented creatively to promote meaningful learning to meet the needs of all our pupils.

The work undertaken in Mayfield Primary and Early Years class takes into account the seven main principles of CfE:

**Challenge & Enjoyment** - a wide variety of experiences and activities

**Breadth** - providing a broad general education

**Progression** - building on what has gone before

**Depth** - making sure there is real understanding of what has been learned

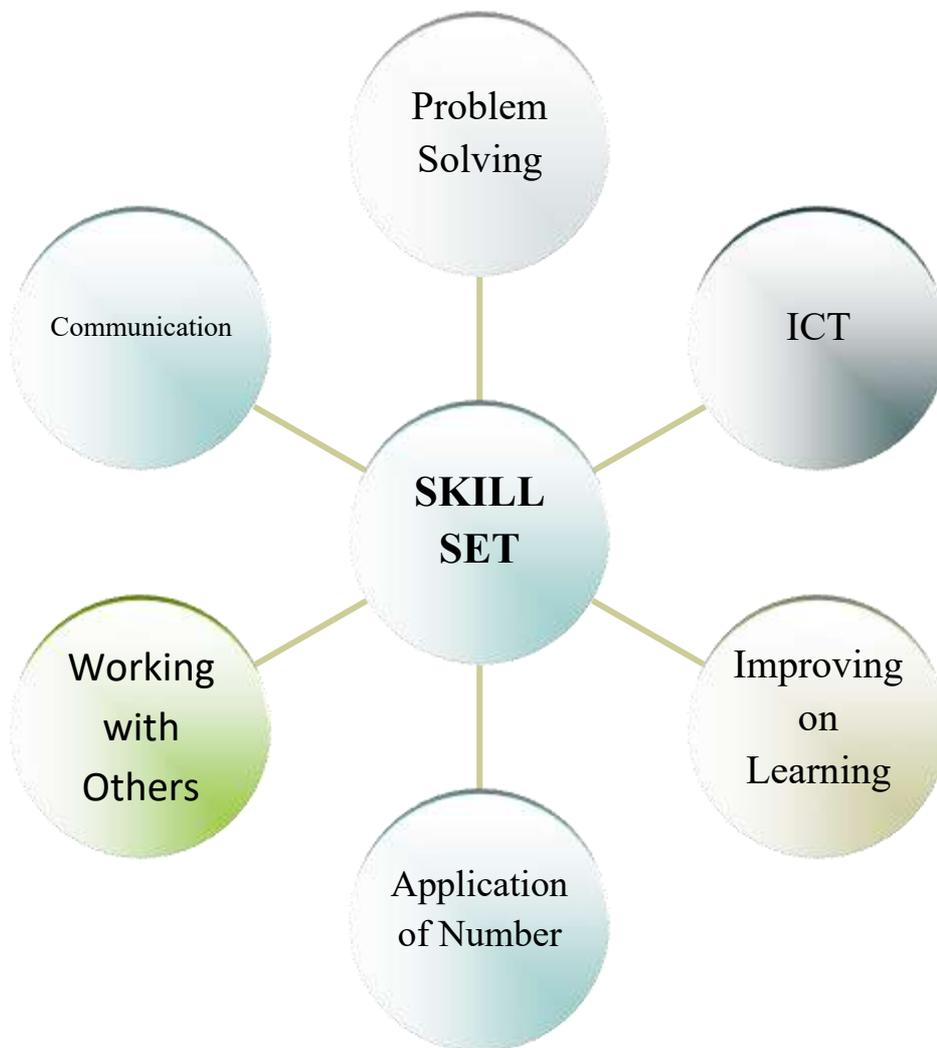
**Personalisation & Choice** – providing opportunities for learners to exercise responsible personal choice

**Coherence** - programmes must fit together and make sense to learners

**Relevance** - to help learners prepare for the world in the future.

Subjects taught are **Languages, Numeracy and Mathematics, Health & Wellbeing, Social Studies, Sciences, Religious & Moral Education, Technologies (including ICT) and Expressive Arts.**

In all subject areas, we focus on developing skills that children will be able to use in everyday life and in future roles in society.



### **Languages**

Language is considered in four categories - **Listening, Talking, Reading** and **Writing**. In addition pupils in P1-7 learn Spanish and pupils in P5-7 also learn French. We aim to introduce Literacy Skills throughout all curricular areas and Information and Computer Technology (ICT) is used to engage pupils in the learning and teaching process and to access skills required for the 21<sup>st</sup> century.

### **Talking & Listening**

Talking and listening are two key language skills that enable us to interact effectively in daily life. As adults, we often take these skills for granted, but children have to develop and learn how to make use of them appropriately in a wide variety of situations. For example, they will learn how to

listen and convey specific information, listen and talk in groups about experiences, feelings and opinions and engage in discussions related to texts.

## Parents

***As a parent, you cannot underestimate the importance of your role in helping your child to achieve. By spending time talking to them, asking and answering questions and listening to their responses, you are enabling your child to develop his/her language skills for life.***

### Reading

Early reading consists of looking at and talking about pictures, building up a reading vocabulary and learning how to decode, in other words, making sense of words through sounding and deducing meaning from the text. At the Early Stages the *Oxford Reading Tree* Reading Scheme is used to teach the basic skills of word recognition and *Synthetic Phonics* provides the means of teaching phonics (sounds).

Later, when pupils have mastered the basic mechanics of reading, they will begin to develop higher order reading skills such as making inferences/drawing conclusions, understanding emotion/mood/atmosphere of texts and the skills that the author has used to capture the reader's interest.

Both fiction and non-fiction texts are used to develop pupils' literacy skills. We have a well-stocked school library and pupils are encouraged to take books home on a weekly basis.

## Parents

***The value of parental engagement in encouraging children to read cannot be highlighted strongly enough. You can help children to make practical use of their reading skills, for example, by reading shop signs, road signs, etc. It is a good idea to join the local library to foster an interest in books from an early age. Children who read widely and engage effectively in the skills of talking and listening, are more likely to be effective writers.***

### Writing

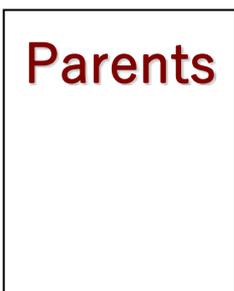
As with the other aspects of Language, writing activities are part of most other curricular areas. Children will be taught to express themselves in different forms of writing including

- ✓ *Personal* (writing about themselves, personal letters, etc)
- ✓ *Imaginative* (Fictional stories, poems, plays, etc)
- ✓ *Functional* (Reports, instructions, formal letters, etc)

Children are encouraged to write in a style that is appropriate to the "audience" i.e. the person who will read their piece of writing. In order to write well, children have to have the tools of writing, i.e., handwriting skills, spelling, punctuation and grammar.

You may hear your child talking about VCOP. This stands for vocabulary, connectives, openers and punctuation – key elements in creating effective writers. Handwriting starts as unlinked script and eventually children are taught to join letters to produce a style that flows easily. From P2, pupils will start to work on the Spelling programme. There are many spelling strategies that can be used to assist pupils to learn spelling patterns and key words.

To help your child with spelling, you may.....



**LOOK** carefully at the word.

**COVER** the word.

**WRITE** the word from memory

**CHECK** the word.

If it is not correct, go back through the process again.

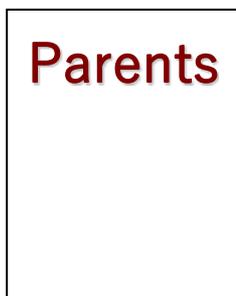
This is only one strategy that Mayfield Primary School staff use - a wealth of spelling strategies to assist children to spell are in place to make spelling more exciting and memorable for our pupils.

### **Mathematics**

Teachers provide a **practical** approach to the teaching and learning of Mathematics. Active learning opportunities are paramount to pupils' learning and pupils will be engaged in mental maths activities, investigations and computation exercises. The children will study:

- **number, money and measurement**
- **shape, position and movement**
- **information handling**
- **problem solving strategies** within all of the above.

Children should be able to use the skills taught and apply them in a way that will give a sense of satisfaction and enjoyment of the mathematical challenges that they meet. As part of Curriculum for Excellence, skills in Numeracy are taught in every area of the curriculum. The pupils are given the opportunity to use their Numeracy skills in active learning situations, where we use games, play and real contexts. Teachers encourage learners to use the skills they have learned in other areas of their school life. Examples of this are counting how fast their heart is beating during a PE lesson or working out profit and loss for the MacMillan coffee morning.



*It is exceptionally important that parents encourage their children to learn and practise basic number facts, including multiplication tables. In this way, pupils are better able to handle more complex skills as they progress through school.*

## **Health And Wellbeing**

Health and Wellbeing is addressed throughout the curriculum. Teachers will highlight the importance of looking after others, our environment and ourselves. Many of the aspects of Health and Wellbeing will be covered using inter-disciplinary learning (or topic) approaches, e.g. looking at the importance of a healthy diet in science or discussing how exercise makes us feel in PE.

Learning is focussed on promoting pupil health and wellbeing and making good choices in a variety of ways, including a Fun Fit Fortnight where all classes take part in health-related learning activities. The children are given the opportunity to try out a wide range of sports including golf, rugby, football, bowls and street dance. They make healthy snacks and receive input from the RNLI, police, nurse and other emergency services. They also take part in the British Heart Foundation Heart Start Programme. This provides pupils with a brief knowledge of what to do in an emergency and the skills that can help to keep someone alive until professional help arrives.

Sensitive issues such as sexual health are introduced from P6 and involve structured content that is introduced and explained by the school nurse.

Physical Education plays an important part in the development of a child and is linked closely to our Health Programme. Pupils receive 2 hours Physical Education per week, in line with government recommendations. In addition, they participate in daily FitFifteen activities e.g. running a mile around the school. The Early Years class have opportunities to develop physical skills and abilities each day.

## **Technologies**

Your child will be given the opportunity to develop skills including using technological equipment and computer software. They will learn how to make presentations, search and find information both on the internet and from text and about communicating with others using technology.

Mayfield Primary is equipped with a range of computers, laptops and mini ipads. Each classroom has an interactive whiteboard, which is used as a teaching aid and as a learning tool by the pupils. Computers are used for all areas of the curriculum, and emphasis is placed on how to access the internet safely and use GLOW.

Technologies education is also about learning how technology has developed, how it affects business and how the design process works, so children are expected to learn these skills as they move through the school.

Each class has its own class blog. Pupils and teachers use these to showcase pupil learning, celebrate success and provide helpful information to engage parents. Pupils in P5-7 also have their own individual blogs. Information from these is used to build the P7 profile which is a record of a pupil's latest and best achievements.

## **Social Studies**

At every stage of Mayfield Primary and in the Early Years class, children are given the opportunity to learn about the society in which they live. They learn about areas or topics under the headings:

- People, past events and societies (History)
- People, place and environment (Geography)
- People in society, economy & business (Modern Studies)

Contexts are chosen to help children develop their understanding of the world, the environment, achievements made by individuals and how society is shaped and changed. Pupils are given personalisation and choice within topics and are involved in planning what they want to learn

about specific topics. Classes may visit museums, parks, or outdoor centres to support their learning.

## Parents

***You can help by talking to your child about topics, going to the library with them to find out more information or working with them on the internet to find answers to questions about their topic.***

### **Expressive Arts**

The Expressive Arts include **Drama, Art and Design, and Music.**

#### **Drama**

The aim of drama is to develop imagination, expression, understanding and cooperation. This occurs through role-play, mime and improvisation. At the Early Stages much of the programme for drama takes place as part of our play activities e.g. role playing in the "house corner" which may take on the appearance of, for example, a fire station or a hospital. As the pupils progress, dramatic role-playing may be part of an ongoing theme or a response to a Language based activity. Annual productions are staged and pupils are encouraged to perform to an audience.

#### **Art & Design**

At all stages pupils are given the opportunity to experience a wide range of materials to create visual representations of their thoughts. This provides pupils with experience of drawing, modelling and collage as well as an awareness of the work of artists.

There will be times when techniques will be taught and specific activities will follow but there will also be opportunities for pupils to express themselves using their own choice of media. Some activities will relate to the real world e.g. drawing from life while others will be of a purely imaginative nature using both two and three-dimensional forms.

#### **Music**

Children are taught skills in music such as investigating and exploring sound and expressing their thoughts, ideas and feelings by creating and designing music. Opportunities for evaluating and appreciating the quality and characteristics of different musical sounds will also form part of their musical experience in Mayfield Primary. Some pupils can select to receive instrumental tuition from qualified instructors – currently this is brass and strings tuition.

Pupils also have the opportunity to participate in an after-school choir.

#### **Religious And Moral Education**

The school aims to develop the pupils' spiritual, social, moral and cultural values through the programme of Religious and Moral Education. The council has developed a policy on religious education and observation and the school implements these policies. ***These policies have regard to national advice set out in SEED Circular 6/91 and the Education (Scotland) Act 1980.***

Class teachers have devised a progressive Religious and Moral plan that is used throughout the school. The programme recognises the prominent place of Christianity but also includes the exploration of other major faiths. In Mayfield, Hinduism and Judaism are studied. Pupils have a need to understand how important religious faith is to the believer, and to develop sensitivity and tolerance to the beliefs of others, especially where these differ from their own.

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 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.

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.

We do not currently have a school chaplain, but Adelaide College and Alastair Young often participate in school assemblies and events.

### **Interdisciplinary Learning**

In Mayfield, we teach subjects such as literacy and numeracy individually to ensure children acquire basic skills, but we often use an interdisciplinary approach when planning learning and teaching. This means, for example, that instead of only learning the historical facts about the Victorians in a social subjects topic, the children will develop their skills in literacy by reading a novel set in the Victorian period; develop their understanding and appreciation of art by learning about famous artists or paintings of the time and further develop their drama skills by role-play activities set in this context.

Learning is planned in this way at all stages within Mayfield. Teachers consider as many curricular areas as are relevant to the topic, and involve the children in deciding what they want to learn. This helps learners link what they understand across subject boundaries, helping build a better knowledge of the world.

### **School Committees**

At Mayfield, we place a high priority on pupil voice. The term '**pupil voice**' refers to ways of listening to the views of pupils, consulting them and/or involving them in decision-making. Decisions can be related to their own learning goals or can concern whole school matters. Pupils are fully involved in identifying their next steps in learning and regularly set targets to achieve. As part of our school improvement plan, pupils may be asked to complete questionnaires to help inform our priorities moving forward.

All pupils in P3-7 are involved in committees called 'Thinking Teams'. Our Thinking Teams make decisions and make improvements in various aspects of school life. These include Eco-Schools, Rights Respecting Schools, Pupil Council, Health & Wellbeing, Charities, STEM and Fairtrade.

Pupils are provided with the opportunity to take on roles of responsibility, for example, House Captains, buddies or paired readers. During assembly time, Primary 4-7 pupils work together in 'Critical Circles'. They work in groups of 6-8, taking on roles and completing tasks to improve the school.

### **Extra-Curricular Activities**

The school organises a range of extra-curricular activities such as choir, gardening, cycling proficiency, badminton, football team, Eco club, tennis, golf, netball, games club, baking and Art. After school clubs are subject to the availability of staff to lead them. Some of our senior pupils help out at clubs organised for the younger children. The school is always happy to hear from parents/friends who may have an expertise to offer a school club.

### **Assessment and Reporting**

The 3-18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need for life, learning and work.

In each subject, the children will progress through the levels at a pace appropriate to their ability. As a broad guide – all children progress at different rates - the approximate stage of schooling at which pupils can be expected to attain the various levels is as follows:

- |                         |                        |                         |
|-------------------------|------------------------|-------------------------|
| ▪ Early Level           | Early Years Class – P1 | (Achieved by end of P1) |
| ▪ 1 <sup>st</sup> Level | P2-4                   | (Achieved by end of P4) |
| ▪ 2 <sup>nd</sup> Level | P5-7                   | (Achieved by end of P7) |
| ▪ 3 <sup>rd</sup> Level | S1+                    |                         |

By means of the continuous assessment, the teacher knows how each pupil is progressing and when he/she is ready to move on to the next level. In order to confirm this in reading, writing and mathematics, the children will be assessed by class teachers on a variety of aspects. This type of assessment is called summative assessment and it sums up a pupil's achievement to date.

From time to time, children may be given specific tests that will serve a number of purposes. These tests indicate particular strengths and weaknesses in an individual child, group, class, school or educational authority and enable appropriate next steps to be considered.

As your child makes progress throughout the school, you will learn about methods we employ to assist your child to progress. Pupils are assessed on a continuous basis by their class teacher and records of their progress are maintained. Children who have additional support needs will be assessed in a way suited to their individual needs. Invitations to parents to visit the school to discuss their child's progress with the class teacher are made twice per session in October and February. These meetings include the parents/carers, pupil and teacher who will discuss the child's progress together and agree learning goals. A written report will be sent out in June.

Parents are often able to identify when a child is experiencing some difficulty. Where a parent has a concern then they should contact the school as soon as possible. It is not necessary to wait a parents' night to do this. Similarly, if the school has a concern about a child's progress, we will contact parents.

We know that children learn better when they understand what they are trying to learn, get feedback about how well they are doing and receive advice about what they can do next to improve. It makes them think carefully about their own learning and involves them in working with their teachers, parents and friends.

The different techniques we use to assess pupils is called **Assessment is for Learning**. For example, you may hear your child talking about WALT and WILF. Teachers use this to let pupils know what they are learning to do (We Are Learning To) and what they are expecting children to achieve (What I'm Looking For).

You may hear your child talking about self and peer assessment. Pupils are encouraged to take responsibility for their own work, reflect on their progress and consider their targets. Peer assessment involves pupils assessing one another. **Did you know that pupils are likely to retain 95% of information when involved in teaching and assessing one another?**

### **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

Homework is an extremely important part of learning and teaching. **Research has shown that regular homework set throughout a child's compulsory school years, when handled well, has the same benefit as an extra year or more of full time teaching.**

The type of homework will vary depending on the age and ability of individual pupils. Often parents and children attach greater importance to a task that is written than to one that is oral. Sometimes children may be asked simply to read a chapter of a novel, prepare a talk or watch a news broadcast. This will be followed up in class next day and is just as important as written work.

Homework will relate to the ongoing work in the classroom. For most primary pupils, the homework should not take any longer than about 30 minutes. It is worth noting that, in P6 & 7, children may be given a longer task to complete over a period of time. We do this to encourage the child to pace the task. The younger children in particular should not spend any more than 10 - 15 minutes at a time on homework tasks.

Where a child is obviously struggling with homework or spending too long on this, parents should arrange to have a word with the teacher.

Reading commonly forms part of the homework set and will be specified by the teacher. 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 practise even earlier). Math's homework will be given to consolidate understanding and proficiency at all stages of the school.

From time to time pupils are given assignments and Personal projects that 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 engage

with their child in homework tasks.

## Section 6: School Improvement

The School Improvement Plan is a document that sets out the activities we will be undertaking as a school over the next 3 years. When writing this document we take into account a number of factors: \* National priorities as set by the Scottish Government. \* Local priorities as set by North Ayrshire Council \* The development needs of our own school.

Our priorities for the current session are:

<b>School Priorities</b>	Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response the impact of COVID-19 in our community.	Ensure that staff, pupils and parents/carers have confidence in using new resources and skills that can be used for Homework (and Blended Learning if Required.)	Identify gaps in learning and employ strategies and resources to mitigate the effects of these gaps.	Use P.E.F. interventions to help close the poverty related attainment gap
<b>High Level Objectives</b>	<p>We will ensure staff feel safe and secure about a post lockdown return to school.</p> <p>We will ensure that time and space is provided to actively promote staff health and wellbeing.</p> <p>To further develop targeted approaches that support children and staff's mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection and recovery.</p> <p>Implement Trauma Informed Approaches in P1</p> <p>Develop the role of the School Counsellor</p> <p>Develop the use of emotion coaching and compassionate and connected communities.</p> <p>Explore the use of Mindfulness to improve attainment and remove barriers to learning.</p>	<p>Audit online strategies and resources that proved a success during Home Learning.</p> <p>Train staff, pupils and parents/carers in the use of SeeSaw</p> <p>Train staff, pupils and parents/carers in the use of Microsoft Teams</p> <p>Family Learning Team to support families in home-learning strategies and resources.</p>	<p>Whole school review of Numeracy practice and resources.</p> <p>Implement findings of Working Party on spelling practice and resources.</p> <p>Implement use of Visible Learning Strands</p> <p>Analyse assessments and classwork in literacy and numeracy, identify gaps and implement appropriate interventions</p>	<p>Liaise with Magic Breakfast to deliver fortnightly breakfast packs until we are able to restart Breakfast Club</p> <p>Employ Full Time School Counsellor</p> <p>Fund 20% of Nurture and related resources.</p> <p>Licenses and Subscriptions for Assistive Technologies e.g. Clicker 7 &amp; Rapid Readers</p> <p>Fund Family Learning Worker activities</p>

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Liaise with Magic Breakfast to deliver fortnightly breakfast packs until we are able to restart Breakfast Club

Funding 20% of Nurture and related resources.

Employ Full Time School Counsellor

Purchase Licences and Subscriptions for Assistive Technologies e.g. Clicker 7 & Rapid Readers

Help with funding for Family Learning Worker activities

Employ 2 Classroom Assistants to provide support for A.S.N. pupils

## **Standards & Quality Report**

Our school Standards and Quality report is prepared annually to give you a flavour of our school's progress and achievements as well as information about our plans for the current session. A summary of last session's achievements is provided below but a full copy of the Standards and Quality report can be found on our school website.

- Staff increased their knowledge of and skills in using the Nurture Principles through training in Emotion Coaching and the Compassionate Classroom.
- Engagement in learning during lockdown learning was very high.
- Staff did their best to ensure that the Health and Well Being needs of all pupils and their families were met during the Lockdown.
- Getting it Right for Every Child (GIRFEC) principles are embedded in our practice. We work hard to keep pupils safe, happy, active, nurtured, achieving, responsible, respected and included (SHANARRI). Pupils understand what these wellbeing indicators mean for them and try to live by them.

**In September, 2018, both the school and Early Years were inspected by H.M.I.E. and the Care Inspectorate. They mentioned the following strengths:**

- The school provides children with a nurturing and inclusive learning environment.
- Children are very proud of their school and how it helps them to learn.
- Positive relationships encourage children to do their best and overcome any difficulties that they may have in their learning.
- All staff assume leadership roles. Teamwork and commitment to provide high quality learning experiences for children is a major strength of the school.
- Children are happy and very positive in their attitude to school. They are confident, motivated and feel supported in their learning.
- Pupils understand their rights, the school's values and talk about how these apply to them in everyday life.
- The strong leadership of the Early Years class and improvements that are sustained over a period of time. As a result, children's progress in literacy and numeracy is very good.
- Strong partnership with parents, specialist personnel and the local community which supports children's wellbeing and development.

<https://education.gov.scot/inspection-reports/north-ayrshire/8213623>

## 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 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 seeing your child after seeking your agreement 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><i>Safe</i></b>	<b><i>Healthy</i></b>	<b><i>Achieving</i></b>	<b><i>Nurtured</i></b>
<b><i>Active</i></b>	<b><i>Respected</i></b>	<b><i>Responsible</i></b>	<b><i>Included</i></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 & 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/>

Mayfield's Educational Psychologist is **Fiona McArthur 01294 324500**

## **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.

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

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

Children will not be sent home unaccompanied.

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

## Section 8: Parental Involvement

### Parental Engagement and Involvement

[North Ayrshire Council Positive Family Partnership Strategy](#)

[NAC Parental Involvement Strategy](#)

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

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

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

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

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

### Home School Links

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children's work and discuss progress with the teacher. At Mayfield Primary, pupils are fully involved in these meetings and pupil learning goals are discussed.

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

At Mayfield we are continuing to extend our home-school links.

- An invitation to 'Stay and Play' is extended to all parents/carers in the Early Years Class. This is an informal invitation to join your child for snack and spend time playing with them and speaking to staff. The child's Special Folder is available for parents/carers to see at any time. This is an important record of their learning.
- Parents of pupils starting P1 and Early Years Class will be asked to accompany their children on their induction visits in the summer term and participate in workshops early in the session.

- All classes provide 'Sharing with Parents' sessions on a termly basis. Parents are invited to school, to work alongside their child in class. This is an informal and enjoyable time for parents and children alike.
- **Our Family Learning Worker, Lucy Watkins**, is available to support parents/carers in a variety of ways. Contact her on: [lucywatkings@north-ayrshire.gov.uk](mailto:lucywatkings@north-ayrshire.gov.uk)  
01294 552591/07973 719 219
- We have a small number of parent helpers. We will always welcome more. You don't have to commit on a long-term basis. Even if you can help at a time over a few weeks, you will be very welcome at any stage of the school.
- Class blogs help to keep parents informed about the learning in class.

***Please contact the school if you have some time to spare!***

Frequent invitations are issued to parents to participate in school activities such as special assemblies, 'Sharing with Parents' class visits, curricular workshops, school shows, sustainability events and to assist with outings and visits, sports and concerts. We have early meetings for the parents of Primary 1 pupils and keep parents informed of events with a range of newsletters, website updates, Facebook page, weekly local press articles, noticeboards, texts and invitations.

### **Reports to Parents**

Parents' meetings with teachers are held in school twice a year, usually in October and February. Written reports are made to parents annually in June and will contain information regarding their child's attainment. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

### **Parent Council**

The objectives of the Parent Council are:

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

### **Mayfield Primary School Parent Council**

Chairperson: Mrs Jill Bourner

Telephone: 0749 563 6172 or contact the school.

At Mayfield Primary we are fortunate to have a very supportive Parent Council. The Parent Council's fundraising activities enable pupils to receive extra treats such as prizes for parties or to help subsidise outings. This valuable assistance has enabled the school to further enhance the provision that the children receive.

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 meetings.

The Parent Council welcomes more parents to join – please ask at the school office or refer to our website for details of our informal meeting dates and times.



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 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**

**Interim Executive Director (Communities)**

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KA12 8EE  
01294 324414

**Head of Service**

Caroline Amos  
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