



Crosshouse Primary School & Communication Centre & ECC
Playingfield Road
Crosshouse
KA2 0JJ

Telephone No:	01563 521459
Email:	crosshouse.primary@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/crosshousepsecccoms2016/
Twitter:	
School App:	
Denominational Status (if any):	Non-Denominational
School Roll:	ante pre-school through to primary 7 Present Roll: 157 + 65 Communication Centre + 71 ECC
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks

Maximum Capacity: 300

Planning Capacity: 372

Please note that the working capacity of the establishment may vary dependent upon the number of children at each stage and the way in which classes are organised.

Hours of Opening: 9.00am-12.30pm 1.20pm-3.10pm and 8.45am-2.45pm ECC

SECTION 1

Dear Parent / Carer,

On behalf of the whole staff team I would like to welcome you and your child to Crosshouse Primary School, Communication Centre and Early Childhood Centre. This handbook is designed to give you some information about the life and work of the school and give you an insight into what we can offer your child.

Every child of school age has the right to a school education provided by an education authority (Standards in Scotland's Schools etc. Act 2000). We aim to provide in partnership with you, a broad and balanced curriculum that allows each of our children and young people to reach their potential both in more formal learning and in wider aspects of learning and achieving.

Children's wellbeing is at the heart of what we do. We aim to ensure all children in our care are Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.

I very much hope that you and your child/children will have an enjoyable, productive and successful experience with us. We strive to provide the best possible learning experience for the children in a caring, supportive, inclusive and happy environment and create an ethos of achievement in our village school and ECC.

Welcome! 😊

Yours sincerely,

Tina Gaitens

Head teacher

Our Vision:

Our vision is for all members of our school community to

Be The Best You Can Be!

- In an environment that is safe.
- Where everyone feels valued and included.
- Where everyone is healthy and active.
- Where everyone feels nurtured, respected and are responsible.
- And where we are all achieving.

Our Values: Kindness Happiness Respect Honesty Teamwork

Parental involvement

Parents are under normal circumstances fully involved in the work of our school. We have many parent helpers who support staff on outings and with classroom activities.

We have an active Parent council who organise fundraising activities throughout the session and host discos for children. Our Parent Council meet every 2 months and everyone is welcome. Under the current Covid restrictions these meetings are currently via Zoom.

The establishment under normal circumstances likes to adopt an "open-door" policy with parents. Should a parent wish to discuss a problem with a member of staff then usually a phone call to the establishment can produce a suitable time to meet and discuss the problem. Parents are currently not allowed in the school buildings.

Communication between home and school

The school strives to keep all parents informed and sends out regular newsletters. We have also engaged in the local authority School App for Parents, which includes information sent directly from East Ayrshire Council. Following lockdown we have implemented the use of the ClassDojo app. Teachers and management can share some of the things classes are working on and some of the experiences the children are having. From primary 3 and up pupils have been introduced to Microsoft Teams.

This is an online way for our children to access learning, work on homework and reinforce class work. As well as this the teacher can regularly engage online with the children and assess progress through setting assignments. In session 2021-22 we will be using a platform called Learner Journal as a means of sharing learning with parents.

We regularly seek the views of parents on a school subjects and do this through the use of online surveys and questionnaires using Microsoft Forms. We encourage parents to be involved in the school development planning and seek the views of the parent council and wider parent forum on a number of initiatives.

Although the school app is used regularly to keep you up to date, your child may bring information home in their school bag. Please encourage them to pass these on and remember to check school bags. Most returns will be electronic.

Crosshouse Communication Centre

The Communication Centre is a specialised facility for P1 – P7 children with social and communication disorders including Autism and Asperger's Syndrome. It is located within Crosshouse Primary School and consists of six classrooms, a disabled toilet and office. There is an enclosed and secure playground.

Children are allocated a place through the Education Authority's assessment procedures.

The main aims of the centre are:

- to provide a safe and stress free environment which encourages independence in life and work skills
- to promote, by a variety of methods, functional communication and social interaction between children
- to assess accurately the strengths and needs of each child and to formulate an Individual Learning Plan (ILP) which will inform teaching priorities within areas of specific need

- to provide staff with opportunities to increase their skills and knowledge of communication difficulties through in-service courses and sharing of expertise and good practice
- to ensure child access to Curriculum for Excellence, using a range of teaching approaches and resources and taking account of the learning style of the individual
- to apply a multi-disciplinary approach to the assessment, planning and delivery of the curriculum as indicated by the needs of the child
- to establish and maintain a close partnership with parents which will benefit all parties and ensure continuity of support for the child
- when and where appropriate, to facilitate each child's inclusion within their local mainstream primary establishment
- to ensure that all children are received as valued and respected members of Crosshouse Primary School, the wider community and the society to which they belong.

Teaching Approaches

Within the Centre we employ a range of teaching techniques and approaches and use a variety of resources to meet the specific needs of individual children. Class sizes are small and routine is key. Visual cues are used routinely to support children's learning and to allow them to regularly reassure themselves of what is happening next. We are always open to new ideas and approaches if we feel they will benefit the child and we have access to highly qualified and knowledgeable teaching staff and other agency staff to support children's learning.

Integration

When and if we feel a child is able to cope with both the social and curricular demands, a gradual process of supported integration to Crosshouse Primary will begin. Through a system of planning, involving close liaison and consultation between the class teacher, centre teacher and speech and language therapist, we hope to create the optimal conditions for success. If a child is able to cope with an increased timetable of

integration at Crosshouse, it may be time to consider a transfer to the child's designated establishment (local primary). Currently integration opportunities are limited due to maintaining safe 'bubbles' to prevent the spread of coronavirus and enable contact tracing should it be required.

Crosshouse Early Childhood Centre

Our ECC caters for pupils from the Monday after their third birthday until they go to primary school.

Most pupils attend full days but there is the option to leave at 12.30 after lunch. Lunch is provided as is a healthy snack.

Children are in groups of eight with a key worker allocated who has responsibility for supporting their individual needs.

A wide variety of fun educational activities is provided and planning them is responsive to the children's interests and needs. There is a big emphasis on learning outdoors in our wonderful outdoor area.

SECTION 2

Transitions

Nursery to P1

An extensive transition programme is in place for preschool children who will attend the following year. Every effort is made to identify children who do not attend Crosshouse Early Childhood Centre but plan to come to our establishment in order that they can fully participate in the process. Transitions will look different whilst coronavirus continues to affect our lives.

P7 - Secondary

Children are normally transferred between the ages of 11 and 12 years of age so that they will have the opportunity to complete at least four years of secondary education.

Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Children of Crosshouse Primary School normally transfer to:

Grange Academy

Beech Avenue

KILMARNOCK

KA1 2EW

Tel: 01563 549988

While parents have the right to enrol their children at a Secondary establishment of their choice within the regulation governing placing requests, it should be borne in mind that close liaison arrangements exist between Crosshouse and Grange Academy.

A programme of transition events is organised throughout P7 before transfer, to help familiarise the children with the Secondary school layout, timetable and peers from partnership establishments. These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from primary into secondary. Last year under coronavirus restrictions, the Academy used a range of digital events to help the pupils familiarise themselves with the school.

Children with additional support needs have their needs met through the extensive liaison process.

Children of Crosshouse Communication Centre may transfer to:

Loudoun Communication Centre

Loudoun Academy

Glasgow Road

Galston

KA4 8PD

Tel: 01563 820061

Depending on the needs of individual children, children may also transfer to their local secondary establishment in addition to other specialist provisions within East Ayrshire Council. A Community Assessment Team meeting would take place to establish the best provision deemed appropriate for the child, with involvement from both the parents and child.

Once a secondary provision is identified, a full transition programme would be established to ensure a smooth and stress-free move between primary and secondary environments. This may be affected by the pandemic.

Support for children and young people and parents and carers

Ms Tina Gaitens is the head teacher and has pastoral responsibility for the pupils in the mainstream school. She is also the Child Protection Coordinator. If you have any concerns about a child please contact the school and ask for her.

Mrs Kirsty Thomson is the depute head teacher and has pastoral responsibility for pupils attending the Communication Centre.

Mrs Gail Allan is the Depute head teacher and is the Additional Support Needs Co-ordinator.

Additional Support Needs

Where a concern is raised about a child's progress, assessment information is gathered. A Team Around the Child (TAC) meeting is organised to identify exactly what the need is and what interventions can be put in place to help support the child. This is known as the Child's Plan. Child's plans are regularly reviewed and include the opinions of parents and children

SECTION 3.

Mainstream School day

Starts 9.00 am Break 10.35am-10.55am Lunch 12.40-1.30pm Ends 3.10pm

Communication Centre day

Starts 8.50am Break 10.00am-10.25am Lunch 12.00-12.50pm Ends 3.00pm

School Year

The year is divided into 4 terms, with a week off in October, two weeks off at Christmas and two weeks off at Easter

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2021/2022					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service)	Tuesday 17 August 2021		
		Teachers (In Service)	Wednesday 18 August 2021		
		Pupils return	Thursday 19 August 2021		
		*Local Holiday	Friday 17 September 2021	1	
		*Local Holiday	Monday 20 September 2021	2	
		Pupils return	Tuesday 21 September 2021		
		Close	Friday 8 October 2021		
		Teachers (In Service)	Monday 18 October 2021	7	
		Pupils return	Tuesday 19 October 2021		85
		Close	Wednesday 22 December 2021		
Second	Mid Term	Re-open	Thursday 6 January 2022	17	
		Close	Thursday 10 February 2022		
		Local Holiday	Friday 11 February 2022	18	
		Local Holiday	Monday 14 February 2022	19	
		Teachers (In Service)	Tuesday 15 February 2022		
		Pupils return	Wednesday 16 February 2022		145
		Close	Friday 1 April 2022		
Third		Re-open	Tuesday 19 April 2022	30	
		Local Holiday (May Day)	Monday 2 May 2022	31	
		**Teachers (In Service)	Thursday 5 May 2022		
		**Local Holiday	Monday 30 May 2022	32	
		Pupils return	Tuesday 31 May 2022		
		Close	Wednesday 29 June 2022	66	195
<p><i>* Subject to change in alignment with Gold Cup weekend</i> <i>** Local Government Election</i> <i>***Subject to change in alignment with the Queen's Platinum Jubilee</i></p> <p>Session 2022/2023: Teachers (In Service) – Wednesday 17 August 2022 Pupils return – Thursday 18 August 2022</p> <p>Good Friday - 15 April 2022</p> <p><i>Pupils attendance will be 190 days after deducting 5 In Service days</i></p>					

CLASSIFICATION: OFFICIAL

Attendance and Timekeeping

Attendance at our school is generally very good.

Attendance and timekeeping are recorded and monitored. We ask for your support to ensure your child attends school every day and learns the good habit of being on time.

We have procedures in place to follow up on any concerns about attendance.

If your child is going to be absent from school we ask that you contact the school office as soon as possible to inform us. Under child protection responsibilities we will contact you if we have not been notified of a child's absence.

Please inform us if a different adult will be collecting your child from school or ECC.

Behaviour

We have moved on from a punitive system. Our behaviour policy is called Respectful Relationships. The core of this is to promote positive relationships with each other. If conflict does arise we approach this through having Restorative Conversations in which an adult will speak to children individually and ask standard questions as follows.

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/ need to do?

These are asked of all parties and then when everyone feels the time is right everyone is brought together and each person is able to give their responses without any interruptions and with the others actively listening. Then a plan is made of how we move forward. This approach works very well in the vast majority of cases. It is hoped that pupils will eventually be able to have these conversations independently.

Your support with encouraging positive behaviour is appreciated.

Dress code

Our uniform consists of white or green polo shirt, Black or grey trousers or skirts and green sweatshirt

Establishment Security

All visitors to the school are required to enter via our secured main entrance and report to the school office where they are required to sign in.

Can we ask that on leaving the building you do not give access to any other adult without them using our buzzer system in order that we can accurately record who is in our building at all times.

During playtime and lunchtime pupils are closely supervised by management team, classroom assistants and the janitor.

Homework

Homework is prescribed when it is considered to be for the pupil's benefit e.g. to consolidate new learning or to give further practice when thought necessary. This should not be too time consuming e.g. a maximum of 30 minutes.

Younger children will usually have number and reading, sounds and spelling practice in order to allow consolidation of previous class work. This again should not be time consuming, a maximum of 20 minutes.

Homework is constantly under review as much research calls into question the benefits of homework. We are aiming to set homework digitally.

School Meals

There is a cooking kitchen on site and children are able to order from EAC menu. All pupils in P1-4 are entitled to a free school meal, however we ask that you still register for free school meals if you are entitled to them as this affects how much money we receive from the Pupil Equity Fund from the government each year. By January all P5 children will also be entitled to free school meals.

We use an online system called ParentPay which allows us a cashless system in school. Parents upload money to their child's ParentPay account. If you are unable to do this you can be issued with a card that you can upload money to for meals.

Trips and other items can be paid through ParentPay and if not able to a bar coded letter can be issued which allows you to pay at selected stores.

Complaints

If you have any complaint to make please contact the school in the first instance. The head teacher will strive to find a solution with you.

Emergency Procedures/ Medical Matters

We make every effort to maintain a full educational service, but on rare occasions, circumstances arise which lead to disruption. Schools may be affected by, for example: severe weather; temporary interruption of power and 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 re-opening. We shall keep you in touch through our App and Facebook page, and on local radio and *the East Ayrshire website and Twitter feed*. It is vital that you keep us up to date with your emergency contact details.

Fire Drills

It is important that pupils get practice at efficiently exiting the building and we do this at least twice in a school year.

Medical Matters

Some children have medical conditions which require them to have a health care plan. We work closely with parents and NHS staff to ensure these are up to date and accurate.

We can store medicine safely should your child require it and the first aid staff check that medicines are in date. You require to complete an administration of medicines consent form in order for us to administer medicines.

Data Protection

The school will handle all data in relation to children as per Data Protection Act 2018.

Parent Council

The chair of the parent council is Kim Mulhern and the treasurer is Karen Scott-Martin. Please contact the school for contact details on 01563 521459.

SECTION 4 The Curriculum

Literacy and English

The Literacy and English language curriculum includes reading, writing and talking and listening.

Prospective parents are encouraged to enrich their children's language development by reading and telling stories. Pre-school children should also be given ample opportunity to listen and to be listened to. The child with a wide vocabulary and the confidence for self-expression starts school with a definite advantage.

Our early stages' reading scheme is currently *The Oxford Reading Tree*. The scheme gets its name from its tree-like structure. Its several branches have been designed to cater for the differing needs and varying rates of development of young children.

The children start forming letters and words from quite an early stage, as this is taught in conjunction with sounding. We use *Jolly Phonics* to develop phonological awareness in P1 and *Jolly Grammar* in P2, P3 and P4, to develop this work further into spelling and grammar.

Literacy World is used in Primary 4-7. This reading scheme is designed to give children an exposure to a wide range of genre, such as novels, plays, short stories, information books and reference texts. Literacy World uses both fiction and non-fiction material.

Some texts are available in Big Book format which offer specific teaching points at text, sentence and word level. Provision is also made for shared writing. The discussion of texts also strengthens listening and talking with reading and writing interwoven within the processes, which underline reading comprehension.

The PIRLS project (a national project looking at children's reading skills) and novel studies are used within Crosshouse Primary to develop deeper understanding of texts.

Twice a year we have a Book Fair, where children may come along and select a book from a wide range on display.

At all times and at all stages, children are given an opportunity to borrow from the Establishment Library and we thank the parent helpers who run and organise this.

Writing has always played a great part in the work of any school and an emphasis is placed on three different styles of writing:

- Functional Writing: where children are encouraged to write reports, instructions, notes and letters.
- Personal Writing: poetry and expression of feelings
- Imaginative Writing: using fiction in an exciting and pleasurable manner.

We use “Big Writing”, a relatively new approach to the development of children’s writing, where the “writer’s voice” is being developed and children learn to make their writing better by thinking of VCOP – vocabulary, connectives, openers and punctuation.

The handwriting programme which we use throughout the establishment is based on the "Nelson" programme, which is a form of linked script. Children are encouraged from Primary One to add "flicks" to the letters which allows a smoother transition from printing to script.

Listening and Talking continues to be of great importance in the curriculum. Although this is seen as part of Literacy and English, many of the activities carried out will be delivered in a cross curricular nature, for example children may be asked to prepare a talk on an area being studied in science.

The activities undertaken will have the following purpose:-

Listening

- to obtain information and respond appropriately
- to establish relationships and interact with others
- to appreciate the feelings of others
- to reflect upon ideas, experiences and opinions
- to gain imaginative and aesthetic pleasure

Talking

- to convey information and respond appropriately
- to appreciate the feelings of others
- to reflect upon ideas, experiences and opinions
- to gain imaginative and aesthetic pleasure.

This year we will be moving over to Active Literacy.

Numeracy and Mathematics

The “core” schemes of numeracy and mathematics used in the establishment are called Heinemann Maths, Teejay Maths and Big Maths.

In the teaching of maths your child will experience a variety of resources. Colleagues at Grange Academy liaise with our staff in school. This has led to a greater understanding of methodology and practice in both sectors.

All programmes have a strong emphasis on the development of basic number skills through practical activity and provides for integration of work on measure, shape, money, graph and calculator work.

The use of a comprehensive course ensures a smooth transition from one concept to another. By the time the child leaves the Primary Seven stage he/she will have acquired a balanced programme of numeracy and mathematics work which can be built upon by the receiving Secondary School.

Health and Wellbeing

Health and wellbeing is concerned with the development of life skills. Through this area of the curriculum children are encouraged to value themselves, to be aware of others and their needs and how to keep themselves safe from harm. Through a whole establishment approach to health and wellbeing, we aim:

- to help children have an appropriate positive regard for self, and for others and their needs.

- to assist children to develop life skills to enable them to participate effectively and safely in society.
- to encourage children to take increasing responsibility for their own lives.
- to develop skills in Citizenship through explicit teaching programmes and direct involvement in their local and global communities.

The pupil council is one aspect of Health and Wellbeing where children from P3-P7 may represent their class and help implement changes, give valued opinions and discuss ways of improving the establishment.

Physical Education

(PE) is included in this area of the curriculum. The programme offered at Crosshouse Primary and Communication Centre includes gymnastics, games and dance and encourages the use of outdoor space. We have a well-equipped gymnasium which is timetabled for use by each class. We also make use of the Early Childhood Centre gymnasium which is larger than ours and very close by. This enables us to more easily provide 2 hours of quality P.E. for all children every week. The establishment is sited close to the Lindsay Park playing fields which are used during the summer term for games and other sporting events. Primary 7 children receive a ten week course in swimming instruction at The Galleon Centre and other activities are also provided during the session by the Active Schools team. Currently all PE is outdoors.

Expressive Arts

The term Expressive Arts covers the areas of Music, Drama, and Art.

Music

Sounds of Music is a progressive scheme and is designed for children in Primary One right through to Primary Seven. Sounds of Music recognises the various strands of music which include exploring sound, using the voice, and use of instruments. Children are encouraged to observe, listen, reflect and describe the various types of music, which are common to everyday life.

The voice is often overlooked as an instrument but in fact it is an important instrument and in order to develop the voice some children from P6-7 form our establishment

choir. The choir participates in both establishment and authority events throughout the session.

Art

Teachers provide the children with the technique and motivation necessary to tap into their creativity in this area. A comprehensive programme of study ensures that children are encouraged to develop their skills to the best of their ability.

Drama

The aims of drama are to develop imagination, expression, understanding and co-operation. This is carried out by group activities, role playing, mime and improvisation.

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies (ICT).

ICT permeates the curriculum and all children at present receive “hands on” experience with the computer each week.

Moreover, it is the intention that by the time a child leaves the establishment in Primary 7 that he/she will have gained keyboard skills, the ability to select, load and run a program, knowledge of word processing, spreadsheets, databases and the drawing packages available. The establishment has established a computer base. This allows a class to work at the same time on developing skills which can be utilised across the curriculum. All classrooms have access to at least one computer and all have access to an interactive whiteboard to allow for interactive class work to take place. Education City, an online educational resource, is used in all classes as a means to integrate ICT into literacy and numeracy and mathematics. Classes also use GLOW, the Scottish schools network for a variety of learning and teaching activities.

The other aspects of technologies are addressed when appropriate via cross curricular topic work.

Science/Social Studies

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts. It is in this area of the curriculum children will learn about the world around them.

We feel that HOW children learn is as important as WHAT they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry. Science and Social Studies are usually addressed through topics.

The “topic” will have a core aspect of science or social subjects, for example, Victorians would be based on history, but to make the “topic” more relevant a cross curricular topic will pull on many areas of the curriculum. An interdisciplinary topic is often the vehicle for teaching key skills from other curricular areas as well as the area the topic is based.

Religious and Moral Education (RME)

RME is seen as an integral part of the general school education and not as a separate, different activity. Although the prominent place within the RME programme is given to Christian Religion, other religions are also studied, namely Judaism and Hinduism, to prepare pupils for a multi-cultural, multi-faith world.

At Crosshouse Primary School we are very keen to ensure that the pupils' experiences of religious education are meaningful and worthwhile. On occasions we invite guest speakers such as the Salvation Army to speak to our pupils. Visits may also be arranged to other places of worship such as the mosque, synagogue, chapel, and the Salvation Army Temple.

It should be noted that parents have the right to withdraw their children from Religious Education and observance. Parents wishing to do so should contact the Head Teacher.

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 proposed arrangements will be considered.

Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

SECTION 5

Achievement and Improvement

Planned improvement priorities were very much affected by the the coronavirus pandemic. However we did make progress following on from our very positive HMIe Inspection in May 2019. You can read our report here:

<https://education.gov.scot/media/queekp51/crosshousepseccins270819.pdf>

- Through lockdown teachers had to quickly move to digital approaches to teaching and learning and had to become familiar with Microsoft Teams and Glow. All pupils were provided with work to do at home.
- We introduced Class Dojo as another means of communicating with parents.
- We used our school Facebook page over lockdown to share videos that staff made to help children feel connected and let them see how much we care.
- We had an outdoor prize giving which was streamed for isolating pupils, and a celebration for our school leavers in the summer holidays.
- We organised Health Week and encouraged pupils to complete challenges and send us in video clips or photographs of them completing them.
- We managed a covid friendly sports day.
- ECC staff made good use of their blog to communicate and stay in touch with pupils and families over lockdowns/closures

IMPROVEMENT PLAN

<p>Raising attainment particularly in literacy and numeracy</p>	<p>Increase in sustained destinations and employability skills</p>
<ul style="list-style-type: none"> • Active Literacy • Continued focus on strengthening active maths approaches in the class. • Refocus on Tapestry Formative Assessment 	<ul style="list-style-type: none"> • Digital Schools Award to develop best practice in digital learning including use of Glow
<p>Ensuring the health and wellbeing of all young people</p>	<p>Closing the poverty related attainment gap</p>

<ul style="list-style-type: none"> • We will comply with the covid regulations and ensure we keep up to date with the ever-changing picture during the pandemic. • Introduce the GMHP program for tracking children's mental wellbeing 	<ul style="list-style-type: none"> • Continue to deploy a classroom assistant full time in P1 to support children's learning and development. • Deploy a teacher 01 to additional support for learning • Deploy covid recovery teacher to target children's learning gaps

SECTION 6

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. 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 will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning and 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.

Writing levels are assessed using the Big Writing Baseline Assessments twice a year. Numeracy levels are tracked through in class informal assessments of children's work through observations and evaluation of a child's day to day work. Children undergo continuous assessment by their class teachers to ascertain progress and to identify strengths and weaknesses in order that suitable and appropriate programmes of work can be devised.

The work of the children at early, first and second level of Curriculum for Excellence in literacy and numeracy and mathematics is moderated by gathering evidence and teachers coming together to discuss samples of children's work. This ensures agreement about what the evidence is showing us and allows us to have confidence in the judgements we make about children's learning. The moderation process will be rolled out to all curricular areas.

Formative assessment is carried out in many ways from P1-P7. Teachers employ many skills in this area – observation, assessment through forward planning, record-keeping, simple marking strategies and unit tests. All children are encouraged to assess their own work and set their own targets for learning. This method of assessment is a key element of Curriculum for Excellence and is promoted through the Assessment is for Learning (AiFL) initiative.

Parents receive an annual written establishment report in March. There are two formal parents evenings per session where parents / carers can discuss their child`s progress with the class teacher. Teachers are happy to meet with any parent / carer as the need arises. Appointments can be arranged through the office. There are also two open afternoons per session when parents /carers have the opportunity to visit school to share their child`s work.

SECTION 7

Other associated schools and Early Childhood Centres

<p>Hillhead Primary School 2 Kilmaurs Road Kilmarnock KA3 1 QJ Tel 01563 521504</p>	<p>Annanhill Primary School Beech Avenue, KILMARNOCK KA1 2EW Tel 01563 549988</p>
<p>Gargieston Primary School Dundonald Road KILMARNOCK KA1 1UG Tel 01563 533067</p>	<p>Shortlees Primary School, Early Childhood Centre Blacksyke Avenue KILMARNOCK KA1 3SR Tel 01563 533678</p>
<p>Park School Grange Campus, Beech Avenue, KILMARNOCK KA1 2EW Tel 01563 549988</p>	<p>Flowerbank Nursery 39 Portland Road KILMARNOCK KA1 2DJ Tel 01563 522722</p>

Information about how the curriculum is structured and curriculum planning

www.educationscotland.gov.uk/the-curriculum/

www.youngscot.org (learners)

www.sqa.org.uk (information on qualifications)

www.ltscotland.org.uk (teaching practice and support)

www.engageforeducation.org (share ideas and questions about education)

www.scotland.gov.uk/cfeinaction (real-life examples)

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school directly or visit the Parentzone website at www.parentzonescotland.gov.uk.