



## Welcome to Galston Primary School

Dear Parent/Carer

Galston Primary School is situated in a modern building which is shared with Galston Early Childhood Centre. It serves the community of Galston and outlying areas, providing quality learning experiences in a caring and inclusive environment. The building has been designed to be accessible for children and adults. The Primary has four teaching bases which are semi open plan, a gym hall and changing rooms, a dining hall with a courtyard, an ICT suite, music room, a learning hub and a medical room. There is also a further closed classroom and a meeting room.

Highly motivated and talented staff work together to support and challenge all children to achieve, by providing a wide range of opportunities to acquire relevant skills for life.

We have high expectations for our children and lead by example. Children are encouraged to identify and lead on local and global citizenship activities. Their wider achievements are recognised and valued.

The school is well supported by an active Parent Council who work in partnership with staff to encourage parents and carers to be involved with the life school and have their opinions heard for the benefit of our children and local community.

Yours sincerely

Shona Murphy

Head Teacher

## SECTION 1

### School Ethos

Our School Values are:

Respect, Responsibility, Fun, Inclusion & Honesty

At Galston Primary we aim to provide a safe, secure and nurturing environment, where children are motivated and inspired to achieve their full potential, supported by the school and wider community.

We do this through promoting Health and Well-being throughout the curriculum and through a series of planned teaching and learning experiences at each stage and as mixed groups, e.g. at assemblies, during our community groups and during transition activities.

We believe that all children have the right to be safe, healthy, active, nurtured, achieving, respected, responsible and involved. It is important that every child feels valued and is treated fairly and equally. Positive behaviour is promoted through our class charters and through our House system which recognises respect, honesty, kindness and responsibility for our actions.

Our Respectful Relationships policy is based on the Unicef Rights of the Child and is supported through our whole school nurturing approach. We recognise individual actions as well as encouraging our children to participate in their school and wider community.

Attainment and achievement is celebrated at all levels in classes and during assemblies and is shared at appropriate times through social media. Children and parents/carers are encouraged to share information from home about the many different achievements which happen out-with school.

We develop resilience and positive relationships in our pupils through a variety of programmes including our health programmes, circle times and discussions to develop a growth mind-set. We believe that children's life chances will be improved if they develop strategies to cope with challenges in their lives.

At Galston Primary we firmly believe in a fully inclusive approach at all stages and strive towards ensuring all of our children are listened to and respected.

Opportunities are provided for our children to learn in real life contexts and we continue to develop partnerships with parents/carers, our local churches, the community council and local businesses to support this.

We have achieved Reading Schools Level 1 Award and the Unicef Rights Respecting School Silver Award.

We are keen to maintain excellent and open communication links with parents/carers and have a number of ways in which we do this:

- By email, text messages, using Learning Journals and through our Glow Blog and the school App which is regularly updated with school events, diary dates and sharing of learning:
- We will contact you by telephone if there is every anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school office or email the school mailbox.
- We will keep you informed of your child's progress in terms of learning and achievement. This may include telephone calls, letters, emails, reports, parents' workshops and/or parent/teacher meetings. Your child's teacher may also share ideas about how you can help your child's build on their strengths as well as working on progress and development needs.

## SECTION 2

### Transitions

#### Enrolment

Primary 1 registration takes place in January with dates being posted in the local press and community. Any parent wishing to enrol their child at any other time should contact the school office where they will be provided with guidance on the matter.

Children will be given the opportunity to participate in various induction activities including class visits and parent information sessions.

Class information is usually provided during the month of June.

Enrolment is completed using the authority online link and takes an electronic form. We require the following information:-

- Details of two emergency contacts (name, address and telephone number)
- Doctor's name and telephone number.
- Two forms of ID which shows parent/carer proof of address.
- Your child's birth certificate.

## Transition to Primary School

There is an extended transition programme between Galston Early Childhood Centre and the Primary during which all Early Childhood Centre children are invited into school to join in with various activities. There are transition meetings which discuss particular needs of children. Pre-school children are given the opportunity to visit their new classes and teachers and to begin to form relationships within their new settings. Pathways have been designed to ensure progress across the Early Level in key areas of literacy and numeracy. To support this we use online Ejournals from P1 to P4. These are started in the ECC. These provide a regular link between home and school and share key learning.

We take full account of prior learning and use assessment materials provided by the ECC, to plan next steps in teaching and learning.

Before children come to school on the transition days, they will already have met with their buddies. Primary 6 children are given responsibility for helping children from the Early Childhood Centres to learn the routines of school life and for making sure there are friends to play with, that the child knows where and how to get a snack, go for lunch and where to enter and exit the building. This buddy will continue with this to support their child in the first year at school if required.

## Transition to Secondary School

Our P7 pupils have opportunities to meet with school staff from Loudoun Academy and there is a three-day transition programme in place during which P7 pupils attend Loudoun Academy. An extended transition is possible where particular pupils would benefit. School staff provide a range of information to ensure continuous progression when children move on. Pupils who are attending other secondary schools will be invited to take part in their transition activities.

## Transition within School

There is ongoing dialogue between class teachers at different stages which supports our transition within school. Each teacher completes transition information for their class in order that the new teacher can build on prior learning. During our 'Bump Up' sessions the children move on to their new class and, where possible, meet their new class teacher. They spend some time getting to know each other and setting out their expectations for the year ahead.

## Education Group

Galston Primary School is a member of the Loudoun Education Group, which brings together a wide range of services to benefit young people.

The principal purpose of the Education Group is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Education Groups support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

Our Education Group partners are:

- Loudoun Academy
- Galston Early Childhood Centre
- Hurlford Primary School & Early Childhood Centre
- Newmilns Primary School & Early Childhood Centre
- Darvel Primary School
- Darvel Early Childhood Centre
- Fenwick Primary School

## Parental Involvement

We see parents/carers as partners to promote the development of your child in all aspects of his or her school life.

We have a range of activities which benefit enormously from additional parental/carer involvement. To this end, we invite parents/carers to offer their services at various times during the session. This may be a one-off school trip or a weekly arts and crafts session within a class. We are extremely grateful that we have supportive and involved parents/carers and constantly seek opportunities to strengthen links.

We also run annual Parent Information Sessions in January of each year, where children showcase work in areas linked to the school Improvement Plan or current developments. These have been very well supported.

We are also developing the use of individual devices for children in P5 to P7, where children can share learning at home through Teams and other online resources.

We welcome your suggestions about how we can improve parental involvement.

## Supporting Your Children

### Staff Information.

Total number of children		299
Total of children P4-P7		196
Management Team		
Mrs Shona Murphy	Head Teacher	
Mrs Amanda Milne	Depute Head Teacher	
Miss Siobhann Kelly	Principal Teacher	Hub Teacher & P3G Class - Friday
Mrs Melanie Willsden	Principal Teacher	Hub Teacher & P1S Class Wednesday
Class Teachers		
P1S	Miss Katy Scott	Mon, Tues, Thurs, Fri
P1/2	Mrs Ruth Currie Mrs Lauren McClung	Mon, Tues Wed, Thurs, Fri
P2M	Miss Gemma Monie	Mon -Fri
P3H	Miss Rhonagh Hunter	Mon -Fri
P3G	Mrs Gayle Gibson	Mon -Thurs
P4T	Mrs Fiona Thomson	Mon -Fri
P4S	Mrs Alana Sinclair	Mon -Fri
P5P	Miss Stephanie Craig Miss Amber Nichol	Mon, Tues, Wed, Fri, Thurs
P5C	Mrs Rebecca Cairns Mrs Amanda McKinlay	Mon, Tues, Wed Thurs, Fri
P5/6	Miss Amber Nichol Mrs Elaine McKinlay	Mon, Tues, Wed Thurs, Fri
P6F	Mrs Alison Fairbairn	Mon-Fri
P6/7	Mrs Sharon Smith	Mon-Fri
P7M	Mr Calum McAughtrie	Mon -Fri
NCT	Miss Jacqueline Cox	Mon -Fri
Support Staff		
Classroom Assistant	Miss Louise Borrowman	Mon-Fri
Classroom Assistant	Mrs Lynda Mitchell	Mon, Tues, Wed
Classroom Assistant Temp	Mr Cory Harrison	Mon -Fri

Classroom Assistant	Mrs Carol Telfer	Wed, Thurs, Fri
Clerical PS	Mrs Carol Davidson	Mon -Fri
Clerical PS & ECC	Mrs Joanne Ward	Mon -Fri
Janitor	Mr Ian Hamilton	Mon-Fri
Catering Manager	Mrs Gillian Rooney	Mon-Fri

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short term, or for their whole school journey.

Our School has a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through a Child's Plan (CP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan (CSP).

You and your child will be fully involved in developing these plans at all stages.

Additional and more specific information on Additional Support Needs can be found on our website:

[www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx](http://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx)

East Ayrshire Support Team (EAST) helps by providing support with early identification/assessment of a child's needs.

They can then offer support through curriculum development, planning of teaching, mentoring, and reviewing and staff development.

The service is made up of different specialist teams:

- The Core Team: offers direct support to schools
- English as an Additional Language helps children with limited, or no English, or those who appear fluent but are not achieving their full potential
- Visual Impairment Team supports children with visual impairment and also offers a service to pre-3 children and their families



- Early Language Centre supports children from pre-school to P3 who have a severe, specific language delay or disorder
- Hospital Education Service supports children and young people who are admitted to hospital for an extended period or are frequently re-admitted
- Autism Spectrum Disorder Outreach Team - supports children who have significant Social Communication Difficulty including Autism Spectrum Disorder

All schools have access to a core EAST teacher on a needs-led basis.

For information to other related services for young people, see:

[www.eastayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx](http://www.eastayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx)

If you believe your child has additional support needs please contact your school/centre, or get in touch with us on 01563 555640.

## SECTION 3

### Galston Primary School

#### Calendar 2024/2025

First	Staff In Service Pupils return	Mon & Tues Wed	19 & 20 August 2024 21 August 2024
	Parent Council AGM 7pm Community Centre	Wed	4 September 2024
	Summer Welcome Back Barbecue	Wed	11 September 2024
	Local Holiday	Fri	20 September 2024
	Local Holiday	Mon	23 September 2024
	Primary Parents Meetings - Whole school	Thurs	10 October 2024
	Harvest Service Galston Parish Church	Fri	11 October 2024 9.30am

	<b>Close</b>	<b>Fri (3.00)</b>	<b>11 October 2024</b>
Second	<b>Staff In-service</b>	<b>Mon</b>	<b>21 October 2024</b>
	<b>Pupils return</b>	<b>Tue</b>	<b>22 October 2024</b>
	Flu Immunisation	Wed	13 November 2024
	Christmas Lunch	Thurs	5 December 2024
	Christmas Concert Parents – Afternoon Performance	Wed	11 December 2024
	Christmas Concert Parents – Evening Performance	Thurs	12 December 2024
	P7& P6 Christmas Party	Fri (1.30)	13 December 2024
	P5 Christmas Party	Mon (1.30)	16 December 2024
	P4 Christmas Party	Tues (1.30)	17 December 2024
	P3 Christmas Party	Wed (11am)	18 December 2024
	P2 Christmas Party	Wed (1.30)	18 December 2024
	P1 Christmas Party	Thurs (1.30)	19 December 2024
	Christmas Service – In Galston Parish Church	Thurs (9.30)	19 December 2024
	Primary Panto (whole school in school)	Fri AM	20 December 2024
	<b>Close</b>	<b>Fri (2.30)</b>	<b>20 December 2024</b>
Third	<b>Re-open</b>	<b>Mon</b>	<b>6 January 2025</b>
	Parental Engagement Session	Tues (6.00 - 7.00)	21 January 2025
	<b>Close</b>	<b>Fri</b>	<b>7 February 2025</b>
	<b>Holidays</b>	<b>Mon</b>	<b>10 February 2025</b>
	<b>Staff In-Service</b>	<b>Tue</b>	<b>11 February 2025</b>

	<b>Pupils return</b>	<b>Wed</b>	<b>12 February 2025</b>
	Primary 7 Residential	Mon-Fri	17 March 2025
	Primary Parent Meetings- Whole School	Tues	25 March 2025
	Easter Service - Galston Parish Church	Thurs (9.30)	3 April 2025
	<b>Close</b>	<b>Fri (2.30)</b>	<b>4 April 2025</b>
Fourth	<b>Re-open</b>	<b>Tues</b>	<b>22 April 2025</b>
	<b>May Day (holiday)</b>	<b>Mon</b>	<b>5 May 2025</b>
	<b>Staff Inservice</b>	<b>Tues</b>	<b>6 May 2025</b>
	<b>Pupils Return</b>	<b>Wed</b>	<b>7 May 2025</b>
	Galston Sports Day& Family Picnic	Wed AM	21 May 2025
	Primary Reports to Parents	Fri	6 June 2025
	Primary 7/S1 Loudoun Transition	Tues - Thurs	10 -12 June 2025
	Primary Prize Giving	Tue (9.30)	17 June 2025
	Primary 7 Celebration	Tues	24 June 2025
	<b>Close</b>	<b>Fri(1.00)</b>	<b>27 June 2025</b>
	<b>Session 2025/2026</b>		
	Staff In-Service Day	Mon	18 August 2025
	Staff In-Service Day	Tues	19 August 2025
First	Pupils Return	Wed	20 August 2025

## School Day

9.00 a.m. and 3.00 p.m

Morning Interval- 10.40 a.m. - 10.55 a.m.

Lunch break- 12.35 p.m. - 1.20 p.m.

## Attendance/Absence

The law requires all parents to provide an education for their child. We take attendance at school/centre seriously and follow up on unauthorised absences, or continued absence from school/centre, involving other partners if necessary.

You are responsible for ensuring that your child attends school/centre regularly and arrives on time. You are responsible for ensuring the safety of your child on their journeys to and from school/centre, except when they are on any school/centre transport we provide.

Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential.

## Reporting an Absence

The law requires that educational establishments maintain an accurate record of attendance and absence of each pupil. Parents are requested to assist in this process by informing the school or centre if children are to be absent for any reason.

This is how absence is recorded in our school/centres:

- Primary schools note attendance twice a day - morning and afternoon. In secondary schools attendance is recorded each period rather than morning and afternoon only and texts are sent to parents if their child is absent from school.
- Where your child's absence is approved, for example a medical appointment or the school or centre is notified of a sickness absence, it is marked as an authorised absence.
- Where an absence is unexplained by the parent the absence is marked as unauthorised.
- If your child is not going to be attending, please let us know by 9.15am on the first day of absence, explaining the reason. When your child returns, please send them with a note, confirming the reason for absence.

Where a child exhibits a pattern of absence which may warrant investigation - and if we cannot contact you, or your other emergency contacts - then other appropriate support services may be contacted.

If your child has to leave early at any time, please arrange for him/her to be collected at the office and ensure they are signed out appropriately.

Should you take your child out of school for a family holiday, this absence will be marked as unauthorised.

The school will not provide work to cover the period of absence. Instead, we recommend that you could keep a journal of your holiday - photos, postcards, mementos (perhaps in chronological order) for younger children, a written diary for older children.

### Anti-bullying

East Ayrshire Council is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and is given by all of its children, young people, staff and parents/carers.

A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. Galston Primary includes an anti-bullying statement within our Respectful Relationships Policy and is available to all parent/carers on the school blog.

### Homework

Currently we do not have formal written homework. At all stages class teachers add a range of literacy, numeracy or cross curricular materials through GLOW using Microsoft TEAMS in P5 to P7 or the P1 to P4 E -journals. There are also homework grids and educational computer links which are designed to allow parents to be able to support their child in developing key skills at home. Some specific homework is provided at different depending on the needs of the child at a time.

Parents are encouraged to discuss the activities and plan with their child what tasks are to be carried out throughout the week. Pupils will learn that parents are interested and both parent and child will have a better idea of what is and is not understood.

## Visitors

All visitors to the Primary should make their way to the main entrance. Anyone entering the establishment will sign the visitors' register. All other doors are for children only. These doors are kept locked from the outside at all times.

Any child who is late for school or returning after an appointment should report to main office. These measures are taken to ensure that the school provides a safe and secure environment for all those within it.

We appreciate your support and assistance in carrying through these measures.

## School Canteen Facilities, including use of Parentpay

All children in Primaries 1 to 5 are entitled to a free school meal.

This is a great opportunity for children to enjoy the social interaction of eating in an environment where they can try different foods every day and it can also help to increase their concentration for their afternoon classes.

Our award winning meals service offers nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils.

East Ayrshire Council are the only Council to have achieved nine consecutive Gold Soil Association Food Awards since 2008. We also back using valued local suppliers for our fresh ingredients.

School meals provide a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school. School lunch breaks should be an interesting and enjoyable time and our philosophy is to help children towards a good diet by providing an attractive and interesting range of wholesome, cooked food, made from excellent, fresh, quality ingredients.

Menus and other information can be found at: [www.eac.eu/schoolmeals](http://www.eac.eu/schoolmeals)

The management of the Catering Service in your school is provided by the Council through Onsite Services. The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the national nutritional food standards we follow.

## Free school meals and milk

If you are in receipt of Universal Credit, or other benefits, your child may also be entitled to free school meals.

All applications for free school meals and clothing grants must be made online. Please see the link below:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-freeschool-meals.aspx>

Online School Payments and Cashless Catering A safe and secure system of online school payments has been introduced to all primary and secondary schools, removing the need for your child to carry cash. The payment service is being provided by ParentPay:

<https://www.parentpay.com/>

ParentPay is a secure online payment system allowing parents to pay for school meals, snacks, trips, uniforms and much more.

Parents who do not have access to online facilities or wish to continue to pay in cash can do so by paying through Paypoint facilities at local shops.

Benefits for parents:

- make payments whenever and wherever you like
- no need to worry about your child carrying cash to school
- monitor and make payments by instalments for larger items such as school trips a single login for all your children regardless of which school they attend
- alerts for low balances via email and/or SMS text
- Further information on online school payments is available online at: [www.eac.eu/onlineschoolpayments](http://www.eac.eu/onlineschoolpayments)

It means you will be able to pay for school meals and snacks using the Online Payments system and will be able to view your child's menu choices, as well as track their spending.

Primary 1 to 5 pupils and other pupils who are entitled to free school meals will have their meal allowance added to their account every day.

A biometric thumb image will be used in the majority of schools to identify pupils and link them to their record on the cashless catering system.

To access the service, you need to consent for your child's biometric data to be stored on the cashless catering system. It is incredibly safe and anonymous. Further information on online school payments is available at: [www.eac.eu/onlineschoolpayments](http://www.eac.eu/onlineschoolpayments)

### Parking

Parents/carers are asked to use car park when leaving the car to drop off their child at the ECC or the Primary. The drop off zones are for parents/carers who are **not** leaving the car, but for drop off and drive away **only**. The bus is also clearly marked and should only be used by school transport. In order to ensure all children are safe it is important that you do not park over road safety markings or zigzags.

The school gates are closed at the following times: 8.30am to 9.10am & 2.45pm to 3.10pm. Access to the accessible parking bays within the school gates is unavailable during these times. The accessible parking bays are for badge holders only, do not come through the gates, if you do not have a badge or the holder is not in the car with you.

Please contact the school office if you wish to discuss these arrangements further.

### Arrangements in an emergency

When a child requires to be sent home during the day, the establishment must first contact the parents personally. A child can be sent home only when we know that an adult will be there to receive him/her.

In the event of a serious illness or an accident, the establishment will immediately contact the parents and arrange for the child to be taken to hospital. We cannot call the child's doctor to school.

### The Primary Parent Council

As a parent of a child in attendance at the establishment, you are automatically part of the Parent Forum of the establishment. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.



It is our aim to foster the best possible links between home and school, taking the view that when your child comes to school, we are entering a partnership with parents.

Current members of our Parent Council are:

Mrs Lisa Foster (Chairperson)

Mrs Susan Rands (Treasurer)

Mrs Diane Woodburn (Secretary)

Shona Murphy (Advisor)

### Complaints Handling

East Ayrshire Council's aim is to provide high quality services to the people we serve, but sometimes things can go wrong. If this happens, please tell us, so that we can put things right via the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/Contactusform.aspx>

### Complaints

If you have experienced a problem with a service or have a complaint to make, the quickest way to get it resolved is to talk to the school or head teacher.

- Stage 1: If the head teacher is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's Complaints Procedure. Your complaint will be reviewed by a manager within education and a response provided within five working days.
- Stage 2: If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management and we will aim to respond within 20 working days.

If you have completed the Council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint. Further information is provided in the leaflet a guide to making comments, suggestions and complaints or on the Council website

[www.east-ayrshire.gov.uk/complaints](http://www.east-ayrshire.gov.uk/complaints)

## Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools. All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so. Under the Act, we are known as the Data Controller and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child's progress.
- Providing appropriate care.
- Assessing how well your child's school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

To other schools/centres if you move away.

To the Scottish Qualifications Authority for examination entries.

To the Scottish Government and its agencies.

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12. To do this, please contact the Council's Freedom of Information Officer on 01563 576094, or email:

[FreedomOfInformation@east-ayrshire.gov.uk](mailto:FreedomOfInformation@east-ayrshire.gov.uk)

A fee may be charged for this service.

## SECTION 4

### The Curriculum

Curriculum for Excellence is the education system in Scotland. It includes ECCs, schools, colleges and community learning from 3 to 18 and beyond.

All learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards. The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.</p>
<b>Senior Phase</b>	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourages young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will

progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

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

Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Information about how the curriculum is structured and curriculum planning

<http://www.educationscotland.gov.uk/thecurriculum/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.ltscotland.org.uk](http://www.ltscotland.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)

Children have a wide range of activities: - Community Groups, Pupil Council, Eco & Outdoor Group, Junior Road Safety, Primary 7 jobs, football training, dance, cycling, school annual musical performances, musical instrument tuition, residential experiences, enterprise education and outdoor learning.

Children are consulted at the beginning of investigations and projects about what they would like to learn. Pupils are also consulted about various aspects of learning throughout the session.

Parents/carers invited to class open afternoons, information evenings and performances and are informed through termly learning jigsaws and by their children about the curriculum covered.

Parents will be informed by email/letter about sensitive aspects of learning such as sexual health and relationships, parenthood and drugs awareness. They

will have the opportunity to discuss any aspect with the establishment or school nurse service.

### Religious & Moral Education

This forms an important part of social education, assisting pupils towards a consistent set of values, attitudes and practices arising out of experience. Religious Education will encourage children to become aware of religious interpretations of personal experience and to appreciate dangers of prejudice.

In the Primary our arrangements for pupil assemblies offer opportunities for gathering as a community, for communal worship with our chaplain, and for sharing expressions of the feelings of the community. Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

If you do not wish your child to take part in religious activities please notify the Head Teacher, who will make any necessary arrangements.

### Outdoor Learning

All children and young people will have regular opportunities to learn outdoors both in the establishment grounds and in the local 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 children come adequately prepared. However, it is the parents' responsibility to inform the establishment if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

### PE

In normal circumstances all children in the Primary have approximately two hours of physical activity per week. Children will know their days for PE and have their PE kit available. PE kit bags can be kept in school. We follow the Council's Health & Safety Policy. We require that jewellery, including earrings, to be removed for PE. Contact the school office if you need to discuss this further.

## SECTION 5

### Achievement and Improvement

2023-2024 Priorities were:

#### Priority 1

Raising attainment in literacy with a focus on reading for understanding.

Pupils will use reading knowledge and understanding to improve written work.

Raise attainment in tools for writing with a focus on spelling.

#### Priority 2

All children feel included and supported to learn and achieve in school.

UN Convention on the Rights of the Child is embedded across the school.

Improved well-being and attainment of children through tailored supports to reduce barriers to their learning.

Support all families to access financial supports available to them.

#### Priority 3

Children who have experienced ACES are able to decompress and settle into come into class and the playground, displaying more regulated behaviours leading to increased confidence in engaging with the curriculum.

Parents/Carers of targeted children report they are more confident in working with staff to support their children in their learning.

Absence and late comings are reduced across all stages with a focus on more vulnerable children.

#### Priority 4

Children feel part of their community and can contribute to it positively.

Children have a clearer connection to/understanding of part of their local area and can contribute positively.

Children can formulate their goals and express an understanding of the world of work.

### Attainment Levels from June 2024

	P1	P4	P7
Reading	97%	77%	82%
Writing	97%	79%	72%
Listening & Talking	97%	95%	85%
Numeracy	97%	72%	82%

### 2024 - 2025 Priorities are:

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> <li>To further develop professional learning opportunities for staff in key areas of the curriculum based on school self-evaluation and work in partnership with other professionals within the Education Group and the wider RIC (Regional Improvement Collaborative).</li> <li>To further develop pupil leadership at all stages providing opportunities for children to work across stages and be key contributors to whole school decision making.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure all children have access to a varied and inspiring curriculum that engages and meets the needs of the children within Galston Primary taking into account their views and preparing them for future careers.</li> <li>To provide a consistent approach to planning and teaching of literacy with a focus on reading into writing at all stages.</li> <li>To provide quality and consistency of approaches to using digital technology to support learning in literacy, numeracy, and science.</li> </ul>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> <li>To ensure all children feel supported and valued within their school and they know their rights and how this will impact on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Children are supported and encouraged to look for opportunities to develop key skills for life and work in and out of school by introduction of</li> </ul>

<ul style="list-style-type: none"> <li>• To further develop respectful relationships between children and their peers and adults around them.</li> <li>• To ensure all children have strategies in place that they can access to enable them to remain regulated and focussed when in school. All children and parents know what to do or who to ask for help when they need it, with a focus on neurodiversity and anxiety.</li> <li>• To ensure children are aware of dangers and feel safe on or around the roads through updated Road Safety and Cycle Programme.</li> </ul>	<p>Meta Skills and encouraging children to participate in learning opportunities outside of school.</p> <ul style="list-style-type: none"> <li>• Increase attendance of targeted children who fall below 90% attendance through partnership with parents/carers who feel informed and supported in making improvement.</li> <li>• Continue to develop parental involvement in supporting children to learn at home and in school through better and regular communication using Chromebooks and E-journals.</li> </ul>
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These are set out in more detail in our School Improvement Plan.

## SECTION 6

### Assessment & Reporting

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

Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.



The establishment uses a variety of assessment procedures. Continual assessment is used to inform the children of their next steps for learning. Children at all stages are encouraged to assess their own work and the work of their peers. We also use formalised tests at different stages. Children are made aware of their learning intentions and success criteria. At the end of their topic work, the children are given the opportunity to evaluate their work.

Transition information is completed as learners move from the Early Childhood Centre into Primary school and from Primary 7 into Secondary school. These contain key information on Curriculum attainment and interests and skills of individual children.

Children who may have additional support needs, or who require a co-ordinated support plan, will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher.

Parents will formally receive information about their child's attainment throughout the session. Electronic learning journals - E-journals are used to report progress in Primary 1 to Primary 4. We have parent/carer information sessions annually and written reports clearly describe the child's attainment within Curriculum for Excellence from Primary 1 to Primary 7.

## SECTION 7

### Other Information

Chief Education Officer, Head of Schools

Linda McAulay - Griffiths

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

Telephone Number: 01563 576 126

Cabinet Member with responsibility for Education & Children and Young People

Councillor Elaine Cowan

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

Telephone Number: 01563 554 400

Local elected members for ward

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

Local Councillors - Irvine Valley

Beverly Clark - SNP

Kevin McGregor - Labour & Cooperative Party

Sally Cogley - Rubbish Party