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Welcome

Dear Parent/Carer,

Welcome to St Luke's Primary School and EYC.

On behalf of the staff, I am taking this opportunity to welcome your child/children to our school. In St Luke’s, we aim to provide a welcoming, happy, caring environment, where every child is given the opportunity to achieve his or her own potential by receiving a quality education. Within our establishment the following will always be key priorities:-

- To maintain a positive, stimulating and caring environment that meets the needs and interests of each child, to help them realise their true potential
- To promote learning through play, by giving children a balanced educational experience through a range of teaching methods and a broad curriculum which promotes Equality and Diversity
- To develop within the children a sense of duty and responsibility for citizenship in a democratic society
- Through partnership with parents and the community, to provide a relevant curriculum to enable each child to reach his/her full potential and benefit from education regardless of their individual needs
- To ensure our teachers are reflective practitioners by undertaking assessments that provides information to ensure continuity and progression
- To develop self-esteem in every child, provide high quality learning experiences, enhance achievement and encourage parents to work in partnership with other children and adults

St Luke’s is a Rights Respecting School and is a place where children feel confident and know how to respect each other’s opinions. Every child is treated the same and it is a place where everyone cares for each other.

Lastly and perhaps most importantly, this is your school. As parents, you play a vital role in its success and we are always happy to listen to what you have to say. If you have any queries regarding establishment matters, please do not hesitate to contact me.

Yours sincerely

Fiona Mackenzie
Head Teacher
New Vision, Values, Aims, Motto, Catholic Ethos

When discussing current Vision, Values, Aims with children, it was clear they didn’t really understand a lot of the terminology.

Time to make them more Child-friendly.

Our new child-friendly Vision statement

Together we will work to secure an outstanding future for St. Luke’s Primary and EYC. We will set high expectations for all staff and pupils.

We will work in partnership with parents and our community to help all children reach their full potential.

Using St. Luke’s as an acrostic, we asked the children how they wanted themselves and others to feel. Here were their ideas:-

Values
- Safe
- Together
- Leadership
- Understanding
- Kind(ness)
- Excellence
- Successful

Discussing Aims was easier, as most children could understand an Aim was to try and do something.

Therefore our Aims created by the children are now to
- Aim High
- Celebrate Success
- Respect Each Other
- Promote Health
- Encourage Curiosity
Council Priorities

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

Our School Priorities (in response to Inspection May 2016)

- To develop a greater understanding of the totality of the curriculum, placing the needs and environment of our learners at the centre of curriculum design and development. Using the four contexts in line with national and local guidance we (teachers, partners) should deliver a unique relevant curriculum that results in stronger outcomes for our learners

- To build capacity in pupils and ALL staff through Nurture principles and Restorative practice, to deliver and embed a more robust and accountable approach to provide high quality support enabling ALL children to achieve success. Facilitate much stronger partnerships and clearer communication to support the children, alongside giving them responsibility for their own learning pathways through targeted support

- To develop rigorous and effective systems to monitor and evaluate the quality of learning, teaching and attainment that we have at St. Luke’s
Our School Catholic Values

When looking at old Values and the Catholic Charter, we decided we should promote child-friendly Catholic values and discussed with staff some of our ideas, the emphasis being on being child-friendly. Staff agreed some Ethos Values were a good idea too and agreed to take a Value each, discuss with class and for each child to design an A4 illustration of that Value.

- P1 - Friendship
- P1/2 - Happiness
- P2 - Sharing
- P3 - Caring
- P3/4 - Love
- P4 - Honesty
- P5 - Welcoming
- P6 - Forgiveness
- P7 - Peace
A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- An inclusive ethos, which aims to honour the life, dignity and voice of each person, made in the image of God
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
- The provision of religious education programmes which will enable young people to develop their understanding of gospel values and of how to apply them to life
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the catholic church
- A commitment to communicate catholic social teaching and thereby to promote social justice and opportunity for all
- A commitment to ecumenical action and the unity of Christians
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue
• A commitment to support the continuing professional and spiritual development of staff

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

Our school chaplain is the Rev. Fr. Gerry Magee of St. Winning's Parish, Kilwinning, who attends the school regularly. He also celebrates Mass at different points through the school year. He helps the children prepare for the Sacraments of Reconciliation, Confirmation and First Holy Communion.
School Information

School name            St Luke’s Primary and EYC
Head Teacher           Fiona Mackenzie
Address                Pennyburn Road, Kilwinning, KA13 6LF
Email                  stlukes@ea.n-ayrshire.sch.uk
School website         www.stlukes.northayrshireschools.co.uk
Present role           Approx. 244 (Primary); 60 (Early Years)
Capacity               277 (Primary)
Stages covered         P1 - P7 and Early Years
Denominational status  Primary - Roman Catholic
                        Early Years - Non-denominational
Single Sex /           Co-Educational
Co-educational

School Day

Open                   9:00am
Interval               10:30am - 10:45am
Lunch                  12:15am - 1:00pm
Close                  2:55pm (P1 - P2) ; 3pm (P3 - P7)
School Staff

Head Teacher                                Fiona Mackenzie
Depute Head Teacher                        Kirsten Hasson
Principal Teacher                         Joanne Boyle

Class Teachers
Mary Swan
Jacqueline Foster (0.6 F.T.E)
Charlotte McMahon (PT PEF)
Corinne Wilson
Lena Scott
Charlene Ramsay
Theresa Morrison (PT PEF)
Caroline Hannah (0.6)
Ailis Ovens
Christie Murphy
Clare Connell
Scott McKenzie

Pupil Support Services                       Karen Macnamara

Classroom Assistants
Jeanette Brown
Sharon Grant
Liz Weston
Linda Andrews
Trudy Roy
Maureen Edger

Early Years Practitioners
Jennifer Logan
Maxine McKenzie
Natalie Poyser
Michelle Goan

Education Assistants
Julie Proctor
Janey Wilson

Janitor                                      Mr Parker

Music Specialist                            Jim Walsingham
                                             David Wilde
                                             Oliver Costar
                                             Suzanne Greenlees

DMR                                          Jim Shirkie (EFO)

School Nurse                                Charonne Hodge

Educational Psychologist                    Kim Whitehead
Jennifer Logan, Early Years Practitioner
Natalie Poyser, Early Years Practitioner
Maxine McKenzie, Early Years Practitioner
Karen Macnamara, Pupil Support Teacher
Alison Walls, Home Link Officer
Michael Parker, Janitor
Julie Proctor, Education Assistant
Janey Wilson, Education Assistant
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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. Normally, anyone calling 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.

Within St. Luke’s Primary and EYC, the following procedures have been put in place:

- All visitors must report to the school office on arrival so that their presence can be logged in by a member of the office staff.
- Visitors going anywhere within the school building out with the reception area will be issued with a temporary pass which they must display clearly.
- School staff will wear an identity badge at all times.
- Pupils should wear school colours to assist with the easy identification of intruders.
- CCTV has been installed to help monitor external movement during the day.
- Security fences have been erected around the perimeter of the school in order to restrict the number of access points to the school grounds. These gates will be closed during the school day to ensure the safety of the children in the playground.

Children are supervised in the playground from 8.45am onwards. The doors are opened at 8.55am unless it is wet, in which case doors are opened at 8.45am. Any child arriving at school after 9am must enter via the main door.
Promoting Positive Behaviour

In St. Luke’s we wish to create a positive atmosphere conducive to learning and to the development of each child’s personal and social needs. The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring reciprocal respect and consideration. Unlike home, there are approximately 244 pupils in St. Luke’s and as such, rules for safety and protection are paramount. To facilitate safety and the smooth running of the school, rules must be clearly defined and understood by staff, pupils and parents.

House system
The four houses in St Luke’s are:

- Eglinton - Yellow
- Dalgarven - Blue
- Smithstone - Red
- Mountgreenan - Green

All children will have been allocated their house and will receive house points for keeping the core values and working hard. The house points are counted and displayed at Assembly on Friday and the winning house at the end of each term will receive a treat.

Staff expectations

- There should be an atmosphere of mutual courtesy and respect throughout the school
- Every member of staff is expected to follow the positive behaviour management policy
- Each teacher is responsible for maintaining a pleasant working atmosphere in the classroom - firm but fair with clear guidelines of expectations
- Whole school discipline is the responsibility of the whole school community which includes staff, children and parents
- Staff have a duty to praise/reprimand any child irrespective of class. The janitor and support staff have a particular role to play while on playground supervision during lunchtime and at interval
• Good behaviour is encouraged and praised. Star Student certificates are awarded weekly at assemblies and an invitation to the Silver Table as a reward. Achievements out with school are also celebrated.

• The class teacher monitors pupil behaviour. In the cases of more serious misdemeanours, or lunchtime/playtime incidents the senior management team will advise and parents may need to be informed.

Our expectations of pupils

Good manners, respect and courtesy towards:

• Each another
• All members of staff
• Any visitor to our school
• Orderly, acceptable movement around our school
• A positive attitude towards all aspects of school life and learning

Our expectations of parents

• Parents are the prime educators in their children’s lives
• Our positive behaviour management policy will function at its best when parents work in partnership with staff
• We would ask parents to acknowledge homework diaries or any work sent home by signing it

Parents are welcome to have a copy of our positive behaviour policy and our anti-bullying policy if they wish.

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

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

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and supervision of pupils) (Scotland) Regulations, 1990. Several members of the support staff are deployed inside and outside during break times and pupils are expected to respect their instructions.

Children leaving 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 includes taking reasonable care of pupils’ safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunch times when they are going home for lunch, with their parents’ agreement. Parents should encourage their children to follow these rules in the interest of safety. The council meets the terms of the legal requirements 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 is that no pupil is allowed out of school without permission during school hours, or unless collected by a responsible adult.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

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

All mobile phones should be handed to the class teacher at the start of the day if required for use after school.

School dress

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 discussions with parents, pupils and the Parent Council.
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.

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.

Information regarding the application for Footwear/Clothing Grants and Free School Meals can be found by calling 0845 603 0596 or following the link to North Ayrshire Council's website: http://www.north-ayrshire.gov.uk/

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.

The school colours are grey and blue. We have designed a school sweatshirt and polo shirt which are available to those parents who wish to purchase them. Grey skirts/trousers, grey jumpers/cardigans, blue shirts/blouses and school ties are also part of St. Luke's uniform.

Pupils must wear suitable clothing for P.E. The children wear plimsolls/sandshoes in the gym. For safety reasons, jewellery should not be worn for P.E. lessons.

Information in emergencies

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.
Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

**Listening and Learning**

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

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

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

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

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

School meals
Midday meals are provided daily in the school dining hall. These are cooked and served cafeteria fashion. There is a wide choice of main courses and snack meals, including sweets, fruit and soup. The cost of a meal is £2.00.

By arrangement with the school catering service, children on special diets can be accommodated.

Free school meals
Children of parents receiving job seeker's allowance or income support are entitled to a free midday meal and free milk. Parent 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 P1-3 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.

Accommodation is provided for those who prefer packed lunches. Parents are asked to ensure that containers are safe, suitable for purpose and have the child’s name clearly shown on the outside. Fizzy drinks in cans or bottles should not be brought to school as this can cause accidents e.g. cuts from cans or broken glass.

Please remember it is the policy of North Ayrshire Council that pupils should not leave the school at lunchtime unless they are going home for lunch, with their parents consent. We ask that this consent be put in writing and given to the class teacher.

Footwear and Clothing Grants
Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants must earn less than £610.00 per month. However, some 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 (with income under £16, 105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

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

Information and application forms may be obtained from schools.
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:

School Registration, Enrolment and Attendance

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 and parents 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 or 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 wishing to enrol their child in the Early Years class should contact the school to make arrangements.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment, either in writing or by telephone, with the Head Teacher.
The 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 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.

Further information may be obtained in "Composite Classes - A Guide for Parents" available in the school.

At present in St Luke’s our class structure is P1S, P1F, P2, P2/3, P3, P4, P4/5, P5/6, P6 and P7.
Attendance/Absence

All parents of a child of school age have a duty to ensure that their child attends school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded in the school register as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone, if your 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. On the first day of an absence, where no prior notification has been given, the home number will be phoned to establish the reason and anticipated duration of absence.

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter of the dates involved, before going on holiday.

If a child is likely to have a prolonged absence then the school should be informed accordingly. The school attendance officer will be asked to investigate unexplained absences and the authority has the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children’s Panel, if necessary.

If a child is to be dismissed early from school for any reason e.g. for a dental appointment then the school must be informed in writing and details of the arrangements to be made for the child given. Children will not be released from school unless collected by a responsible adult.

Attendance/Absence Data

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Regular monitoring of attendance takes place and if this is deemed unsatisfactory, then parents will be contacted.
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.

St. Luke’s Primary School is an associated primary school of:

**St Matthews Academy**
Jack’s Road, Saltcoats, Ayrshire, KA21 5NT
Telephone: 01294 606680


During their time in P7, pupils are taken to St Matthew’s Academy as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school.

Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.
Curriculum for Excellence

Curriculum for Excellence (CfE) is being fully implemented across Scotland for all 3-18 year olds - wherever they learn. 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. 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. There will be a new 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 and links knowledge in one subject area to another helping children understand the world and make connections. Curriculum for Excellence also develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

New systems are being developed as ways of assessing progress and ensuring children achieve their potential.

Ultimately, Curriculum for Excellence aims is 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.

Further information about Curriculum for Excellence can be found on the Education Scotland websites:

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.
Focus Weeks

Throughout a normal school session we will have focus weeks covering topics such as Dyslexia, literacy, biodiversity, health and wellbeing, financial education, technology, numeracy etc.

The learning during these weeks will be challenge based and the children may work within vertical groups i.e. all early, first and second level children will work as separate groups. This enables children to work within a different environment, perhaps within a different class and with a different teacher.

Children work to develop skills for learning, life and work. Evaluations have shown us what a positive experience these weeks are and also how they help to build the very strong community of which we are very proud of at St Luke’s.

Extra-curricular activities

We are very fortunate to have a wealth of additional opportunities to enhance the learning experience for our children at St Luke’s. These rely on the goodwill of staff and our volunteers. These clubs tend to run in blocks and aim to cover all stages of the school - they include:

- Football
- Netball
- STEM
- Homework
- Badminton
- Athletics Dance
- Choir
- Arts and Crafts
- Country Dancing
- Cooking
- Construction
- Table Tennis
- K’nex
- Cycling Proficiency
Curricular Areas

Literacy
- Listening and Talking
- Reading
- Writing
- Modern Languages

Numeracy
- Numbers, Money and Measurement
- Information Handling
- Shape, Position and Movement

Expressive Arts
- Participation in Performances and Presentations
- Art and Design
- Dance
- Drama
- Music

Social Studies

Health and Wellbeing
- Mental and Emotional Wellbeing
- Social and Physical Wellbeing
- PE, Physical Activity and Sport
- Relationships
- Substance Misuse

Religious and Moral Education
- Catholic Christianity
- Other World religions

Technologies

Excursions

Excursions are included in many topics and you can appreciate that these visits have to be carefully organised. At the beginning of each session you are asked to update data. It is important that we have up to date details for your child as these forms must be taken with us on excursions. You will also be given an EV5 form to complete prior to any outing.

This form must be returned in order for your child to participate.

Details of specific trips are sent home at the time with notes of dates, times, cost etc.
Literacy

Reading
Early reading consists of looking at and talking about pictures and then moves on to matching words and phrases in books.

Children are taught to read using a structured reading scheme. At St. Luke's we use Oxford Reading Tree for the early primary stages. You will be asked to support your child by working with him/her at home to reinforce the learning. This will be explained at the induction days and you will be invited into your child's class within Term 1 to visit and allow your child to share their learning with you.

As your child develops their reading skills, he/she progresses to a range of texts which may be prepared from a variety of sources primarily Literacy World. Once again you will be asked to support your child by ensuring he/she does any preparation or follow-up work assigned.

We teach children to make use of the school library and also the local library. Children have to learn to use a variety of skills in reading different types of text, but we also promote reading for enjoyment. We value the help from parents in encouraging children to read regularly.

Writing
Children require to express themselves in various written formats for different reasons. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn the skills for letter writing, completing forms etc. A number of methods are used to improve sentence structure, spelling, punctuation and use of vocabulary. These are not taught in isolation, but are part of an integrated approach to ensure accurate and fluent expression.

Spelling
Good spelling is encouraged by using the same method throughout the school.

- LOOK at the word carefully
- COVER the word so you cannot see it
- WRITE the word from memory
- CHECK what you have written
**Listening**
In the classroom children are taught to be active listeners. A variety of activities are used, such as tapes, games, stories and music. Listening skills are developed through every aspect of the curriculum.

**Talking**
It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, groups, with the teacher and other adults.

**Modern languages**
Spanish is being taught from Early Years to Primary 7.

**Numeracy**

For young children maths is embedded in their play and everyday situations. At St. Luke's Primary and EYC we build on and extend these experiences in a structured way. The staff use many resources to support and guide them in structuring the maths opportunities. Number recovery techniques are used to support depth of understanding of number processes.

Heinemann Active Maths is predominantly used - this links well with Curriculum for Excellence guidelines. As well as basic number, the children learn about shape, measurement, money and information handling. The emphasis is on activity and practical examples. By learning mathematical skills in this way the subject can be seen as a meaningful and useful tool.

At St. Luke’s we make opportunities available for the children to develop these skills and transfer them to enhance skills for life and work.
Social Studies, Sciences and Technologies

Children have to interact with the environment all of their lives and will be able to cope better if they have an understanding of it. We feel that how the children learn is as important as what they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry. These studies may be approached through a particular topic, embracing some, or all, of the aspects mentioned above.

Social Studies - people, past events and societies, people, place and environment, people in society, economy and business.

Sciences - planet earth, biological systems, forces, electricity and waves, materials.

Technologies - technological developments in society, ICT to enhance learning.
Expressive Arts

Music
The children are given experiences of rhythm, pitch and melody. They are given the chance to sing, listen to music and to create music of their own. We also have many visiting instrumental tutors who provide opportunities for cello, violin and chanter. P5 also work with an instructor as part of the youth music initiative team to provide an enrichment of the music curriculum – at present this is using the ukulele.

Art
Art is taught throughout the school using the current guidelines and incorporating various resources. We aim to teach the required skills in a systematic and progressive way.
Drama

The aims of drama are to develop imagination, expression, understanding and cooperation.

This is carried out through group activities, role-playing, mime and improvisation. Opportunities to take part in performances are integral to this experience.
Religious and Moral Education

- To help pupils to develop a knowledge and understanding of Christianity and other world religions.
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- To investigate and help children understand what religion has to offer.
- To develop their own beliefs, attitudes, moral values and practices through personal search.

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one’s own.

Guidance given in November 2014

Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.
Health and Wellbeing

Mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse, relationships, sexual health and parenthood are all integral parts of our Health and Wellbeing programme. Through these experiences, children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

Physical education
The children's safety is paramount, therefore children are encouraged to bring the appropriate gym kit and remove their jewellery.
Assessment and Reporting

Teachers are constantly monitoring children's progress through learning to ensure that this informs the next steps for your child. There will be a Parents' Evening early in the session (around September/October) to enable parents to see that their children are settled well in their new classes. It is important to note, however, that parents should not always wait for these meetings to discuss their children, and are welcome to call at the school at any time. It is advisable however, to arrange this by telephone first to ensure that the teacher is available.

Reports are issued to children in April prior to the Parents' Evening in May. P7 children also create a profile which is taken home as a record of their latest and best achievements.

In accordance with Curriculum for Excellence guidelines, children are assessed as being at Early (early years and P1), First Level (P2-4) or Second Level (P5-7). This decision is reached as result of both summative and formative assessment processes and extensive moderation within school, cluster and authority.

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

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

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

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

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.
Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

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

**School Improvement**

Within our school website (http://www.stlukes.northayrshireschools.co.uk/), you will find the following documents:

1. Standards and Quality Report – outlining the main achievements of the school over the last 12 months

2. Improvement Plan – priorities for improvement in the coming session
Support For Your Child

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

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

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

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

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

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

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

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

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

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

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

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

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

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

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.
**Additional Support for Learning**

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

**The Additional Support for Learning Act**


**Main provisions of the Act**

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

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

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

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

**Duties under the 'Additional Support for Learning' Legislation**

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

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

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

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

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

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


Dispute resolution procedures
If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called ‘Resolving Disagreements’. This booklet will give you ways to make sure your concerns are listened to and addressed.
Further support
The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

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

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

3. Scottish Child Law Centre
   Website: http://www.sclc.org.uk/
   Telephone: 0131 667 6333
   Email: enquiries@sclc.org.uk

Getting it right for every child - ensuring their wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

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

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

**The eight indicators of wellbeing**

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<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
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<tbody>
<tr>
<td>Active</td>
<td>Respected</td>
<td>Responsible</td>
<td>Included</td>
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This legislation will be enacted in August 2016. 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.

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

The life chances of each young person are improved if we all work together to educate and support them. Today’s young people can become more healthy, more self-sufficient, have better achievement and employment prospects and be enabled to be positive contributors to the communities in which they live. All in society will benefit from these outcomes.

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 make the most of their lives, 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/](http://www.northayr-edpsychs.co.uk/)
Data protection

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

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


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

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

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


Medical and health care

Medical examinations are carried out at various times during a child’s primary school years. Parents are given notice of these and encouraged to attend. Sight, hearing tests and dental examinations, which parents need not attend, are also carried out and parents are 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 parents' 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.
Parental Involvement

“Parental and family engagement in their child’s education is a key factor in ensuring successful outcomes. We want to improve and increase ways in which parents and families can engage with teachers and partners, to support their children and increase the voice of parents in leading improvements with schools.”

(National Improvement Framework for Scottish Education, 2016)

North Ayrshire Council Positive Family Partnership Strategy

NAC Parental Involvement Strategy

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 and members of the Senior Management Team.

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

Frequent invitations are issued to parents to participate in school activities such as open day, class assemblies, and curricular workshops 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, texts and invitations.

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

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

**Reporting Examples:**

<table>
<thead>
<tr>
<th>Individual Learners</th>
<th>Groups of learners</th>
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<tr>
<td>Written reports/ tracking reports</td>
<td>Assemblies</td>
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<td>Learning conversations with pupil/ teacher/</td>
<td>Open day events</td>
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<tr>
<td>parent/ carer</td>
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<tr>
<td>Parent/ carer consultation/ Parents’ Meetings involving parent/ teacher/ pupil, as appropriate</td>
<td>Social media</td>
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<tr>
<td>Open Evenings</td>
<td>Curriculum workshops led by children and young people and staff</td>
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<tr>
<td>Learning walls and displays</td>
<td>Parent Council meetings</td>
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<td></td>
<td>School newsletters</td>
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</tbody>
</table>

**Parent Council**

St Luke’s Primary and EYC has a Parent Council.

Members are:

- Chairperson: Annie Walsh
- Secretary: Lynn Hood
- Treasurer: Kimberly Stewart

Contact Details: School Office 01294 552131

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

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

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

The school is indebted to the Parent Council for the time and passion they give to providing the children with many additional opportunities. As well as many fund raising activities they run discos, provide funds for the purchasing of resources over and above that which would normally be provided through the school budget and support school run activities.
Homework

It is hoped that parents will be involved in their children's education and give them every encouragement. A small amount of homework is given regularly in every class.

The work involved is generally focused on the reinforcing of literacy and numeracy skills previously covered in the class. Children may be required to carry out spelling homework and may also be asked to do some topic work/research or a creative, enterprising task. We will also, from time to time, issue family homework challenges to encourage the whole family to work together.

We would ask that parents check over their child’s homework, thus showing that they are interested in what he or she is doing. Homework also allows the parent to see what kind of work is being done, and the progress being made. Time spent on homework should not exceed 30 minutes per evening. Reading record books are given to children in P1-3 classes while children from P4 to P7 have homework diaries. These are in place to enable good liaison between home and school. Parents are asked to sign these.

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Pupil voice within learning and teaching
Pupils are very involved in the direction their learning will take and in making choices about next steps based on their knowledge and skills. Each pupil in the school has their own personal learning plan in which they set targets for literacy, numeracy, health and wellbeing. These PLPs are taken home and shared with parents to ensure they are involved in this process. These PLPs give our children an opportunity to reflect on how they learn best. Pupil, teacher and parent are encouraged to identify next steps and evaluate targets on a termly basis.

Sampling Pupil Views
Senior management regularly meet with groups of pupils from each class to discuss their learning and progress in for example; aspects of literacy, numeracy, science, health and wellbeing, interdisciplinary learning etc. This gives pupils an opportunity to share their experience of being in class, what they enjoy, their strengths and their next steps in learning. It is also an opportunity to evaluate aspects of learning and teaching.
St. Luke’s Community Involvement

“Working together to develop stronger communities”. “Ensuring people have the right skills for learning, life and work” (North Ayrshire Directorate Priorities 2016 - 2019)

“Pupils able to relate what they are learning to the ethos of the school and be aware of the community they are living in” (St. Luke’s Improvement Plan 2016 – 2019)
Pupil Data and 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 or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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

Head of Service Curriculum Development Team (Inclusion)
Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE  01294 324416

Head of Service Curriculum Development Team (Schools – Irvine, Kilwinning and Garnock Valley)
Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE  01294 324413
Appendix 1

Important Contacts

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