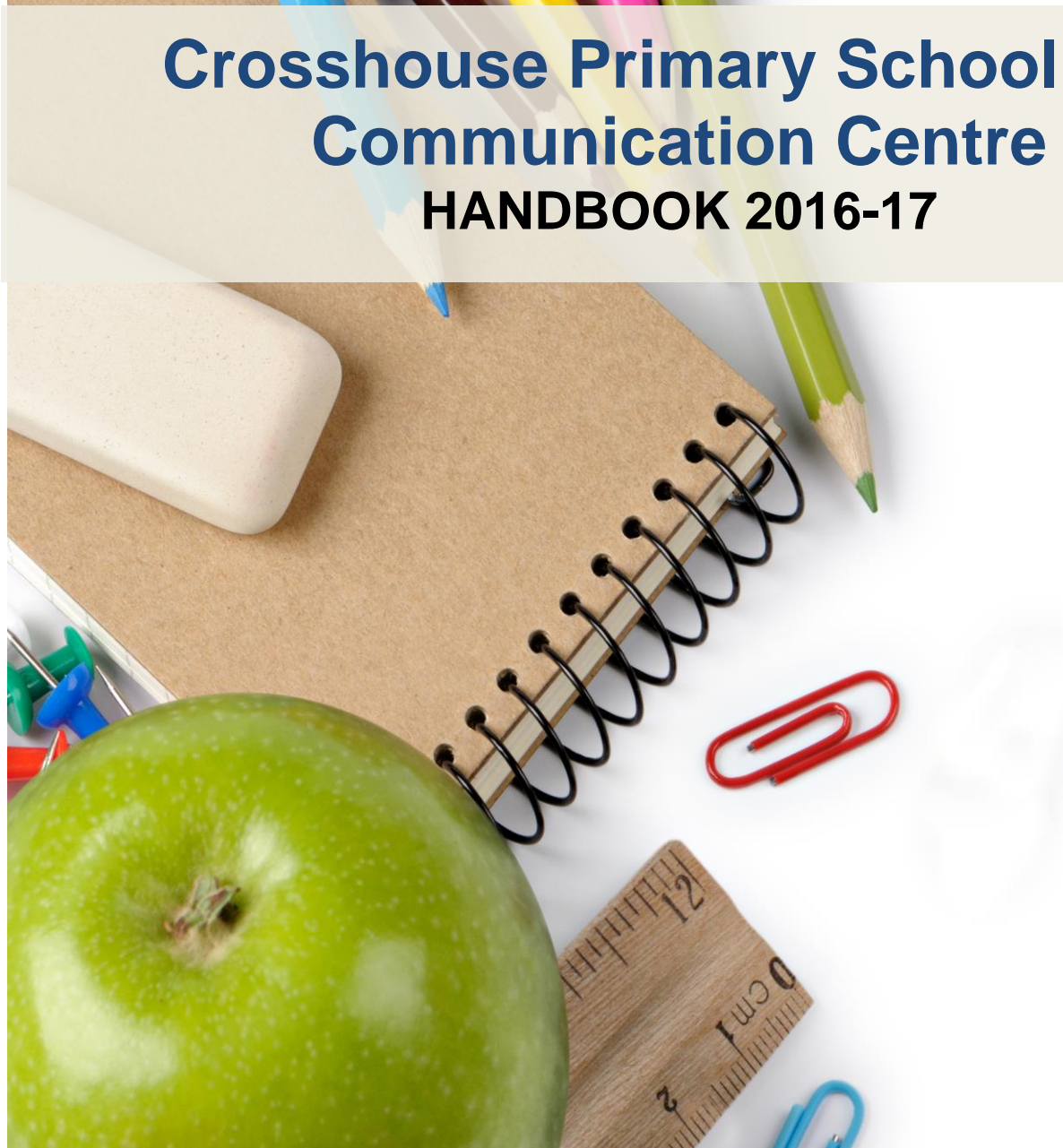




**Crosshouse Primary School and  
Communication Centre  
HANDBOOK 2016-17**





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## 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**





## Headteacher's message

Dear Parent / Carer,

On behalf of the whole staff team I would like to welcome you and your child to Crosshouse Primary School and Communication 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 and happy environment and create an ethos of achievement in our village school.

Welcome to our school!

Yours sincerely,

Tina Gaitens

Head Teacher





## Establishment ethos, vision and values

### 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

- **Honesty**
- **Respect**
- **Kindness**
- **Happiness**
- **Teamwork**





## Establishment information

**School Name:** Crosshouse Primary School & Communication Centre

**Address:** Playingfield Road, Crosshouse, KA2 0JJ

**Telephone:** 01563 521459

**Fax Number:** 01563 521459

**Present Roll:** 178 + 31 Communication Centre

**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

**Denominational Status:** Non-Denominational

**Co-educational:** The establishment caters for both boys and girls

Stages Covered	Current Roll
P1	28
P2	30
P3	24
P4	22
P5	22
P6	24
P7	28





## Establishment information

### Background

The establishment is situated in the village of Crosshouse and serves the village itself, Knockentiber and the surrounding area. The building was formerly Crosshouse Secondary School and is of traditional design. The school celebrated its 75th Birthday on 19th June 2015.

A specialist centre within the school caters for the particular needs of children from all across the local authority who have social and communication difficulties, and is very much an integral part of the establishment.

In the main building there are 14 classrooms. 6 of these are used by the Communication Centre. Two additional classrooms are used as a central library and activity room.

The dining room / assembly hall / gymnasium, is situated in a separate building in the playground and was updated during session 2000/2001.

The establishment has ramps to accommodate wheel-chair users. Other facilities include 2 adapted toilets and a shower area.

The establishment garden is situated off the staff car park and is under continued development.

Crosshouse Primary School and Communication Centre is part of the Grange Learning Community.

### ASSOCIATED ESTABLISHMENTS:-

Grange Academy, Beech Ave, Kilmarnock, KA1 2EW Tel: 01563 549988

Annanhill Primary, Beech Ave, Kilmarnock, KA1 2EW Tel: 01563 549988

Park School, Beech Ave, Kilmarnock, KA1 2EW Tel: 01563 549988

Bellfield Primary, Tinto Ave, Kilmarnock KA1 3RA Tel: 01563 521727

Gargieston Primary, Dundonald Rd, Kilmarnock KA1 1UG Tel: 01563 533067

Shortlees Primary School, Blacksyke Avenue, Kilmarnock KA1 4 SR Tel: 01563 532817

Crosshouse Early Childhood Centre, Playingfield Rd, Kilmarnock KA1 2JJ Tel: 01563 532300





## Establishment information

### **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





## Establishment information

- 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).





## Establishment information

The establishment, including the gymnasium, is available to community groups. Forms of let are available from the establishment or EA Leisure - Letting

The Palace Theatre

9 Green Street

Kilmarnock

KA1 3BN

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

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre. Please see part 2 of the handbook for further information.





## Establishment security

All parents and visitors should enter from the Playingfield Road secure entrance and should report to the establishment office, where they are required to sign in.

Can we ask that if you are leaving the building and another person is about to enter that you do not allow them access without using the buzzer system? This allows us to accurately record the people in the building.

Closed circuit television operates both within the establishment and externally in the establishment grounds.

During playtime and lunchtime a member of senior management, the janitor and classroom assistants supervise children in the outdoor area.





## Establishment calendar

### Holiday Arrangements 2016/2017

Term	Break	Dates of Attendance		
First		Teachers (In Service)	Tue	16 Aug 2016
		Pupils return	Wed	17 Aug 2016
		Local Holiday	Fri	16 Sep 2016
		Local Holiday	Mon	19 Sep 2016
		Close	Fri	7 Oct 2016
		Teachers (In Service)	Mon	17 Oct 2016
		Pupils return	Tue	18 Oct 2016
	Mid Term	Close	Fri	23 Dec 2016
Second	Mid Term	Re-open	Mon	9 Jan 2017
		Close	Fri	10 Feb 2017
		Teachers (In Service)	Thu	16 Feb 2017
		Teachers (In Service)	Fri	17 Feb 2017
		Pupils return	Mon	20 Feb 2017
		Close	Fri	31 Mar 2017
Third		Local Holiday	Mon	17 Apr 2017
		Re-open	Tue	18 Apr 2017
		May Day	Mon	1 May 2017
		Teachers (In Service)	Thu	4 May 2017
		Local Holiday	Mon	29 May 2017
		Close	Thu	29 Jun 2017





## Staff Information

**Head Teacher** Mrs Tina Gaitens

**Depute Head Teacher** Mrs K Thomson

**Principal Teacher** Mrs G Allan (acting)

### **Teaching Staff**

Mrs M Tweedie P1

Mrs T Wilson and Mrs S Morris P1/2

Miss A Smith (temporary) P2

Mrs G Edgar P3

Mrs C Kumar P4

Mrs Allan/ Miss Lennon P5

Miss Finnegan P6

Mrs Weidner P7

### **Communication Centre**

Mrs Duncan P1

Mrs MacMillan P2/3

Miss Caldwell (temporary) P3/4

Mrs Wilson P4

Miss Mair (temporary) P5/6

Mrs Johnson P7

Mrs C Strain Outreach





## Staff Information

Non Class Contact: Mrs Morris

### **Support Staff**

Senior Clerical Assistant: Mrs E Hunter

Clerical Assistant: Mrs P Morgan

Classroom Assistants Mainstream: Mrs S Parker, Mrs L Weir, Mrs L Stirling (temporary), Mrs. A Bruce.

Classroom Assistants Communication Centre: Mrs S Droy (temporary), Mrs D Turnbull (temporary), Mrs K Hart (temporary), Mrs M Sharp, Mrs K McDaid, Mrs D Hendrie, Mrs L Hussain,

Janitor Mr D Hamilton

Cleaners: Ms M Young, Mrs L Keast, Mrs G Connell

Catering Manager: Mrs M Millar

Catering Assistants: Mrs W Murray, Miss S Shedden, Mrs K

Educational Psychologist: Mrs N Stewart

Speech and Language Therapists: Mrs Vhairi McPhearson , (mainstream) Ms K Walker and Mrs D Shaw

Music Specialists Mrs K Donnelly (Choir)

**East Ayrshire Support Teacher:** Mrs Babbington





## Establishment improvement

Across the school, children are motivated and engage well with their learning. Children listen well to teachers' instructions and contribute confidently to lessons and discussions. Personal Learning Planning in the format it currently takes was not felt to be effective or meaningful. This will be looked at as an area for development. Teachers involve children in self and peer assessment.

Across the school, children write daily for a variety of purposes and have an understanding of different writing styles. Staff use VCOP strategies and writing criteria to help children understand how to improve their work. Big writing assessments are done biannually and are a good measure of where children are and how they are progressing. Last year Big writing assessment in primary 1 was extremely disappointing in January and the teacher responded with a Traditional Tales fairyland topic which captured the children's imagination and the subsequent assessment showed marked progress in all children. The EAC literacy assessment toolkit was used at P4 and P7. Most children are making good progress. Staff would like to develop the literacy programme and this will be addressed next session. In particular looking at Jolly Phonics and Grammar throughout the school, the assessment of listening and talking, and reading for information.

ELLAT identified children who were at risk in P1 and we were able to secure input from EAST using the 5 minute box with identified children. All children who were selected made significant progress.

Across the school, children are making very good progress in number, money, measurement, interpreting information and other mathematical concepts. Children enjoy big maths and the weekly Beat That Challenge. The EAC Numeracy assessment toolkit was used at P4 and P7. Almost all children are making good progress. Next session we will look at assessing levels when it is appropriate for the child and not necessarily at key stages.

Children are articulate and confident. We had a whole school show celebrating the schools 75<sup>th</sup> Birthday. All children were involved and performed to an extremely high level for the school and the local community. Open afternoons showcase the children's work in class. Pupil achievements need to be more highly visible in school however they are showcased and recognised during assemblies.

In session 2014, staff, parents and children worked together on developing our vision, values and aims for the school. 5 key values were identified and a slogan "Be the Best You Can Be!" emerged. A





## Establishment improvement

competition was launched to design a bee mascot which we hope to have visible throughout the school.

Staff know children and families very well and are responsive to their individual needs and circumstances. We provide a very inclusive learning environment and support children well. Support from EAST ensures effective support for both staff and children.

Children in the Communication Centre are very well supported in small classes with classroom assistant support. Integration with the mainstream provision is well established and continues to develop to the benefit of both mainstream and centre children.

We participate fully in multiagency approaches to supporting vulnerable children and families.

Across the school, learning intentions are shared with the children and revisited throughout the lesson. Children use a range of assessment strategies to evaluate their performance for example, thumbs up, traffic lighting and two stars and a wish. Children from P7 participated in our annual residential experience. Outdoor learning is more evident and in session 2014/15 many visits into the local community and further afield were made by most classes. Our outdoor learning environment within the school grounds remains a major hurdle and barrier to learning.

After school activities are available across the school with Active Schools colleagues as well as teaching staff.

At important transition points, robust procedures are successfully in place, however we might want to look at transition between stages more closely rather than focus mainly on the main transition points i.e. nursery-primary and primary-secondary. Currently robust handover notes are passed on to the receiving teacher however this could be further developed. Barriers to this are not knowing what teachers we will have and this is something we need to work on with our HR colleagues.

Pupil council gives the children a voice and pupils are members of the ECO committee. We have an elected group of house and vice captains. There will be further pupil involvement in future through steering groups for Dyslexia friendly schools and Rights respecting Schools. Pupils in P6 are active buddies for preschool children and also take a lead role in monitoring the tooth brushing programme.





# Establishment improvement

## Planning for Improvement

### Year 1

- Review and develop programme of study for literacy across the whole school and begin Dyslexia Friendly School journey.
- Begin implementation of 1+2 languages.
- Review Personal Learning Plans- Learner Journey.
- Rights Respecting Schools - Recognition of Commitment.

### Year 2

- Review and develop programme of study for numeracy across the whole school.
- Review and develop policy and programme of study for health and wellbeing across the whole school.
- Review and develop Homework Policy.

### Year 3

- Review and develop policy and programme of study in social subjects across the whole school.
- Nurture
- Review and develop policy and programme of study in RME.





## Curriculum 3-18

### 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 *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 and parents 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.





## Curriculum 3-18

**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





## Curriculum 3-18

### 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.

### 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.





## Curriculum 3-18

### 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. Curriculum 3-18





## Curriculum 3-18

### **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.





## Curriculum 3-18

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.





## Curriculum 3-18

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.

### **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.

In line with the seven principles of curriculum design each class will have at least one piece of 'enterprising' homework to complete each session. This will be a project type piece of homework given over several weeks. The results are shared with the whole class and displayed in school.

We would ask that parents check their child's homework and sign when it has been completed.

Homework allows the parent to see what kind of work is being done in school and the progress being made. If parents have any concerns they should contact the establishment to make an appointment to discuss their concerns further. Homework policy will be reviewed next session.





## Curriculum 3-18

### **Personal Learning Plans**

At Crosshouse Primary School and Communication Centre we are developing Personal Learning Plans. Every child in the establishment meets with his/her teacher at termly intervals to identify targets for their learning in and to evaluate their work to date. This allows teachers and children to share in the planning process to ensure learning is tailored to individual needs.

### **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.





## Assessment and reporting

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.





## Policies and procedures

The establishment has a range of policies and procedures which are available for parents to read.

- Confidentiality Policy
- Health and Safety Procedures
- Quality Assurance Policy
- Care and Welfare Policy
- Additional Support for Learning Policy
- Respectful Relationships Policy (previously Anti Bullying Policy)
- Promoting Positive Behaviour Policy
- Literacy Policy
- Numeracy and Mathematics Policy
- Transition Policy
- Equality and Diversity Policy
- CPD / EAGER / PRD Policy
- Incidents of Discrimination Policy
- RME Policy
- Social Subjects Policy.





## Policies and procedures

The relationship between child and teacher should be similar to that between the child and his or her own parents, requiring mutual respect. It is therefore appropriate to consider the establishment as a sort of extended family, whose members should show care and consideration to all concerned and in which good patterns of behaviour are shown by example. Discipline is seen to be a joint responsibility of all staff and extends to include a partnership with parents. We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents.

For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of behaviour and rules must be observed. These are fully explained to the children.

Children are praised when they are seen to be working hard and behaving well. A range of rewards are used and these are awarded for effort, enthusiasm, behaviour and work. Rewards include, House parties, Head Teacher treats, certificates, and Big Shiny Golden Time. Children take great pride in receiving these rewards, positive reinforcement really works!

### School Rules

Crosshouse Primary and Communication Centre have adopted “Golden Rules”. These rules are incorporated throughout the establishment, in each class and in the playground. The Golden Rules are:

Do be gentle: Do not hurt anybody

Do be kind and helpful: Do not hurt people’s feelings

Do work hard: Do not waste your or other people’s time

Do look after property: Do not waste or damage things

Do listen to people: Do not interrupt

Do be honest: Do not cover up the truth





## Policies and procedures

When rules are broken, a variety of sanctions are used. These include:

- Informal reprimand by the class teacher
- More severe warning from the class teacher
- Yellow Card issued.
- Red slip issued, 15 minutes penalty time during Golden Time, reason written in behaviour record, red slip sent home to parent from Senior Management staff .

In the event of a more serious infringement to the rules, the behaviour will be dealt with by a member of the senior management team and the appropriate action taken.

It is crucial that parents and school cooperate and work together to ensure positive behaviour is promoted in Crosshouse Primary School and Communication Centre.

In the infant classes a visual reminder of behaviour is on display for the children to allow them to reflect upon their own behaviour and moderate it accordingly. (Red, Yellow and Green buses)





## Additional support for learning

In school we have support from the East Ayrshire Support Team for children with barriers to learning. Through the daily work, class teachers may identify a child who is requiring additional support for learning and then a referral to the EAST teacher would be made. As a team the Head Teacher, class teacher, EAST teacher, and parents will agree a course of support tailored to the individual needs of the child. Dependant on the child's needs classroom assistants, Speech and Language Therapy, Occupational Therapy, Educational Psychology, teacher for visually or hearing impairment, English as an Additional Language Teacher, etc. may join the team.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice. Please contact the school.

### **Additional Support Needs: East Ayrshire Psychological Service**

Advice and support may be sought from other appropriate staff within the establishment and through consultancy with visiting professionals, including the educational psychologist.

The educational psychologist visits the establishment regularly to work with the staff to best support children and young people who are experiencing barriers to learning. Their role is often in giving advice to the establishment and in the sharing of expertise with staff. Establishment staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the psychologist would not observe or meet with a child without the prior consent of the parents.

The establishment is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The establishment is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.





## Parental involvement

### 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 Nursery School but plan to come to our establishment in order that they can fully participate in the process.

### 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.

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





## Parental involvement

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.

### OTHER ASSOCIATED ESTABLISHMENTS

#### **Annanhill Primary School**

Grange Campus

Beech Avenue

KILMARNOCK KA1 2EW

#### **Gargieston Primary School**

Dundonald Road

Kilmarnock

#### **Bellfield Primary School**

Tinto Avenue

KILMARNOCK KA1 3A

#### **Shortlees Primary School**

Knockmarloch Drive

KILMARNOCK KA1 4QY





## Parental involvement

Parents are 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 and a sub group who organise fundraising activities throughout the session and host discos for children. Our Parent Council meet every 2 months.

It is important that parents are able to communicate fully with the establishment their child attends.

We aim to make this possible in many ways, for example:

- Formal and informal meetings
- By telephone or letter
- Regular newsletter
- Parent Council
- Parent Helpers / volunteers
- Enterprising Homework

The establishment likes to adopt an "open-door" policy in dealing 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 may of course "drop in" to the establishment office and arrangements can be made by this method. Parents should not go directly to the class teacher so that teaching time is not interrupted.

Should your child be absent from school for any reason parents must contact the establishment by 9.15am on the first day of absence, explaining the reason for non-attendance. It is important that the establishment is notified, to prevent unnecessary procedures being followed. In extreme circumstances, there may be a need to involve social services or police in order for us to be satisfied that the child is safe and well. The parent should provide a written note on the child's return to school, confirming the reason for absence.





# Parental involvement

## Parent Council

### Parental Involvement Opportunities

As a parent of a child in attendance at the school, 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. 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.

The school holds two open afternoons per session which allow parents /carers to come into school and view their child`s work with their child. There are two formal parents` evenings per session.

During the year there will be opportunities for parents to attend parent workshops on various aspects of the curriculum.

### Parent Council Contact:-

Chairperson – Mrs Heather Deans





# Learning Community

## **Learning Community**

Crosshouse Primary School and Communication Centre is a member of the Grange Learning Community.





## Wider community links

We are always aiming to improve our links with the local community. We do this in many ways including:

- Participation in shows, Kilmarnock and District Rotary Club P7 quiz, and cycling proficiency.
- Participation in gathering of Christmas shoe boxes and gifts for Romania for Harvest.
- Taking part in community activities for example, performing at church “thank you” social, unveiling of Andrew Fisher Memorial Stone.
- Participation in Sustrans The Big Pedal.
- Participation in Community Councils competitions.
- The choir perform at local community events and at the local hospital.
- Performing a 75<sup>th</sup> Birthday celebration concert for the local community.
- Displaying children’s work in local venues.
- Participating in the community Gala Day.





## 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

- Cllr Tom Cook – Tel: 01563 576027
- Cllr Lillian Jones – Tel: 01563 576031
- Cllr Iain Linton – Tel: 01563 576566
- Cllr Douglas Reid – Tel: 01563 576027





## 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 براۓ 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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