



**Barshare Primary School,  
Supported Learning and  
Early Learning  
Childhood Centre  
HANDBOOK 2016-17**





# Guidance

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# Contents





## A Message from the Head of Education

Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child's life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child's progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Kindest regards

**Alan Ward**





*Welcome to our place of learning!*

*Dear Parents/Carers*

*On behalf of everyone at Barshare Primary School, Supported Learning and Early Learning Childhood Centre I have great pleasure in presenting our Establishment Handbook for this session.*

*I hope you enjoy reading this handbook and find it informative and helpful. It is intended as a guide to all parents/carers of children who attend our establishment but may also be of interest to other parents and members of our community. I wish to tell you about our establishment, the curriculum and our many other activities. Our aim is to develop the personality, talents and mental and physical abilities of all children and help them to reach to their full potential. We aim to equip our children with the skills they will require to be successful learning, life and work.*

*As a staff team we are delighted that you have chosen our establishment for your child to attend. We aim to provide the highest quality education and care for all our children and their families. We hope that you will enjoy and participate in the many activities and experiences we offer throughout the session.*

*A handbook however does not give you the whole story! If you would like more information on any aspect of our work, then please feel free to contact me at school. If you wish to look around our establishment and meet those who work to make our school a happy, productive place of learning please call in or telephone to arrange a suitable time to visit.*

*Thank you for taking the time to read this book. On behalf of all the staff and the Parent Council, I welcome your child to the school and look forward to a happy, successful relationship with you, the parent.*

*Angela Hastings  
Head Teacher*





In our establishment we aim to encourage children to become independent learners and thinkers, inspire a love of learning and foster a sense of belonging to our community. We aim to raise aspirations and support our children in achieving their full potential.

In our establishment we adopt a 'TEAM' approach – **T**ogether **E**veryone **A**chieves **M**ore.

We do this through our school values of Trust, Friendship, Responsibility, Tolerance, Respect and Determination.

**The aims of our establishment are:-**

- *To provide a safe, healthy, caring and stimulating environment in which all children feel happy and secure and one in which all children have the opportunity to thrive.*
- *To provide high quality learning experiences which develop and broaden the range of children's learning to leave them confident, eager and enthusiastic learners.*
- *To provide a broad well balanced challenging curriculum which is accessible to all children, whilst encouraging positive attitudes to self and others and one which takes accounts of personal choice and interests.*
- *To create a positive ethos where an open partnership with children, parents, the community and outside agencies is encouraged and developed.*
- *To promote caring for others, positive attitudes and equal opportunities for lifelong learning. We will treat all users of our establishment with dignity, respect and privacy.*
- *To support children to become independent and self-reliant so they develop responsible attitudes which allow them to play an active part in society.*





### **Quotes from children**

“The school helps you learn things” – p7 pupil

“I like my citizenship group because you get to do good things” – p6 pupil

“Everybody is nice to you in this school” – p7 pupil

“We all get responsibilities to do” – p7 pupil

### **Quotes from parents**

“The school is supportive of children with additional support needs” – Parent

“We have a very active Parent Council which supports the school” – Chairperson, Parent Council

### **The Right to be Me**

We use this document to guide us in the promotion of children’s rights and in developing a caring ethos within our establishment.

The emotional wellbeing of every child in our establishment will be recognised under the following rights:-

- The right to be part of a group
- The right to be cared for
- The right to be treated with respect
- The right to a sense of wellbeing
- The right to have someone to communicate with
- The right to have time to learn
- The right to move
- The right to explore and discover
- The right to be encouraged to use sensory language
- The right to a safe environment





## Establishment ethos, vision and values

### **Community Links**

We value the links we have established with organisations in our community. We actively encourage partnerships with a range of local groups in order to provide real and meaningful learning experiences for our children and to encourage them to be active citizens in their own community. We have strong links with local churches, the Community Council, local shops, Cumnock Library and the Mobile Library, the Post Office, emergency services including Strathclyde Fire and Rescue Service, the Ambulance Service and the Police. We have a number of business partners including Kerr and Smith and Yip World. We take every opportunity to support local events and initiatives including Carol Singing in the Town Centre, joining the Clean-up Your Local Area, entertaining at Riverside and Bute House, working with representatives from Cumnock History Group and of course we regularly invite members of the local community to school events.

The school supports and promotes a number of lunchtime and after school initiatives. We work in partnership with our Active Schools Co-ordinator and offer a range of sporting opportunities which can be accessed locally. These include bowling, walking, dancing, rugby, football and cycling. We host a weekly Tae Kwon Do Class. Classes are taken on educational excursions to support on going class work and we regularly make use of local environment to help children understand their local context and to provide real and meaningful learning experiences. We offer our senior children the opportunity to go on a residential excursion to Dukeswood House, Hexham. We believe these wider experiences are very important for the development of the whole child. We will continue to seek varied opportunities for the children to experience and achieve throughout their time in our establishment.

### **Global/local citizenship education**

Our children are involved in a number of Citizenship groups which gives them the opportunity to shape what happens in our establishment. These groups are Promoting Positive Behaviour, Global Citizenship, Pupil Council, JRSO and Health and Wellbeing Group. Each group devises an action plan at the start of a session which sets out their agenda for the coming year.

We continue to work towards gaining our third Green Flag from Eco-Schools Scotland.





## Establishment ethos, vision and values

As part of this work we have developed a partnership with Mpeni school in Malawi, we have sponsored a white tiger and we continue to support Mary's Meals. A focus for our work will be exploring how we can sustain our world food and water.

Other aspects of citizenship are delivered through the ethos and life of our establishment and through class learning experiences. The children continue to show an understanding of a range of environmental and topical issues and understand that they have a role to play in shaping their future through the decisions they make.

### **Promoting Positive Behaviour**

Our staff recognise that the relationship between a child and teacher is similar to that between a child and his or her own parents. Mutual respect and consideration are required on both sides. The discipline in the school is firmly based on building positive relationships and maintaining these. Staff are asked to emphasise the promotion of positive behaviour. Recognition of good behaviour is given high priority in classes and whole establishment contexts. Rewards are given in class while weekly assemblies provide an opportunity to celebrate individual, class and house achievements. We use Bounce Back and 1 2 3 Magic strategies to empower children to self regulate their behaviour and to help them make positive choices.

School rules are clear, simple and necessary. We expect a child to be part of forming the rules through the 'full value contract', see the need for them and abide by them. We have a weekly Think Time where we offer restorative sessions to children who have lost some of their reward time and who we consider would benefit from such discussions. It may be necessary on occasions to withdraw a privilege, set a consequence and /or consult with parents. We do not have a list of sanctions as such, each misdemeanor being considered with due regard to all relevant factors.

Parental cooperation is vital in maintaining a happy and healthy atmosphere conducive to good learning.





## Establishment information

**Barshare Primary School, Supported Learning and Early Learning Childhood Centre.**

**Dagleish Avenue, Cumnock, Ayrshire KA18 1QG**

Telephone: **01290 422212** Fax No. **01290 422212** Our School Kitchen: **01290 421546**

Our e-mail is – [angela.hastings@east-ayrshire.gov.uk](mailto:angela.hastings@east-ayrshire.gov.uk) or [gillian.robertson@east-ayrshire.gov.uk](mailto:gillian.robertson@east-ayrshire.gov.uk)

We are a **non-denominational** and **co-educational** establishment, which means we cater for boys and girls and children from all religious backgrounds are welcomed. We cover all stages from Early Years (Pre 5) to Primary 7 and have a specialist provision for children with Additional Support Needs.

The working capacity of the centre may vary dependent upon the number of children at each stage and the way in which the classes are organised. The number of children attending this session is 221, with 196 children in our mainstream primary and 25 in our Supported Learning Centre.

### **Our School Day**

Our school day for children begins at 9.00 a.m. We have an interval of 15 minutes from 10.40am to 10.55am and we break for lunch at 12.35pm. The afternoon session begins at 1.20pm and the day ends at 3.00pm. Our Primary One children attend mornings only for the first two weeks, thereafter they attend for the full day.

### **Our school Uniform**

Our school uniform consists of a royal blue sweatshirt with our establishment logo, grey, black or navy skirts and trousers and white or yellow polo shirts or white or blue blouse/skirt. Our tie is blue with silver stripes. The children in Primary 7, as our most senior children, are encouraged to wear white shirts and ties. Shorts and soft shoes are desirable for physical education. **It is helpful if all items of clothing and personal belongings have name labels clearly visible, especially for our younger children.**

### **Our Early Learning Childhood Centre**

Our Early Learning Childhood Centre opened in 1998. Our centre can accommodate 40 children in the morning and 40 in the afternoon. It creates the opportunity to meet children at an early stage in





## Establishment information

their development and to meet with families too. It strengthens relationships and helps make the transition to primary school easier. It provides opportunities for the children to become part of our school community.

The Early Learning Childhood Centre day complements the school day and the sessions are as follows:

am session from 8.30 – 11.40am pm session from 12.20 – 3.30

### Our Supported Learning Centre

Our Supported Learning Centre is a facility for children with additional support needs. Within these bases we aim to meet the individual needs of all children – physically, socially emotionally and intellectually by providing a caring, happy and stimulating learning environment. These three supported learning bases are located within the infant and senior departments. In these bases children are taught individually or in small groups by experienced staff who are trained to respond to the needs of each individual. The children respond positively to the nurturing approaches taken by staff. The children who attend these bases are fully included in the life of our school and where appropriate, are integrated into mainstream classes for particular aspects of their learning. Specialist support is provided on a regular basis from speech therapist, occupational therapists, a physiotherapist and psychological services. The curriculum offered follows the same broad principles as the mainstream school however it is differentiated in pace, content and delivery to respond to the needs of the children. Where possible learning experiences are real and relevant and offer children a full range of practical activities. Computerised programmes are used to support learning across the curriculum. We use a range of approaches to help children circumvent the barriers they may have to their learning and help them to succeed. All children who attend our Supported Learning Centre have an Individual Learning Plan (ILP) with targets set in Literacy and English, Numeracy and Mathematics and Health and Wellbeing. This careful focused planning ensures that appropriate support is provided to every child.

Our associated secondary school is **Cumnock Academy, Ayr Road, Cumnock.**

Telephone Nos. **01290 421228 / 421303**





## Establishment information

Our establishment is a member of the Cumnock Learning Community which brings together a wide range of services to benefit young people. These services include education, social work, health and neighbourhood services. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of our children and young people and to raise attainment and achievement. Our Learning Community model supports the government's approach to Getting It Right for Every Child (GIRFEC). This means if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one single plan for that child/young person.

### **Meals and Snacks**

All meals and snacks that are provided in our establishment as set out in the document 'Setting the Table'.

Our establishment provides a breakfast club from 8am to 9am each morning. Here the children are offered a choice of a number of healthy breakfast items. They also get the opportunity to engage in energetic play, table top games and craft activities.

Our school kitchen offers a daily tuck shop offering healthy choices.

All children have a morning or afternoon session in our Early Learning Childhood Centre, therefore meals are not generally provided as we do not provide a full day service.

In our Supported Learning and Early Learning Childhood Centre we provide a mid-session snack and a drink (milk or water) on a daily basis. These are very often prepared by the children themselves as part of the curriculum focus on healthy eating or hygiene in preparing food. Please, if your child has a food allergy, let us know. We vary the snacks on offer and we do encourage the children to make suggestions as to what they would like as well as encouraging them to try new foods. We display our snack menus for your information. Examples of our daily snacks are:

- ∞ Whole milk – (low fat and skimmed milk contains insufficient energy and vitamins for children aged 1-5 years





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- ∞ Fruit, apple, pear, banana, grapes, melon and a variety of citrus fruits
- ∞ Crackers and cheese
- ∞ Mini scotch pancakes with spread
- ∞ Healthy sandwiches

In partnership with On-Site Services the school offers a cash cafeteria style school meals service. Menus and other information is provided each year for children and parents. Further information can be found at [www.eastayrshireschoolmeals.com](http://www.eastayrshireschoolmeals.com). Children having a school meal will pay for this daily. **From January 2015 all Primary 1, 2 and 3 children will be provided with a free two course meal. Either soup and a main course or a main course and a pudding.**

Medically prescribed diets and meals for ethnic and religious requirements can be provided by request to the Head Teacher.

Children having a school meal eat in our dining room whilst those bringing packed lunches eat in a separate area of the dining hall. All children are supervised by our teaching and support staff.

Please note pupils who carry a lunch to school or who buy from the cafeteria are not allowed to leave the school grounds without having permission. We request that parents inform us if they wish their child to leave the school at lunch time.

### **Enrolment**

Any parent offered or seeking a place for his/her child in our Early Learning Childhood Centre, Mainstream School or Supported Learning Centre may visit our establishment by arrangement with the Head Teacher. The Head Teacher will be pleased to discuss our aims with the parents and show the parents the facilities of the school.

For our Early Learning Childhood Centre in February each year notices will be placed in the local library, local shops, and the press and within the Early Learning Childhood Centre and the school, to invite parents to apply for a place in the Early Learning Childhood Centre. Application forms are available throughout the year from the school office. These forms when completed should be returned to the school office. Parents will be notified in the Summer Term of all successful applications and invited up to enrol their child.





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We hold an introductory day in June for new children. On this occasion the children spend some time in the Early Learning Childhood Centre getting to know the staff and each other. This is an opportunity for the parents to meet and speak with all staff on matters relating directly to attending our establishment.

Registration of pupils starting primary school normally takes place in January and is advertised in the press.

In the summer term prior to starting, all new children most of whom attend Barshare Early Learning Childhood Centre, in their pre-school year, are invited to school for an induction programme.

Parents on another occasion in the summer term are invited to visit as a group. They are provided with a Barshare Primary Booklet called 'Starting School'. This booklet contains general information and a brief outline of early curriculum work. On this occasion parents are able to view the range of resources we use and discuss the approaches we take to learning and teaching. Parents are encouraged to comment on or question these approaches.

For those parents who wish a further opportunity to discuss the curriculum a time is set aside prior to the October holiday when the Primary 1 teacher hosts Child/Parent Conferences.

### **Main features of our accommodation**

We are housed in a semi-open plan building which opened in 1976. There are 14 classrooms.

The infant wing of the school has 6 rooms, two of which accommodate our Early Learning Childhood Centre and one of our Supported Learning Classes. There is a communal open area where our children enjoy creative play, use construction sets, take part in practical activities such as painting, craft work and modelling, involve themselves in mathematical and scientific investigations, play educational games, read and listen to taped stories and poems.

The senior wing consists of 8 rooms again situated around an open 'activities area'. Pupils are increasingly encouraged to move to the open area where they may work and study individually or within groups. Resources are centrally located here and are readily accessible to all classes. Our ICT suite is in this area of the school but is used by all classes. Two classrooms are dedicated to our Supported Learning Centre.





## Establishment information

The dining area is separated from the gymnasium by sliding doors so is easily converted to a stage. There are changing rooms with showers for both boys and girls. Apart from the gymnasium Barshare Primary is on one level with ramps to the playground. It is therefore possible to accommodate pupils with mobility difficulties. The school has a disabled toilet.

The school is fenced off, set well back from the road and is surrounded with ample play space, grassed areas, a playing field and a sensory garden area. A pedestrian pathway leads the pupils to the main entrance and to the playground without interference of traffic.

Outside organisations use the facilities of the school in the evening, except during holiday periods. Applications forms for lets are available from the school office and from East Ayrshire Leisure Letting, East Ayrshire Headquarters, London Road, Kilmarnock

### Establishment Traffic Management

We must ensure the safety of all of our children at all times so we appreciate parents and visitors to the school following our Traffic Management Plan.

Unfortunately there is **NO PARKING** available in the playground or the school car park either at the beginning or at the end of the day nor at the beginning or end of a session for the children in our Early Learning Childhood Centre so we respectfully ask that parents **DO NOT** bring cars into the confines of the school grounds at these times.

We are fortunate to have an area in front of the main building which can be used as a pick-up and drop-off point only (Turning Circle). Again please **do not park** here as this stops the flow of traffic for everyone. Parents who wish to park their cars and bring children into school, may only park outside the school boundaries. The car park and designated Official Vehicles Only Areas are for children with additional support needs, staff and visitors. This is an important health and safety issue and we must have parental co-operation on this to ensure the school remains a safe place for all our children. The school's traffic management plan is available from the office on request. We are sorry for any inconvenience this may cause, but we know you will support us in this.





## Establishment information

Children on foot should always enter the school by the pedestrian gateway and keep to the path.

**When bringing and collecting their young children we would appreciate if parents would follow this same route** - so to emphasise to the children the need to keep away from the car park. **No child should cross the car park at any time.**

### **Excursions & Consent Forms**

When outings or excursions for children are planned the Head of establishment or a member of staff will advise you in advance. You will be asked to complete a consent form giving your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian. Appropriate risk assessments will be in place for all outings. Parental permission will also be sought at enrolment time for photographs to be taken of children in our Primary School, Supported Learning and Early Learning Childhood Centre.

### **Medical and Health Care**

- It is the parents' responsibility to inform the establishment of any particular medical requirements that their child may have.
- Written parental consent will be required for the administration of medicines
- Parents must inform the Head of establishment if emergency contacts or medical conditions change and arrangements to be made should a child require to be taken home.

Where children become ill parents will be contacted and arrangements made to take the child home. In the case of working parents staff should be made aware of any particular arrangements for ensuring that a sick child can be taken home. A form is issued at enrolment and at the beginning of each session so that parents may update emergency contact information. It is the parent/carers responsibility to ensure all information is correct and up to date.

The establishment have members of staff trained in First Aid – Miss C Vance, Senior Clerical Assistant. Members of the Early Learning Childhood Centre staff and support staff are trained in dealing with any minor accidents or upsets such as small cuts, bumps, falls, bruises will be dealt with





## Establishment information

capably by our staff seeking the advice of the trained first aid staff when required. You will always be notified of such incidents.

An accident Record Book is kept and you may be asked to countersign this. In the unlikely event of a more serious incident occurring this will be reported through the Council's SHE reporting system.

Pupils are instructed in fire drill procedures, these are practised once per term.







## Establishment information

### **Customer Care Procedure**

Our aim is to provide high quality services to the people we serve. However, we recognise that sometimes things can go wrong. If they do, we want you to tell us so that we can put things right. We will listen and learn from your comments, suggestions or complaints so that we can continually improve our service to you.

If you have experienced a problem with our service or should you wish to comment on or make a complaint about any aspect of provision made by the school, the quickest way to get it resolved is to contact the Head Teacher in order to discuss it. Once the Head Teacher has responded, and if you are still dissatisfied you should use the Procedures set out in the East Ayrshire leaflet 'Complaints Procedures for Educational Services'. This leaflet is available from the school or from the Director of Educational and Social Services, Council H.Q., London Road, Kilmarnock, KA3 7BU or online at:

<http://www.east-ayrshire.gov.uk/Resources/PDF/C/Complaintshandlingprocedures.pdf>

You may also contact the Care Inspectorate direct if have any concerns regarding our Early Learning Childhood Centre. Local Office Tel: 01294 323920 Website:

[www.carecommission.com](http://www.carecommission.com)





## Establishment security

We endeavour to provide a safe and secure environment in which your child can learn. In an effort to maximise security we ask all parents/carers and visitors to our establishment to adhere to our security procedures.

All doors, including the main reception door, are locked when the children are inside the building. Parents/carers and all other visitors are asked to enter only through the main entrance. The Visitors' Book should be signed on entry and Visitor's Badges worn.

This simple procedure allows us to monitor who is in the building at all times.

It is expected that a responsible adult will bring your child to and collect him/her from our Early Learning Childhood Centre. Parents/carers delivering and collecting children may call directly to the Early Learning Childhood Centre Rooms. When you arrive at the room your child will be welcomed by a member of staff and we ask that you 'register' your child by signing the 'Sign in Sheet'. At the end of the session we ask that you repeat this procedure by signing your child out. In the interests of your child's safety, it is essential that you tell a member of staff if your child is going to be collected by someone not known to staff members. If your child is unable to attend our Early Learning Childhood Centre we ask you to notify us as soon as possible.

If your child has to leave the building during the course of the day/session we ask that they are collected by a responsible adult. If you wish them to leave at lunchtime then we ask if you can please contact the office directly either by telephone or email or send in a written note.

### **Emergency Information**

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, temporary interruption of power, provision of transport or fuel supply. In such cases, we shall do all we can to let you know about the details of closure, temporary arrangements or reopening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches, the press and on local radio and the East Ayrshire website.

It would be helpful to us if your child knew where to go or who to contact in such emergencies.





# Establishment Calendar

<p><i>First term</i></p>	<p><i>In-service Day</i></p> <p><i>Childs Return</i></p> <p><i>Local Holiday</i></p> <p><i>Local Holiday</i></p> <p><i>Close</i></p> <p><i>In-service</i></p> <p><i>Childs Return</i></p> <p><i>Close</i></p>	<p><i>Tuesday 16<sup>th</sup> August 2016</i></p> <p><i>Wednesday 17<sup>th</sup> August 2016</i></p> <p><i>Friday 16<sup>th</sup> September 2016</i></p> <p><i>Monday 19<sup>th</sup> September 2016</i></p> <p><i>Friday 7<sup>th</sup> October 2016</i></p> <p><i>Monday 17<sup>th</sup> October 2016</i></p> <p><i>Tuesday 18<sup>th</sup> October 2016</i></p> <p><i>Friday 23<sup>d</sup> December 2016</i></p>
<p><i>Second Term</i></p>	<p><i>Re-open</i></p> <p><i>Close</i></p> <p><i>Local Holiday</i></p> <p><i>Local Holiday</i></p> <p><i>Local Holiday</i></p> <p><i>In-service</i></p> <p><i>In-service</i></p> <p><i>School closes</i></p>	<p><i>Monday 9<sup>th</sup> January 2017</i></p> <p><i>Friday 10<sup>th</sup> February 2017</i></p> <p><i>Monday 13<sup>th</sup> February 2017</i></p> <p><i>Tuesday 14<sup>th</sup> February 2017</i></p> <p><i>Wednesday 15<sup>th</sup> February 2017</i></p> <p><i>Thursday 16<sup>th</sup> February 2017</i></p> <p><i>Friday 17<sup>th</sup> February 2017</i></p> <p><i>Friday 31<sup>st</sup> March 2017</i></p>
<p><i>Third</i></p>	<p><i>Re-open</i></p> <p><i>May Day</i></p> <p><i>In-service</i></p> <p><i>Local Holiday</i></p> <p><i>Close</i></p>	<p><i>Tuesday 18<sup>th</sup> April 2017</i></p> <p><i>Monday 1<sup>st</sup> May 2017</i></p> <p><i>Thursday 4<sup>th</sup> May 2017</i></p> <p><i>Monday 29<sup>th</sup> May 2017</i></p> <p><i>Thursday 29<sup>th</sup> June 2017</i></p>





## Staff Information

**The Head of Establishment is - Angela Hastings** The Head Teacher is responsible for managing all aspects of the school to the benefit of the children and the wider community. Areas of specific responsibility include - Leadership, Curriculum Development, Early Learning Childhood Centre, CPD Co-ordinator, Pupil Support, Monitoring and Evaluating and Establishment Improvement

**Our Principal Teacher (3) is – Gillian Robertson** The Principal Teacher will deputise in the absence of the Head Teacher. Areas of specific responsibility include - Curriculum Development, Early Learning Childhood Centre, Evaluation and Monitoring, Establishment Improvement, Student work experience placements, Transition and Induction (Early Learning Childhood Centre / Primary 1)

**Our (Acting) Principal Teacher (1) is - Vacancy -**

Areas of specific responsibility include - Teaching assigned class, Additional Support Needs.

The total number of teaching staff in our school is 10.21 (FTE)

Our Class Teachers are –

<b>A. Gilchrist</b>	<b>Primary 1</b>
<b>L McConnochie</b>	<b>Primary 1/2</b>
<b>C Lee</b>	<b>Primary 2/3</b>
<b>A Edwards</b>	<b>Primary 3</b>
<b>L Gibson</b>	<b>Primary 4</b>
<b>H Griffiths</b>	<b>Primary 5</b>
<b>A Burley</b>	<b>Primary 6</b>
<b>F Stevenson</b>	<b>Primary 7</b>

Curriculum Support Teacher **Miss S Gemmell** **Miss C Dougan**

Network Support Teacher - **Mrs W Lee**

Our Supported Learning Centre teachers are –

**L Stobbs**

**L Blaney (0.6) and J Musson (0.5)**

**H Robertson**





## Staff Information

Our Early Learning Childhood Centre Staff - **S. Cairns (Early Learning and Childcare Practitioner)**

**J Walker (Early Learning and Childcare Practitioner)**

**L Neish (Early Learning and Childcare Practitioner – temporary)**

**C Scott (Early Learning and Childcare Practitioner)**

**K Cairns (Early Learning Childcare Practitioner)**

Teacher Access Programme - **S Bain (Early Learning Childhood Centre)**

Our Instrumental Instructor is – **C Anderson (Brass) F Bell**

Our Senior Clerical Officer is - **C Vance**

Our Clerical Assistant is - **I Clapperton (part-time)**

Our Classroom Assistants are – **M. Duncan, J McClure, J Flynn, K Adams, I Clapperton (part-time),  
A Shankland**

Our Janitor is - **J Kelly**

Our School Doctor is - **Dr Vijyan**

Our School Nurse is - **N Corrigan**

Our Catering Manageress is - **L Young**

Our Cleaning Supervisor is - **L Carruthers**

We also have a number of visiting specialists from outside agencies such as Speech & Language, Occupational Therapy, Physiotherapy, Psychological Services, and Health Board & Social Work.

In addition to this staffing complement we are fortunate to be able to offer placements to students from the Ayrshire College and student teachers. We offer work experience placements to young people attending local secondary schools.





## Establishment improvement

### What outcomes we have achieved

Our self evaluation processes indicate the following key strengths:

- Motivated, confident and mannerly children who contribute very well to the life of the school and the wider community through their involvement in decision making.
- The positive, welcoming and inclusive ethos reflecting our school values of equality and fairness.
- High quality learning experiences provided for the children in many lessons.
- High level of support provided for children to enable them to learn and achieve through early identification, effective planning and a balance between targeted and universal support.
- Partnership with parents/carers and the wider community.
- Personal support and pastoral care offered to all children and their families.
- Teamwork of staff and their commitment to work together to further improve the school, supported learning centre and Early Learning Childhood Centre.
- The rich learning environment and resources to support effective learning and teaching.

Children in our school make good progress from their prior levels of attainment in all areas of their work. Through the implementation of the Big Maths approach across the school, the use of the Scottish Survey of Literacy and Numeracy (SSLN) Professional Learning Resource and the online resource Maths at the Centre we have raised attainment in children's performance in numeracy. Staff are using these materials to help them improve their practice and the children are benefiting from the focused direct teaching and active learning strategies. Children are now more confident in using their numeracy skills across learning. The use of published materials such as Every Day is a Learning Day has helped parents/carers in our Early Learning Childhood Centre to support their children in learning through play and every day experiences.

We have engaged in moderation activities on literacy and numeracy within the school and across our learning partnership and begun the process of sharing standards and expectations. As a result pupils are benefitting from increased expectations of learning and the sharing of best practice across schools.





## Establishment improvement

We have successfully introduced new procedures for supporting our vulnerable children and families and children who have an identified additional support need. Effective systems are in place to ensure early identification and appropriate support is provided to children to meet their individual needs. Our network support teachers and classroom assistants make a valuable contribution to supporting pupils as do a number of visiting specialists. Our more able pupils are challenged through developing independent learning strategies and increasing the pace of learning. Staff are sensitive to the emotional, physical, social and pastoral needs of all our pupils. The health and welfare of our pupils is paramount.

Our attendance figures are in line with National targets.

In partnership with colleagues in our Learning Community we introduced the Incredible Brain Project to P6 pupils. Through participating in the project children built on their knowledge of child development and gained a deeper understanding of how to care for themselves and for others. They understand the inter-dependence of family members.

We were very successful in the STEM Primary Engineering Awards winning in regional awards two categories. The children in our Supported Learning Centre participated in an Indian Dance Project and performed at the Grand Hall in Kilmarnock. STEM – p1 winners

### **School Improvement**

Over the last year the school has made good progress towards achieving the priorities for improvement targets set out in our School Improvement Plan 2015/16. Our achievements are outlined in detail in our Standards and Quality Report, a copy of which is available from the school office on request.

Our priorities for improvement for session 2015/16 include:

- To improve standards in literacy and numeracy
- Build on our Science, Technology, Engineering and Mathematics work
- Improve our approaches to assessment and tracking children's progress and achievement
- Further develop our approaches to outdoor learning
- Making continuous improvement through our self-evaluation processes





## Establishment improvement

- Develop a coherent approach and progressive approach to Health and Wellbeing across our school with a focus on Rights Respecting School and Sexual Health

Our maintenance agenda includes further development of our approaches to supporting pupils with literacy, curriculum planning, GLOW and ICT and effective learning, teaching and assessment.

We continually seek to involve our parents in our self evaluation processes in a variety of ways. We regularly ask for feedback on school developments through questionnaires, our suggestion box, formal and informal meetings and by having an open door policy. Our Parent Council is very supportive and keen to be involved in supporting us to take forward our school improvement agenda.





# Curriculum 3-18

## **Curriculum**

In our establishment we aim to provide a full and varied curriculum which takes account of our local circumstances and reflects local and national guidance. Our curriculum is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning for all our pupils. As we embrace Curriculum for Excellence curricular changes will continue to be implemented and our staff will be encouraged to introduce well considered innovations to meet the needs of all our learners.

Curriculum for Excellence recognises the importance of the development of literacy, numeracy and health and wellbeing skills. We do this by developing these skills across our curriculum and through the four contexts of learning:

- Ethos and life of the school community
- Curriculum areas and subjects
- Inter disciplinary learning
- Opportunities for personal achievement

## **How our Curriculum is planned and delivered**

From early years to Primary 7 we plan and deliver a curriculum which meets the needs of all our pupils. In the early stages our curriculum is delivered through purposeful and experiential play. Through the four contexts for learning noted above we provide a range of learning experiences which help our young people develop skills for learning, life and work. Our core curriculum comprises of Literacy and English, Numeracy and Mathematics, Health and Wellbeing including Physical Education. All other curriculum areas are delivered in blocks as discrete subjects or as interdisciplinary studies. We offer our young people a range of opportunity to develop skills through our Citizenship Groups, Buddying, Positive Partners, shared learning experiences and by offering our senior pupils the opportunity to take on a number of responsibilities. We have excellent links with Hillside School.



We offer personal support to all our pupils. Each pupil has the opportunity to regularly review their learning and plan their next steps. This includes planning opportunities for personal achievement. Children are regularly consulted on the topics and themes they study through the use of floor books and interactive planning sessions. In order to build on what children already know at the beginning of each topic the children are asked what they would like to find out, how they might find the information and how they might present their findings.

We continually seek opportunities to make the learning experiences we plan real and relevant so where we can we utilise the local community and get involved in local issues. We adopt a range of approaches to learning and teaching such as collaborative learning, investigative approaches and the critical skills approach. We make use of information and communication technology to enhance learning and teaching. Where possible we go on educational excursions to support class based work and we regularly have visitors to school to support us.

### **Outdoor Learning**

All children and young people will have regular opportunities to learn outdoors both in the school grounds and in the local and wider community. Parents will consent to this regular localised outdoor learning once at the beginning of session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that pupils come adequately prepared. However it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

Children in our Early Learning Childhood Centre access the outdoors every day (regardless of the weather) so please ensure they dress appropriately. We can provide all weather suits, wellington boots and umbrellas when needed! In better weather, we ask that you apply sunscreen to your child before they come to the Early Learning Childhood Centre and try to encourage him/her to wear a sun hat.

Children from all stages of the school engage in rich, real and relevant learning experiences within our school grounds such as our garden area or in the local community.

### **Language: Literacy and English**

We wish each child to acquire a high but attainable degree of fluency in talking, listening, reading and writing. Skills are developed within Language lessons but also across learning. In our Early Learning Childhood Centre literacy skills are developed across all areas of the room and through quality interactions with staff. A daily story is shared as well as learning through games, songs and rhymes. We use the Experiences and Outcomes within the curriculum framework to set out our expectations for learning. In Reading the core scheme used is the Bug Club. This is a well structured reading course with helpful and attractive illustrations suited to young children. This scheme also includes the study of non-fiction and personal reading including e-reading and interactive activities. These core readers are supplemented throughout the school by the whole story approach, book studies, DARTS Activities, Literacy Circles and the use of a range of texts including film. We teach literacy across the curriculum using the many and varied resources at our disposal including ICT.

We have embedded the Reading into Writing Approach in order to link the children's learning and allow us to reinforce learning. We use 'Big Writing Approach' to provide a structure to the teaching of writing. Children are taught to write for many purposes. All classes have regular weekly times to write.

In Listening & Talking we use a variety of contexts to teach the skills and create opportunities for the children to practice and develop these skills across learning.

There is a central library with reference books and specialised texts. This is located in the middle of the building. Each class has an established book area to encourage personal reading. It is important that our children both enjoy reading and learn how to acquire information from a variety of sources and to record their findings. We participate in Scottish Book Week and World Book Day each year.

The children are encouraged to use our school library and book areas but also the local community library. The school facilitates visits to the local library and visits from the mobile library service.

Policies in handwriting and phonics are carefully followed throughout the school. These policies are available to parents of pupils beginning school. We use the Rhyme World (onset and rime), Jolly

Phonics and Jolly Grammar schemes in our early stages. These are lively colourful resources which concentrate on a phonological awareness approach.

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Children in P5, P6 and P7 have lessons in French and children from our Early Years Class through to P4 enjoy ‘fun type’ songs, games and activities.

### **Numeracy and Mathematics**

Mathematics is important in our everyday life, it allows us to make sense of the world around us. Using mathematics equips us with the skills we need to make calculations, to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions.

The organizers within the mathematics and numeracy framework are:

- Number, money and measure
- Shape, position and movement
- Information Handling

While covering all aspects of mathematics we place a strong emphasis on acquiring basic number skills. Our children get regular opportunities to count and explore numbers in our Early Learning Childhood Centre through exploratory play and by participating in real life activities such as baking, building etc. In the primary school we have adopted the ‘Big Maths Approach’ and daily interactive mental maths is a feature of our classroom routine. We use the computers to undertake work in this area such as using spreadsheets and data bases. We see a need to give children opportunities in problem solving activities. Great emphasis is placed on mathematics in context to teach mathematics across learning. We use Heinemann and TJ Maths as support resources. Sumdog, TopMarks and other interactive online resources are also used.

### **Sciences, Social Subjects and Technologies**

In science we adopt a balanced approach of discovery learning, discrete subject teaching and interdisciplinary learning (thematic studies). We use an investigative approach and promote active and collaborative learning. To develop a secure understanding of important scientific concepts, their experiences of the sciences in school must develop a lifelong interest in science and its applications.

In line with the Curriculum for Excellence Framework we cover:

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

Through Social Subjects children develop their understanding of the world. They gain an awareness of the geographical, historical and social aspects of the local environment and our national heritage. They learn about other people and their values, in different times, places and circumstances. We hope to arouse curiosity and help the children to develop the skills they need.

We are currently developing coherent approaches to teaching Science, Technology, Engineering and Mathematics (STEM). P1, p3 and P6 are taking part in a STEM programme initiative. All stages involved from ELCC to p7.

### **Technologies**

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge and understanding and attributes through creative, practical and work related activities.

The organizers of technologies are:

- Technological developments in society
- ICT to enhance learning

- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Information and Communications Technology (ICT) is delivered through a progressive programme of study from P1 to P7. In our Early Learning Childhood Centre our pupils explore technology in play situations and get the opportunity to use a range of electronic toys and games as well as using PCs, laptops and the interactive whiteboard. All classes have an interactive white board and access to a computer. We have a fully equipped ICT suite and two classrooms in a box. The use of the video and the digital camera is also a regular feature in the school. The use of ICT is evident across all areas of the curriculum and is used to enhance learning and teaching.

### **Religious and Moral Education**

All pupils have religious education except those whose parents have exercised their right to withdraw their children from this part of the curriculum. Parents who wish their children to be withdrawn must write to the Head Teacher. The children study Christianity and Other World Religions and engage in Personal Search.

We aim for our pupils to develop knowledge and understanding of Christianity and other World Religions as well as acquiring a set of moral values encouraging them to develop sensitivity to others no matter what religion or creed.

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

Visiting ministers, representatives from charities and appropriate organisations, take an active role in school assemblies supporting our religious observance in school but also support ongoing class work throughout the school session.



### **Expressive Arts**

Through their involvement in the expressive arts, all children and young people can express themselves in innovative, motivating ways, and experience enjoyment and enrichment in their lives.

#### **Art and Design**

We use a structured course is designed to guide the child through lessons in drawing, painting, picture making, 3 dimensional work and craft work. All of these skills are used in context.

#### **Music**

ABC and Global Citizenship music schemes are used throughout the school. We are fortunate to have Mrs Lesley Hill (music teacher) coming into the school on a part-time basis. Through using these approaches children are given the opportunity to sing, appreciate music and to create music of their own. Those children with aptitude may be offered instruction in strings and in brass instruments. Percussion instruments are used widely throughout. Recently we have been using ICT packages to help children create music.

#### **Drama**

Our drama lessons are linked to ongoing class contexts or to real life contexts. Children are given the opportunities to work in pairs and small groups, to be involved in role play and improvisation. We regularly provide opportunities for children to be involved in school shows and events in our local area.

#### **Dance**

In dance creating and performing are the core activities for all children. Taking part in dance contributes to their physical education and physical activity. Children have opportunities to improve the quality of their movements, use their imagination and skills to create dance sequences. They are

encouraged to enjoy dance through participation. Where possible we link creative dance to class themes or link to other areas of the curriculum such as music or Scottish Studies. Social dancing helps children to understand their cultural identity.

### **Mental, emotional, social and physical wellbeing/Planning for choices and changes**

In order to improve social, emotional and physical wellbeing staff have embedded elements of the 'Bounce Back' Resilience programme into the school curriculum. We have a progressive whole school programme which covers all aspects of health and wellbeing. Circle Time is used in our Supported Learning and Early Learning Childhood Centre where we adopt a nurturing approach in all that we do. Through the ethos of the school and by adopting a nurturing approach we aim to develop to the fullest the personality, talents and skills of each individual pupil. We are proud of our work in promoting a healthy lifestyle. We support the Oral Health Childsmile programme and children in our Early Childhood and Supported Learning Centres along with our children in Primary 1 and Primary 2 participate in supervised daily toothbrushing.

### **Physical education, physical activity and sport**

The school works in partnership with a range of sports coaches and staff from Vibrant Communities to offer a coaching in a variety of sports. We participate in a range of festivals and competitions. Our Primary 5 pupils are offered a series of swimming lessons. Our core physical education programme includes gymnastics, games skills and athletics. We offer a range of after school activities based on physical activity and sport.

### **Food and Health, Substance misuse and Relationships, sexual health and parenthood**

Each stage has a planned health programme which covers these aspects of health and wellbeing. When sensitive issues are being covered in classes parents/carers are informed in advance and are given opportunities to withdraw their children if they provide a written request e.g. sexual health, relationships, parenthood and drugs awareness. Resources to support these topics are available for parents/carers to review during parents evenings and open days or on request.

### **Interdisciplinary Learning**



Interdisciplinary learning enables teachers and children to make connections in their learning through exploring meaningful and relevant links across the curriculum. It provides opportunities for children to deepen their knowledge and understanding and enables them to apply what they have learned in one area to work in another area. Interdisciplinary learning is an important element of Curriculum for Excellence. Teachers regularly plan interdisciplinary learning opportunities for their classes.

### **Homework**

The school has a policy for homework which is freely available to parents on request. This policy followed an extensive consultation with staff and parents. It outlines why homework is desirable, the help which can be provided by parents and teachers, the type of tasks the pupils may undertake and the approximate time a pupil may be expected to spend on homework. Children will be provided with the study materials required to complete homework tasks. Pupils also have access to the local library's Learning Centre and additional computer access at Yipworld. In addition to enterprising homework or homework challenges from across the curriculum pupils will regularly be set; Literacy and English and Numeracy and Mathematics tasks, thematic studies and independent research.

Homework is given mainly to consolidate or expand work ongoing in class. It is appreciated if parents can check / supervise homework to help ensure it is completed to the best of the child's ability. Should you find your child is having problems with the homework or you consider the workload is excessive then please contact the Head Teacher. Regular 'homework clubs' are set up during the session. We do not expect you to teach your child at home but to encourage, challenge and support them.

### **Extra Curricular Experiences**

Our pupils enjoy playing Badminton, Netball, and Football and receive coaching in these sports between 3.00 and 4.00pm 4-6 weekly blocks. They are keen competitors in district events. Throughout the session a whole range of activities are organised by our Active Primary School Co-ordinator. At other times during the school year Athletics Coaching is given after school. A number of other experiences are offered after school and during lunchtimes such as our school

choir, etc.

We are fortunate also in having within the school grounds a sports field in which to enjoy organised games and sports.

All our pupils enjoy visits to the theatre, to museums and other places of interest.

Parties too are fun for all the classes.

Maths Games Go Home, Paired/Shared Reading, Curiosity Kits and Question Quest are activities which take place during the year and these promote a partnership between home and school.

All these activities depend largely on the willing co-operation of parents and friends of the school. Any parental help is welcomed (volunteers are subject to a Protection of Vulnerable People check being made).

Concerts, Carol Evenings, Scottish Afternoons and a pantomimes have all been on our school calendar.

Due to our highly committed staff, we also have a variety of after school clubs throughout the year including; craft clubs, homework clubs, cycling proficiency course, and Ready Steady Bike





# Assessment and reporting

## **Observation and Assessment**

In our establishment assessment is an integral part of the learning and teaching process and formative assessment is embedded in classroom practice. Assessment of each child's progress is therefore a continuous process. We are constantly observing the learning and progress of the children and we will welcome any observations from you about your own child. In our Early Learning Childhood Centre, Primary School and our Supported Learning Centre each child has their own profile of skills and special achievement folder, in which they proudly note achievements and competencies, a record which includes all aspects of the curriculum and which will be a lasting record of their time with us. This Special Achievement Folder from our Early Learning Childhood Centre can, with your permission, be passed on to your child's Primary School. Special Achievement Folders can be viewed in our "drop-in days" throughout the year, at parents' meetings or at any time on request. You may wish to take some time throughout the year to look at these. However if at any time throughout the year you have any concerns in any area please feel free to discuss them with staff or ask to see your child's work.

Staff assess by observing children at work, by engaging in discussions about learning, by marking work and by using formal and informal assessment tasks. Learners' progress is closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves are increasingly involved in this process, as they develop the skills needed to be able to make effective judgements on their own learning; skills that will be important to them throughout life. All children have a Personal Learning Plan in which they set out targets for the term and in which they gather evidence of their performance. These are reviewed three times in the course of a session. Children are involved in weekly review/preview sessions where they get the opportunity to reflect on what has gone well that week and plan for the week ahead. Children are encouraged and supported to talk about their learning as part of the day to day learning and teaching that goes on in each classroom. Self and peer assessment form part of the assessment process. More formal assessment tasks are used periodically to monitor and track progress e.g. spelling, numeracy and reading and these more formal assessments will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do. It is from this wide range of evidence of learning gathered that teachers form judgements on the progress of each child this enables them to plan effectively for the next steps in learning.



## Assessment and reporting

Over the years a 'profile' of each child's performance and progress will be gathered. These contain checklists of what the child has learned and examples of his/her work at each stage of the school as well as their personal learning plan with reflections on learning. This profile will travel with the child throughout the primary stages and on to the secondary school. Children are taking increasing responsibility for maintaining their own personal learning plans and their profiles.

Primary 1 Early Level Literacy Assessment Toolkit (ELLAT) and Pace and Challenge Meetings for all other stages are in place to ensure all pupils' needs are identified early and interventions in place to ensure their needs are met especially at transitional stages. Further formal assessments e.g. diagnostic tests and screening tests may be administered in order to build up learning profiles for specific pupils.

### Reporting Progress to Parents/Carers

Every effort is made to keep parents/carers informed regularly on their children's progress in learning. A dialogue is maintained by key workers and teachers face to face talks, home/school liaison jotters, homework diaries, book looks, review/preview jotters, class led assemblies and sharing information regarding the work planned for the 'class'. This ongoing sharing of information helps parents/carers to better support their child's learning at home and allows them to link with ongoing class work.

In our Early Learning Childhood Centre parent/child conferences are scheduled twice per year. These meetings give parents and staff an opportunity to discuss children's development and progress to date and to consider next steps. Transition profiles, Special Achievement Folders and skills development checklists help structure discussions. Children get the opportunity to show parents their Special Achievement Folders and their photo gallery. There is a written report to parents concerning their child's progress in the Early Learning Childhood Centre at the end to each session (The Transition Profile). This will provide a focus for discussions with early years staff in November and again at the meeting held towards the end of the session. A copy of this report will be passed on, with parental consent, to the Primary School and Primary 1 staff use this to build on prior learning.





## Assessment and reporting

Parent Conferences are held in September for all the children in Primary 1 . We host Parents' Evenings in October and January and have an Open Afternoon in May. Exit Interviews are held for our Primary 7 pupils in June. These meetings give parents, teachers and children an opportunity to have discussions about progress and to look at and discuss the children's profiles and assessment files. Interim Reports are issued to Primary 1 parents in September and formal written reports are issued to all parents/carers annually. Soft Start Fridays (P1) and workshops also help give parents a fuller understanding of our approaches to learning and teaching. Open sessions are arranged throughout the school year so that parents are kept informed of what the children do, why they do it and how it is done.

Children who may have additional support needs or who require a Co-ordinated Support Plan will be assessed and reported on in a way suitable to their individual requirements. The results of assessments eg screening tests, diagnostic tests are reported to parents in written and oral form. Further information is available from the Head Teacher.





## Policies and procedures

The establishment has a range of policies and procedures which are available for parents/carers to read. In addition to our establishment policies there are a number of local authority and learning community policies and procedures which apply to our establishment eg. Standard Circulars, Per Circulars, Health and Safety Procedures and Strategy papers.

We have formulated a range of policy statements and position papers which guide us in our work. We regularly review and update these policies and make additions and amendments. The documents we have at present include:

- Guidance Notes for Supply Staff and Students
- Learning Teaching and Assessment Strategy
- Literacy Strategy
- Numeracy Strategy
- Curriculum Outdoors: A strategy for East Ayrshire
- Position papers for each curriculum area
- Supporting Children with Additional Support Needs
- Anti-bullying
- Child Protection
- Administration of Medicines
- Induction to our Early Learning Childhood Centre
- Partnership Working including transition work
- Parental Involvement
- Assessing, Recording and Reporting
- Learning through Play
- Outdoor Play
- Healthy Eating
- Health and Wellbeing
- Physical development & movement
- Welcome to Barshare Early Learning Childhood Centre-Early Learning Childhood Centre Guide for Parents
- Equality and Diversity





## Policies and procedures

### **The following is East Ayrshire Council's Policy in connection with smoking:**

These are **NO SMOKING** premises. Smoking is not permitted in any areas including the playgrounds and school grounds. This is in line with national legislation.

It is an offence to smoke or to knowingly permit smoking in these premises and grounds. If you observe someone smoking here, a complaint may be made to the Chief Executive Tel: 0845 724 0000.

### **Photography**

No unauthorised photography or videoing is allowed within the school premises without the permission of the head of establishment.

Parents and carers are asked to comply with the requests on photography and videoing at school/establishment events which will be published in relation to each individual event. Such requests are made of you solely to protect the interests of individual children and families.

We would kindly ask that you refrain from posting photographs taken in the school on social media.





## Additional support for learning

### **Support for children with identified support needs**

We track each child's progress very carefully in order that we can intervene early if any difficulties are identified. Many children experience difficulty at some point in their schooling. It is important that the difficulty is overcome as speedily as possible and that parents are kept fully informed of the strategies being used and the progress being made.

We offer personal support to all our children. Each child has the opportunity to regularly review their learning and plan their next steps. This includes planning opportunities for personal achievement. As part of our early intervention approach we try to identify, through our screening programmes and tracking, children who are experiencing difficulties with their learning. We use a staged model of intervention to provide the most appropriate support.

This support will usually be given in the classroom situation. Appropriate support can be provided in through classroom differentiation, in tutorials by our East Ayrshire Support Team Teacher and by our classrooms assistants. We offer enhanced homework programmes to support learning. We have a range of ICT software which is used to support pupils with specific areas of difficulty. Where appropriate Individual Action Plans or an Individual Learning Plan will be devised.

Every effort is made to meet the individual needs of all children including those within our Early Childhood and Supported Learning Centres.

When it's difficult to meet any child's needs within the classroom setting we seek support from a number of outside agencies eg. Psychological Service, Speech and Language Service, Hearing Impairment Service. Regular meetings of our Extended Support Team help coordinate support for children throughout the school who are experiencing difficulty or would benefit from further challenge in their learning.



We work in partnership with others to make sure that transitions from one familiar environment to somewhere new is not only seamless but is filled with excitement and opportunity! (e.g. nursery/primary, class to class, primary/secondary or if pupils transfer to another school).

We have a range of ways of working in place to help us achieve this – staff make reciprocal visits, induction meetings are arranged for parents/carers, information is shared at information sharing evenings and we encourage parents to make visits to our school. All children have the opportunity to meet their new teacher and experience a day in their new stage at the end of each year. Pertinent information is passed on from class to class to ensure children's learning builds on what has gone before.

Most children who attend Barshare Primary transfer to Cumnock Academy at the end of Primary Seven. Children are normally transferred between the ages of 11 years and 12 years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents are informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

We are striving to strengthen the links between Barshare Primary and Cumnock Academy in an effort to make the transfer of our children as cohesive as possible both socially and educationally. Primary seven pupils make several visits to the Academy, so becoming familiar with the surroundings and experiencing the 'period' situation of change of subject and change of teacher. We have visits from Cumnock Academy Staff who work in our classes and we work in partnership with the departmental staff as well as working co-operatively across both sectors.

Parents are also invited as a group to visit Cumnock Academy, see the resources of the school and learn of the wide opportunities which will be available for their children.

For children with identified additional support needs enhanced transition arrangements are in place. In line with Additional Support for Learning legislation early meetings are held with receiving schools (nursery/primary/secondary). This opportunity to share information allows us to plan for transition carefully and helps us to put in all the necessary supports – training for staff, buddy systems, learner passports and arrange for any adaptations to the physical buildings.



## **Transfer from Early Learning Childhood Centre to Primary 1**

The majority of children who attend Barshare Early Learning Childhood Centre will move to Barshare Primary School, but there are a few children who will attend other schools and in these instances contact will be made with the receiving schools to pass on information, including the Transition Profiles which are then linked to Ayrshire's Early Intervention Transition Guides.

Registration for children due to start school in August takes place in January. Adverts are placed in the school, Early Learning Childhood Centre, local shops and in the local press giving exact dates for enrolling beginners. Children due to be registered will normally be those whose 5<sup>th</sup> birthday falls on or before the last day of February following the beginning of a session.

Many of the children who attend our Early Learning Childhood Centre are by this time familiar with the layout of our school and with some of the practices within the Primary School.

Our Primary 1 teacher has close links with our Early Learning Childhood Centre throughout the year so that she gets to know the children and they get to know her.

In the summer term arrangements are made to make the transition a smooth one. Staff at this point have a formal meeting to discuss the children. Induction Meetings are held for parents to introduce them to school life. Children in the Early Learning Childhood Centre integrate with Primary 1 pupils in a variety of ways – singing practices, library time, class story times, playground visits etc. A special day is set aside whereby the Early Learning Childhood Centre children visit P1 for a whole morning/afternoon. A carefully planned induction programme is put in place. We make similar arrangements for children transferring to primary schools other than Barshare.

We have developed close links with other Early Learning Childhood Centres and primary schools in the area. Staff from across the sectors meet on a regular basis for information sharing as well as at admissions panels (which also consist of health visitors and other agencies). In this way we try to ensure the best value early years provision is being provided.





## Parental involvement

In Barshare Primary we firmly believe that the most secure and content child is one who knows no conflict between home and school; one who sees that the aims of the home and the school are alike. For this reason parents are encouraged to visit our establishment and take an informative interest in the child's learning and attitude towards their studies. Parent's Evenings are held annually where parents get the opportunity to discuss their child's progress and review the work undertaken. Parent conferences, focus groups, class led assemblies and open afternoons are a regular feature throughout the session.

For those parents/carers who find this unsuitable, a telephone call will secure a meeting at a mutually suitable time, with the Head Teacher, Principal Teachers or Class Teacher.

Parents are encouraged to become involved in the life and work of the school and in their children's learning. Through workshops, curriculum talks and class assemblies parents are becoming more aware of our teaching methods. Staff are also becoming aware of parental views through discussion with parents on the open afternoons and with the use of occasional questionnaires.

Parents are encouraged to become involved in policy formulation e.g. Anti -Bullying Policy, Homework Policy.

This session parents have assisted during structured play sessions, in libraries, with extra curricular activities, with homework routines, with educational visits and around the school in general.

Where a parent or a member of the community has a special knowledge or expertise we encourage him or her to share it with us. Our 'In Partnership With Parents' leaflet is distributed at the start of each year to encourage parental involvement.

The community is welcome to join in our activities wherever practicable just as we too share in the activities of the community at large. Barshare is a small community within Cumnock and the school can serve as a focal point.

We encourage open contact with all parents. In our Early Learning Childhood Centre it is easy to establish good regular contact on a day to day basis with parents/carers when they are bringing and collecting children. It is very important to us that you find us approachable and we value this regular contact.





## Parental involvement

The initial contact offering you a place for your child will be by letter and you will be offered an opportunity to visit the Early Learning Childhood Centre to meet with staff and parents. Throughout the session there will be many opportunities for you to visit the class, to talk with staff and for you to take an active part in your child's learning.

Parents receive regular school newsletters and Early Learning Childhood Centre newsletters to help keep you well informed of all that is happening. The Newsboard at the entrance to the room is another method of communication Early Years staff has to keep you up to date with the news!

Below is a table outlining some of the planned shared activities and meetings with parents/carers scheduled throughout the session.

August – October	October – December	January – March	April - June
Induction Meetings	Touch of Tartan Day	Burns Show	Parent/child conferences
Parent/child conferences	Hallowe'en Party	World Book Day	Transition/Induction sessions
Fit Ayrshire Babies Initiative	Enterprise Event	Parents Workshop	Family Excursion
Top Play Initiative	Christmas Nativity	Easter Show	Fashion Show
	Reading Rascals	Dental Health Talk	Teddy Bears Picnic
	Literacy Bags	Healthy Eating Talk	Sports Day
	Number Puppies		Bertie Bear
			Playground Games

We encourage strong partnerships between home and school and work hard to develop strong home/school links.





## Parental involvement

As a parent of a child in attendance at our establishment, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school (and the Early Learning Childhood Centre within the school). The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents elected by members of the Parent Forum to represent them. The school has a Parent Council. Minutes of all meetings will be displayed on the Newsboard and you are encouraged to become involved in these.

Members of our Parent Council are:

A Hastings, Head Teacher (adviser) M Bickerton (chair)

S Wilson (vice-chair) S Wallace (treasurer)

R Patterson (clerk)

L Hill M McWilliam C Wallace G Samson P McBride E Hughes K Torbet

K Sykes C Wilson K Smillie J Owens

C Dougan (teacher rep)

The authority's Parent Steering Group is composed of representatives from Parent Councils across East Ayrshire and this group will represent the views of parents in the school sector. A member of our Parent Council can attend these meetings

### **Useful Links and Information**

[www.youngscot.org](http://www.youngscot.org) (learners)

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) (parents and carers)

[www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications)

[www.educationscotland.gov.uk/inspectionandreview/](http://www.educationscotland.gov.uk/inspectionandreview/) (standards, inspections-HMIE)

[www.educationscotland.org.uk](http://www.educationscotland.org.uk) (teaching practice and support)

[www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education)

[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

[www.parentingacrossscotland.org](http://www.parentingacrossscotland.org)

[www.stepfamily.org](http://www.stepfamily.org)

Big Plus 0808 100 1080 (reading/writing)





## Parental involvement

[www.sptc.info](http://www.sptc.info) (parent-teacher councils)

[www.bbc.co.uk/schools/homework](http://www.bbc.co.uk/schools/homework)





# Learning Community

## Early Childhood Network

Barshare Early Learning Childhood Centre is a member of the Netherthird Early Childhood Network. This network serves the communities of Cumnock, Auchinleck and Mauchline. It enables parents/carers, professionals and members of the local community to work together to support our children and families.

## Learning Community

Barshare Primary School is a member of the Cumnock Learning Community.





## Wider community links

We aim to be a centre of excellence of education for the community we serve. We make good use of the local community in visits, making learning experiential for the children. Members of the community are invited into our establishment to talk with the children and to support ongoing themes e.g. the fire-fighter, the lollipop lady, the community police officer, the local farmer, the school nurse etc. We regularly participate in local competitions and local events.



Our School Uniform



Planting our tree we won in the "Scarecrow" competition





## Wider community links

The support of the local community is highly valued.

More details of our partnerships can be found in our school information section of this handbook.





## Other information

### Contact Details

#### Head of Education

Alan Ward, East Ayrshire Council, Economy and Skills  
Council Headquarters, London Road, Kilmarnock KA3 7BU

#### Head of Community Support

Kay Gilmour, East Ayrshire Council, Economy and Skills  
Council Headquarters, London Road, Kilmarnock KA3 7BU

#### Cabinet Member for Skills and Learning

Councillor Stephanie Primrose  
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

#### Cabinet Member for Wellbeing and Children's Champion

Councillor Iain Linton  
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

#### Local elected members for ward

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

#### Local Elected Members

Clr Wm Crawford    Clr. Wm Menzies    Clr Kathy Morrice    Clr. Eric Ross  
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU





## Other information





## Disclaimer

Although this information is correct at time of publication, there could be changes affecting any of the matters dealt with in the document:

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

اگر آپ یہ معلومات کسی اور زبان میں چاہتے ہیں تو برائے مہربانی نیچے دیے گئے پتے پر ہم سے رابطہ کریں۔

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ  
ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰ ਹੇਠ ਦਿੱਤੇ ਗਏ ਪਤੇ ਤੇ  
ਸੰਪਰਕ ਕਰੋ ।

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