



Dunlop Primary School and Early Childhood Centre

Main Street

Dunlop

KA3 4AN

| | |
|--|--|
| Telephone No: | 01560 484098 |
| Email: | eaDunlop.PS@eastayrshire.org.uk |
| School Blog: | Dunlop Primary School Blog Dunlop Early Childhood Centre Blog |
| School App: | Available on appropriate mobile devices. |
| Denominational Status (if any): | Non-Denominational |
| School Roll: | 140 primary pupils and 32 ECC at 1140hrs |
| Further information: | www.east-ayrshire.gov.uk/schoolhandbooks |



Dear Parent/Carer,

I am delighted to have this opportunity to welcome you to Dunlop Primary School and Early Childhood Centre (ECC).

The school handbook is compiled to give you, as the parent/carer of a new pupil to the school, basic information regarding the school and what we can offer your child. As a staff team we are delighted that you have chosen our establishment for your child to attend.

Our aim is to provide, in partnership with parents/carers, a well-balanced curriculum that will enable each child to reach their full potential, not only in the more formal aspects of education, but also in the many other activities which the school aims to provide. We hope to create in all children a positive attitude to learning, the ability to co-operate with others, to make reasonable moral judgements and to have a caring attitude to the community as well as fostering an appreciation of the world in which he/she lives.

If you would like more information on any aspect of our work, then please feel free to contact me at school. If you would like a tour of our school and/or ECC, and meet those who work to make our school a positive, productive place of learning please call in or telephone to arrange a suitable time to visit.

The staff and I look forward to working with you in a genuine partnership to ensure that your child achieves his/her full potential in all areas of the curriculum and enjoys life at Dunlop Primary School and ECC.

Yours sincerely,
Mrs Laura Kelly
Head Teacher



SECTION 1

A Brief History

Dunlop has boasted a school since the time of James 1 when Hans Hamilton provided the two storey building which still stands next to the church and is known as Clandeboyas Hall. In 1876, when compulsory education became law, the present school was opened with part of the building being rebuilt in 1931. Since then, the building has had several extensions added, bringing us to how the school stands in the present day. The original Early Childhood Centre opened in September 1999 and in August 2024, we opened our brand new, purpose built Passivhaus building which is situated just off Lugton Road.

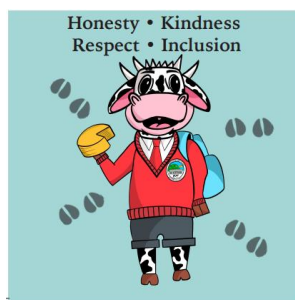
At present, the working capacity of the school is 212 primary pupils and 64 in our ECC at 1140hrs. The school is a non-denominational, co-educational establishment, catering for pupils from Early Years to Primary 7. At present, the roll consists of approx. 140 school pupils and 32 children in the ECC.

Parents/Carers should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Our Vision:

The school's motto is:

'Climb That Hill'



Following consultation, our Pupil Council engaged with pupils, parents, staff, and stakeholders to discuss our school values. It was agreed, the four most important values for the children and pupils of Dunlop Primary School & ECC are, for us to value:

Kindness Respect Honesty Inclusion

Our school values play an important role within our school; staff and pupils alike strive to demonstrate these each day through our learning and practice.

At Dunlop Primary we welcome everyone and we treat each other with kindness and honesty. We respect our differences and are creative in our learning adventures. Together, we build a strong and resilient community where everyone belongs and thrives!

We aim to do this by:

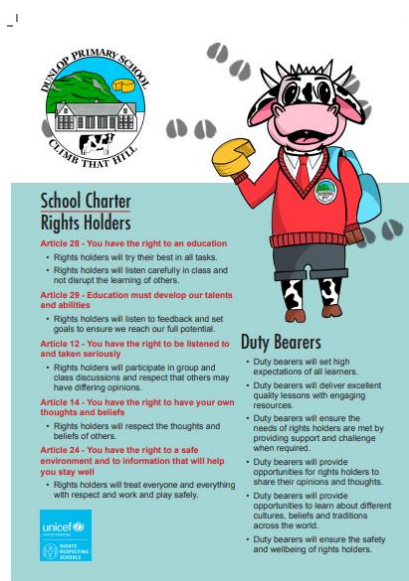
- Encouraging everyone to reach high standards of achievement.
- Promoting self-respect and respect for others regardless of race, gender, religion, family circumstances, ability or disability.
- Ensuring everyone has the right to be treated with dignity and privacy.
- Developing an enterprising attitude.
- Caring for the environment.
- Pursuing a healthy & active lifestyle.

School Charter

We are a Silver - Rights Aware School and we are on our journey to achieving our Gold Rights Respecting School Award. Children's rights are at the forefront of everything we do and our RRSA Pupil Voice Group have created, in consultation with all stakeholders, our school charter.

A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values. Our charter supports a positive learning environment for children and young people the classroom, across the whole school and in the playground.

Our charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant, building on our shared values and relationships for creating a rights respecting ethos. It is a framework for both adults (Duty Bearers) and children and young people (Rights Holders) on how to respect each other's rights.



Parent Council & Parental Involvement

We encourage strong partnerships between home and school and work hard to develop strong home/school links. We receive invaluable support from our parent/carers volunteers who kindly give up their time to support class-based learning, excursions, fundraising events, attend workshops, activities after school etc. We always like to utilise the many skills and talents of our parents/carers to enhance the curriculum.

We try to keep parents informed of all events and achievements in the school. Our main methods of communication with parents/carers are:

School App

- Termly Class Newsletters
- Head Teacher Newsletters
- School Blog
- Learning Journals
- SWAYS of Learning

Throughout the session, parents are encouraged to contact the school/ECC at any time to discuss the progress of their children. In the first instance, contact should be made with the school, to arrange an appointment with the Class Teacher. Parents are welcome to speak to the Early Years Practitioners at the beginning or end of the session. However, if you wish to discuss something in detail or in confidence, an appointment can easily be arranged.

As a parent/carers of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The Parent Forum can decide to form a smaller body called the Parent Council (PC). The Parent Council is a group of parents selected by members of the Parent Forum to represent them. There is a lively and enthusiastic Parent Council which organises social and fundraising events throughout the session. The school has benefited from many of its fundraising activities. The PC is pleased to welcome new members at any time.

Chair Person: Claire Tooze

Email: parentcouncildps@gmail.com

Wider Community Links

We aim to be a centre of excellence of education for the community we serve and are very proud of the reputation we have within Dunlop and the surrounding area. We make good use of the local community in visits, making learning experiential for the children. Members of the community are invited into our establishment to talk with the children and to support ongoing themes e.g. STEM week, People Who Help Us, Careers Fayre and our recent whole school farming topic etc.

Dunlop Primary School is regularly represented in local competitions and events including: Ayrshire Sportshall Athletics, football, netball and cross country competitions, Kilmarnock Rotary Club Quiz, K'Nex Challenge, Kilmaurs Photography competition, Ayrshire Burns competition, Dunlop Gala and local agricultural shows. The support of the local community is highly valued.

SECTION 2

Enrolment

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

Children who live in the catchment area of a particular school are required to enrol at that school. They will then be informed of their right to make a placing request to another school of their choice and the conditions pertaining to this.

Information and forms regarding placing requests can be obtained from the school and/or (click here: [East Ayrshire Council Placing Requests](#))

ECC: When a child reaches his/her 2nd birthday, his/her name can be placed on the register of applicants for our ECC. This is completed online via the EAC website which normally opens for a period of 14 days within February. All supporting evidence can be uploaded along with the application form. Parents/carers seeking an Early Childhood Centre place for a child and wishing to pay a visit to the School and Early Childhood Centre Class should contact the Head Teacher who will be delighted to make suitable arrangements.

Induction visits for children who have been allocated a place at the Early Childhood Centre will be arranged for throughout the year. This will allow parents and children (mainly) to become aware of what takes place in the Early Childhood Centre environment and facilitate the transition from home, childminder or other ECC settings.

Induction of new entrants

ECC to School: To ensure smooth transition from Early Years to Primary school, the staff in the school involved with Primary 1 will liaise closely with the various pre-5 establishments linked to the school, including visiting such establishments to meet the children.

We provide a robust transition programme ensuring that throughout their pre-school year, children about to enter Primary 1 in August will be invited to the school for parts of a day. This provides the opportunity to meet peers and staff, to become familiar with the new surroundings and to experience some school activities. Staff will also have the opportunity to observe the children and to make informed allocations of children to particular classes (if required).

An information meeting for parents will be arranged in June to provide detailed information about school procedures and to answer queries. Parents will be invited to a 'Meet the Teacher' event (usually September) to discuss work programmes being used in the school and to discuss how they can help their children with these at home. We want to ensure we are getting it right for your child right from the start so we engage in Team With the Family meetings for children with any additional support need or medical condition that requires support. We ensure that all information is gathered to support an excellent start to the child's journey through school.

It is vitally important that parents inform the school when updates to their child's records are required. This is particularly important for telephone numbers, addresses and other emergency contact details.

P7 to S1: When children are transferring from P7 to our associated secondary establishment, Stewarton Academy, a well-planned transition programme has been devised. Parents/carers receive details of all the planned transition events at the beginning of P7. For children with additional support needs, a meeting is arranged in the final term of P6 with relevant personnel from the appropriate secondary establishment and then again in P7 to discuss and plan any necessary support. Parents/carers, staff from both establishments and partners e.g., the Education Psychologist, are invited to these meetings, again to plan a smooth transfer which meets the individual needs of the child.

Stewarton Education Group Establishments

| | |
|---|--------------|
| Kilmaurs Primary School, 15 Sunnyside, Kilmaurs. | 01563 538388 |
| Nether Robertland Primary School, Pokelly Place, Stewarton. | 01560 482035 |
| Lainshaw Primary School, Kilwinning Road, Stewarton. | 01560 483653 |
| Stewarton Academy, Cairnduff Place, Stewarton | 01560 482342 |

Support for children & young people and parents/carers

We track each child's progress very carefully throughout the year in order that we can identify and provide suitable early intervention should any support needs arise. Many children experience difficulty at some point in their schooling and it is important that support is provided as soon as possible to ensure learning continues to make progress. Parents are kept fully informed of the strategies being used and the progress being made through Parent Consultations and an end of year written report. Team With the Family meetings will take place to review additional support needs (where required).

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

experiencing difficulties with their learning. We use a staged model of intervention to provide the most appropriate support.

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

Every effort is made to meet the individual needs of all children including those within our Early Childhood Centre.

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

The Educational (Additional Support for Learning) (Scotland) Act 2004 has replaced the law relating to special educational needs. This has now been updated by the 2009 Act which came into force on 17 November 2010.

The 2004 Act has been updated by the Educational (Additional Support for Learning) (Scotland) Act 2009. This Act places additional responsibilities on local authorities for children who are looked after by the local authority. It will also give more rights to parents in respect of requesting assessments in relation to their child/young person.

Further information can be obtained from various leaflets that can be accessed through the council's website, or individual copies are available in school. Mediation and advocacy services are also available.

Mrs Kelly (HT) is the Additional Support Needs co-ordinator for Dunlop Primary & ECC and any worries/concerns should be discussed with her in the first instance.

SECTION 3

Hours of Opening

The school and ECC are open from Monday to Friday during the school term and there is no provision of service during the school holidays.

| | |
|----------|---------------------|
| OPEN | 8.55 am |
| INTERVAL | 10.45 am - 11.00 am |
| LUNCH | 12.25 pm - 1.15 pm |
| CLOSE | 3.00 pm |

ECC hours of opening

| | |
|-------|---------|
| OPEN | 9.10am |
| LUNCH | 11.40am |
| CLOSE | 3.10pm |

Primary School Staff

Senior Leadership Team

| | |
|---------------|--|
| Mrs L Kelly | Head Teacher |
| Mrs N Noullan | Depute Head Teacher (Pastoral Support P1-P3) |
| Miss E White | Principal Teacher (Pastoral Support P4-P7) |

Class Teachers

| | |
|----------------|------|
| Mrs G Cochrane | P1/2 |
| Miss R Paul | P2/3 |
| Miss J McCrae | P4 |
| Mrs J Bryce | P5 |
| Mrs K Sullivan | P6 |
| Miss E White | P7 |
| Mr C Anderson | NCCT |

ECC Staff

| | |
|-----------------|--|
| Miss K Mitchell | Depute Manager |
| Mrs P Marshall | Senior Early Learning and Childcare Practitioner |
| Mrs I Mack | Early Learning and Childcare Practitioner |
| Mrs N Taylor | Early Learning and Childcare Practitioner |
| Mrs H Buchanan | Early Learning and Childcare Practitioner |
| Miss A McGowan | Early Learning and Childcare Practitioner |
| Mrs L Houston | Early Years Support Assistant |
| Miss C Law | Early Years Support Assistant |

Visiting Specialists

| | |
|------------------|----------------------------------|
| Mrs G Cunningham | East Ayrshire Support Team (0.4) |
|------------------|----------------------------------|

Mr A McKreel

Brass Instructor

Support Staff

Mrs J Trousdale

Mrs H Stirling

Mr M Cowie

Mrs M Keen

Mrs C Brown

Ms D McCrone

Mrs H McLean

Miss F Hinchcliff

Miss J Crawley

Mr A Hyslop

Ms C Adams

Senior Clerical Assistant

Clerical Assistant/Pupil Support Assistant

Janitor

Pupil Support Assistant

Pupil Support Assistant

School Meals Assistants

School Meals Assistants


School Meals Assistants

School Meals Assistants (ECC)

Facilities Assistant / Crossing Patrol Warden

Facilities Assistant

Holiday Dates

|  East Ayrshire Council Comhairle Siorrachd Air an Ear | |
|--|---|
| School holidays 2024/25 | |
| Please note that all dates are inclusive. | |
| Date | Holiday |
| August | |
| Monday 19 August 2024 | In-service day |
| Tuesday 20 August 2024 | In-service day |
| Wednesday 21 August 2024 | Pupils return |
| September | |
| Friday 20 September to Monday 23 September 2024 | Local holidays (Ayr Gold Cup weekend) |
| Tuesday 24 September 2024 | Pupils return |
| October | |
| Monday 14 October to Friday 18 October 2024 | October holidays |
| Monday 21 October 2024 | In-service day |
| Tuesday 22 October 2024 | Pupils return |
| December/January | |
| Monday 23 December 2024 to Friday 3 January 2025 | Christmas and New Year |
| Monday 6 January 2025 | Pupils return |
| February | |
| Monday 10 February 2025 | Local holiday |
| Tuesday 11 February 2025 | In-service day |
| Wednesday 12 February 2025 | Pupils return |
| April | |
| Monday 7 April to Monday 21 April 2025 | Easter holidays (Good Friday – 18 April 2025) |
| Tuesday 22 April 2025 | Pupils return |
| May | |
| Monday 5 May 2025 | Local holiday (May Day) |
| Tuesday 6 May 2025 | In-service day |
| Wednesday 7 May 2025 | Pupils return |
| June/July/August | |
| Monday 30 June to Friday 15 August 2025 | Summer holidays |
| Monday 18 August 2025 | In-service day |
| Tuesday 19 August 2025 | In-service day |
| Wednesday 20 August 2025 | Pupils return |

Attendance & Timekeeping

Registration is taken each morning and afternoon and any unexplained absence is followed up by a text message to the main emergency number provided to ensure children are safe and reason for absence noted. Attendance is monitored on a 6-weekly basis. Occasionally, children give us a cause for concern due to an increased number of absences. In this case, an initial awareness letter will be issued to parents/carers notifying them of their child's attendance rate. Should attendance continue to remain below expected levels, a follow up letter will be issued to invite parents/carers to a meeting with school in order for us to work with parents to maximise attendance.

It is important that children arrive at school on time for the start of the school day where activities for the day are shared through our visual timetables. Late comings are monitored and again we will work with parents to support them in getting children to school on time.

Reporting an absence

We request that you let the school know before 9am if your child will not be attending that day. If no notification is received, school will send a text prompt asking you to call the school, this will then be followed by a phone call if no contact is made. If the office is unable to make contact with the child's main contact, emergency contacts will be called. If you do call and the lines are busy, there is the option to leave a voice mail which is regularly checked.

Positive Relationships & Anti-Bullying

At Dunlop we aim to create an atmosphere in which all pupils and staff can work, learn and play in safety. A variety of resources and strategies are in place to promote positive behaviour. The school aims to work in partnership with parents and will always consult parents when concerns and difficulties arise.

We adhere to East Ayrshire Services' Relationships Framework and recognise that positive relationships, in all settings is fundamentally important. This has been informed by 'A National Approach to Anti-bullying for Scotland's Children and Young People' and operates within the context of the United Nations Convention on the Rights of the Child.

We address all allegations of bullying including prejudice and investigate thoroughly. All confirmed incidents of bullying are logged and an action plan put in place to protect all and restore relationships.

Each session we work in partnership with the whole school community using the Respect Me' anti-bullying programme and training. Our Respect For All Anti-Bullying Establishment Statement can be accessed via our school blog or school app.

Dress Code

Within the school we have a uniform which comprises of:

- Grey/black school trousers/skirt or pinafore
- White polo shirt or shirt/blouse
- School tie
- Black or red sweater/cardigan
- Black school shoes
- House colour polo shirt for sporting events
- Gym kit: black shorts, plain white or house colour t-shirt/polo shirt, trainers for outdoor PE

Security & Visitors

For safety and security reasons it is essential that we know who is in the building at any point of the day. To this end all visitors, including parents, are asked to use only the main entrance to the school to enter the building. We ask parents not to enter with the children through the school playground doors. Should you wish to talk to a member of staff you should do so by entering the school by the Main Door and making contact with the clerical staff in the first instance.

All visitors and trades-people are asked to sign the register at the front of the school and sign out as they leave.

In the interests of your child's safety, if a different adult is collecting him/her from school that the identity of this person is made known to the school. We will not allow your child to leave the school with an unknown adult, please do not be offended if you are asked to verify who the adult is.

We ask that P1 & P2 parents/carers access the playground in the morning. At 3pm we encourage only P1 & P2 parents/carers into the playground to collect their child. Our playgrounds are manned from 8:40 until 8.55am

It is expected that a responsible adult will bring your child to and from the school and ECC.

In the interests of your child's safety, it is essential that you make a point of telling the Head of establishment if the child is to be collected by someone not known to the Head of Establishment or staff members.

Reporting to Parents/Carers (School)

When reporting to Parents/carers about their child's progress we follow guidelines set out in the following documents:

Curriculum for Excellence: Building the Curriculum 5

Scottish Government: Statement for Practitioners 2016

Education Scotland: Reporting to Parents and Carers

Planning, Learning, Teaching and Assessment Guidance 2024

Approaches to reporting take many different forms and we always ensure that it is regular, meaningful, purposeful and on-going throughout the academic year. At Dunlop we have the following activities:

| Reporting activities for individual learners | Reporting activities for group/class/school |
|---|--|
| <ul style="list-style-type: none">• Learning conversations-pupil & teacher, pupil & pupil• Learners' reflections on their learning• Learning Journals• Team With the Family meetings with pupils involved• Shared Learning homework tasks• Ongoing feedback in class- verbal & written• Use of 'Brilliant Blue' and 'Green for Growth' in jotters• Parent Consultation• Formal written report | <ul style="list-style-type: none">• Assembly presentations• Meet the Teacher• Show of Learning• School Show• Wall displays• Glow blogs• Class showcase events• Parent Council Meetings• Pupil Voice Groups• Termly learning targets on Learning Journals• Teams (P4-7)• SWAYS of Learning |

We begin our year with a 'Meet the Teacher' session giving parents/carers the opportunity to meet their child's new class teacher and learn about expectations for the year. Parents will be given a short format written report annually, usually June, to inform them of their child's progress. We will host two Parents Evenings per session to give parents the opportunity to discuss their child's progress with the appropriate member of staff. Parents need not wait for these meetings to discuss their child's progress or any matters causing concern, but are welcome to call at the school at any time. It is advisable however, to arrange this by telephone first to ensure that the teacher is available. Children who may have additional support needs, or who require a Child Plan will be assessed in a way suited to their individual requirements. The Head Teacher and Class Teacher will discuss this with parents. We also report to parents via –newsletters, showcase events and Learning Journals.

Reporting To Parents/Carers (ECC)

It is important that parents and staff develop a positive relationship to ensure a full supporting role in the child's development. Any worries or concerns should be notified immediately so that they may be resolved before becoming major problems. The Head Teacher and Depute Manager are always available should there be any personal or confidential matters you might wish to discuss. During the session there will be various notes, newsletters etc. sent out to keep you informed as to what is happening in the early childhood centre and you will be invited to a review meeting every 6 months to discuss your child's progress with their key worker.

Lunches

The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the National Nutritional Food Standards. School Meals in East Ayrshire offer nutritionally balanced well-presented food in an environment that is sensitive to the needs of children. It offers a good lunchtime experience with an important break away from the classroom, while still being in the safety of the establishment.

We believe that school meals should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive and interesting range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in East Ayrshire.

Currently there is a 3 week rota for School Lunch and this rota is available here <https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools-Catering/SchoolLunchMenus.aspx> . All P1 to P5 pupils are offered free lunches and are served first on a daily basis. Children who require a specific diet based on sound medical reasons will be catered for but parents/carers should contact the school and notify the Head Teacher of the specific requirement.

The management of the Catering Service in Dunlop is provided by the Council through Onsite Services in conjunction with the Head Teacher.

All school lunches are booked at home via ParentPay, including P1-5 who are entitled to free school meals. You can now order, amend or cancel school lunches until 8am on the day the meal is required. If your child is absent from school you can login before 8am and cancel the lunch booking to avoid being charged for the meal. Please do not use the packed lunch option, this should only be used when directed to do so. The school will inform you when to do this i.e. school trips which require a packed lunch. Further details of ParentPay can be obtained from the school office.

Please note – food is not prepared onsite so meals MUST be ordered in advance.

Complaints Handling

Any complaint should in the first instance be directed to the school and the Principal Teacher (P4-7), Depute Head Teacher (P1-P3) or Depute Manager (ECC). Should any investigation be required, the Head Teacher will be involved in the final decisions and therefore needs to instruct the PT/DHT to carry out an investigation. No matter how big or small your complaint is please allow us the opportunity to fully investigate and get back to you. This may involve a telephone call, email or team meeting as a follow up.

Administration of Medicine

The administration of prescribed medicines in an educational establishment is a matter for the discretion of the Head Teacher. If the Head Teacher agrees to administer medicine at the establishment, the member of staff administering the medication is legally required to exercise reasonable care to avoid injury. The Head Teacher is entitled to the full co-operation of the parents in helping to observe safe practices.

The only medicines allowed to be prescribed are those issued by a doctor or pharmacist – a prescribing label must be present and full administration details provided. Parents will be required to complete a form before medicines can be administered; you can obtain a copy of this from the school office. In the instance of ongoing medication a Health Care Plan will be formulated by the HT, school nurse (where required) and parent to ensure consistency of administration.

Data Protection

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

The establishment has a range of policies and procedures which are available for parents to read. There are a number of ways we like to communicate with you about your child's learning and social media has become more popular over the past few years. In the first instance you will be provided with a form that gives us the information about what your child can and can't access or be photographed for. This form must be completed and returned to school or your child will not have access to the internet for school studies. If at any time you would like to change the access your child can have please update the school teacher/office by letter or email.

SECTION 4

Curriculum for Excellence is the education system in Scotland. It includes Early Childhood Centres, schools, colleges and community learning from 3 to 18 and beyond. Scotland's Curriculum – Curriculum for Excellence (CFE) – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st Century. It is divided into two phases: the Broad General Education and the Senior Phase.

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 |
|------------------|--|
| Early | The pre-school years and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third and Fourth | S1 to S3, but earlier for some. 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. |
| Senior Phase | 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, health and wellbeing 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 are used, including active and enterprising learning, which encourage young people to become enquiring learners; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the 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.

Information about how the curriculum is structured and curriculum planning is available at [Curriculum for Excellence | Education Scotland](#)

Assessment

Curriculum for Excellence emphasises that assessment is an integral part of the 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. Our Assessment Calendar is ongoing throughout the year and consists of a variety of assessments including: periodic, diagnostic, formative and summative assessment. We will also utilise Scottish National Standardised Assessments (SNSA) in P1, P4 and P7.

Teachers regularly use formative and summative assessment to inform the next steps in learning and teaching. Assessment becomes "Formative" when teachers modify their teaching as a direct result of the assessment in order to improve subsequent learning. Research has found that learners learn best when they:

- understand clearly what they are trying to learn and what is expected of them
- are given feedback about the quality of their work and what they can do to make it better
- are fully involved in deciding what needs to be done next and who can give them help if they need it

The children are actively involved in self and peer assessment after identifying the success criteria for a piece of work.

In summative assessment teachers are constantly monitoring children's progress in all areas of the curriculum, using written assessments periodically to measure progress. Such assessments include maths assessment, activity assessments in all curricular areas and class teacher assessment sheets. These assessments and the evidence gathered of progress made help teachers decide whether children are developing skills, consolidating skills or if they are secure in the skills of each level in Curriculum for Excellence. Continuous assessment, plus close co-operation among teaching staff helps to ensure that children cover all areas of the curriculum no matter what stage or class they may be in.

| | |
|--|---|
| www.youngscot.org | (learners) |
| www.parentzonescotland.gov.uk | (parents and carers) |
| www.sqa.org.uk | (information on qualifications) |
| www.hmie.gov.uk | (standards, inspections) |
| 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) |

All children and young people will have regular opportunity to learn outdoors both in the grounds of both Dunlop Primary School and Early Childhood Centre, as well as in the wider community.

The Primary School has access to the large playground, the Eco garden, the park next to the school and the Multi-Court within the park. These areas provide great scope for a variety of outdoor learning experiences. The children are supervised at all times by a member of staff who carries a mobile phone. The children will be actively involved in learning using the fantastic outdoor resources available in Dunlop.

The ECC has a wonderful purpose built outdoor area including sand and water play facilities. ECC children can also access the local area for planned activities and exploration.

Please ensure that your child has suitable outdoor clothing as outdoor learning takes place on a regular basis.

When the weather is cold a warm jacket, hat, gloves and appropriate footwear are recommended. The children will also be out sometimes in light rain so a waterproof jacket and boots or Wellingtons are advised. When the weather is warm and sunny it is essential that the children wear hats, t-shirts that cover the shoulders and sunscreen which should be applied before coming to school or ECC.

English Language

Talking and listening are developed systematically throughout school through Structured Activities; Show and Tell; Personal Talks, Debates and Scots Poetry.

Reading is taught using East Ayrshire Council Active Literacy reading strategies and phonic methods. The main reading programme in P1 - P3 is Oxford Reading Tree and comprehension is taught using the 'Find it, Prove it, Talk it' approach. In P3-7 we use Active Literacy Novels to promote excellent comprehension skills using a variety of strategies such as metalinguistics, visualisation, main idea, inference, prediction and summarisation.

We also teach and encourage children to make use of their class library and in doing so, children learn to use a variety of skills by reading different types of text and learn to derive enjoyment from books. We value the help of parents in encouraging children to read regularly. A wide variety of non-fiction materials are also available to extend the reading experiences of the children.

Children require to express themselves in different written formats and for different reasons. They are given the opportunity to give account, and express their own feelings, ideas and feelings through Creative, Personal and Functional Writing, within a programme of study based on the Active Literacy Writing resource. Various resources are used to improve punctuation and sentence structure and knowledge of language, such as, Active Spelling, Dictionaries and Thesaurus. These resources are however not used in isolation, but are part of an integrated approach to ensure accuracy and fluent expression.

Numeracy & Mathematics

For young children maths is embedded in their play and everyday situations. Here in Dunlop Primary we build on and extend these experiences in a structured way. Opportunities are available to all children to develop their skills within their own abilities, as they progress through the levels.

Digital Technologies are a valuable resource and learning tool in Mathematics. Learning programmes have been devised using Laptops/Chromebooks/iPads, consolidating the processes of learning. Digital Programmes such as 'Sumdog' and problem solving software are also used to enhance the work.

Mental calculation is an extremely important skill and regular practice forms part of the daily maths programme. This approach ensures that the children are actively involved in their learning and a deeper sense of understanding is achieved. It encourages discussion, problem solving, collaboration and choice. Challenge and support can be delivered easily and the children have an opportunity to use their skills in real life experiences. We use Number Talks to increase our learner's confidence and mental agility.

Health and Wellbeing

Physical Education

The class teachers provide weekly lessons using the East Ayrshire Council H&WB Framework and a variety of resources. We provide two hours PE each week.

Earrings and body piercing jewellery must not be worn for any PE-related activity.

Health

Using the East Ayrshire H&WB Frameworks, children cover a variety of health and safety-related topics as they progress through the school. Dunlop Primary is a “Health Promoting School” and an “Eco School”. Events are organised each year to focus on different aspects of health and wellbeing e.g. Health Awareness Day, Sports Week, and Children’s Mental Health Day.

The children are also encouraged to value themselves, to be aware of others and their needs, to take care of the environment and how to keep themselves safe.

We endeavour to create a community which provides a warm, caring and supportive atmosphere by treating pupils as individuals, listening to their needs, offering equal opportunities to all, highlighting positive achievements and encouraging strong links between parents/carers, children and the school.

The school delivers a programme of Relationships, Parenthood and Sexual Health to the children in the school and ECC. Parents are notified of when this takes place.

Parent leaflets are available on the Blog and school app.

Science and Social Subjects

In Dunlop PS and ECC we use a variety of approaches and topics to deliver Science and Social Subjects in a structured and progressive way.

Teachers have the opportunity to plan the breadth and balance of the curriculum over each year stage by using a combination of Inter Disciplinary Learning (IDL) contexts. The topics will be linked to other curricular areas to give a meaningful and motivating context to the other curricular experience. Developing understanding of the history, heritage and culture of Scotland; broadening understanding of the wider world both past and present and developing understanding of own values, beliefs and culture and those of others.

Children are encouraged to learn by being involved using active learning and enquiry including STEM activities and Meta-skills.

Through STEM activities, (Science, Technology, Engineering, and Mathematics), pupils integrate these crucial areas into a holistic approach to learning and problem-solving.

Meta-skills provide a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support young people with their ability to understand, recognise and articulate their skills development.

These aspects of learning support the development of curiosity and understanding of the environment, place, living, material and physical world. Children learn to demonstrate knowledge and understanding of big ideas. Concepts of the sciences and their impact. Development of skills for life, learning and work.

Expressive Arts

This includes Art, Drama, Music and Dance where a common curriculum is offered to all pupils.

Music

Programmes such as 'Charanga' and musical performances provide tremendous resources for both children and class teacher to explore. The main priority of music making in the classroom is to lead children to listen to music, feel music, understand music, play music, invent music and, most of all enjoy music.

Brass tuition, available to a number of children from P6 - P7, is given by visiting specialists.

Art

The main skills covered are drawing, painting collage printing, 3D work, fabric work and appreciation of the work of famous artists. Art work is linked to topic work or specific occasions during the year to give meaning and purpose to the application of skills.

Drama

The aims of drama are to develop imagination, expression, understanding and cooperation. This is carried out in full class and group activities, role playing, mime and improvisation. A variety of resources are used and these are linked to topics wherever possible.

Modern Languages

As part of the Modern Languages in the Primary School 1 + 2 initiative, all pupils are taught a foreign language on a formal weekly basis. French has been chosen by Stewarton Academy and its associated Primary Schools. Pupils receive regular lessons with emphasis on the spoken language. Topics covered in this course are homes, the family, colours, the weather, numbers, days of the week and months of the year. Pupils also have opportunity to experience other languages including Spanish and British Sign Language.

Religious, spiritual, social, moral and cultural values

Through a variety of activities children explore different cultures, especially through the use of stories and music. They also become involved in celebrating religious and cultural festivals from Christianity and other world religions.

We promote consideration for others and encourage the children to begin to develop a sense of fairness and justice. We try to foster in our children the belief that each one of us is unique and special in our own way and that we should value and respect differences.

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global.

Religious observance assemblies are held in the establishment. If a parent wishes to withdraw their child from any religious observance activity, this can be accommodated by contacting the Head Teacher where alternative provision will be made.

Parents from different religious communities may wish their children to be absent in order to celebrate religious events. Such occasions will be supported by the establishment. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

SECTION 5

In November 2024 we had a positive East Ayrshire Council internal Learning Visit which identified the following strengths:

- The relationships throughout the school are strong, respectful and caring.
- Children and staff are very proud of their school, work well together and enact the school values in everyday life.
- The school has a positive ethos with an inclusive environment.
- There is a clear commitment from all staff to offer the best educational experience for the children in their care.
- The Head Teacher and SLT lead an aspirational strategic vision for improvement and are clear on the schools next steps for improvement.

Each pupil from P3-P7 belongs to a school Pupil Voice group which provides opportunities to develop our young people's skills for learning, life and work in motivating contexts for learning and work alongside partners to provide well-planned opportunities for learners to develop skills for the world of work. Our Pupil Voice groups include: Pupil Council, Eco Schools, Rights Respecting Schools, Digital Leaders, Health & Well-being and Sports Scotland, promoting decision-making relating to the life and work of the school (such as school policies, school improvement activity); encouraging pupil voice; determination; respect for other's points of view; collaboration and dialogue; inclusion and participation in the wider community.

We were delighted to achieve our SilverRights Respecting Schools Award and we will be continuing to work towards our Gold Award this session.

The school is represented at various competitions and community events including Kilmarnock Rotary Quiz, Ayrshire Burns Competition, K'Nex competition, Kilmaurs Photographic Competition and local agricultural shows. We have participated in the East Ayrshire Cross Country events, Sports Hall Athletics, Football & Netball Competition.

Dunlop Primary School & ECC

School Improvement Plan Priorities 2024 – 2025

| Our Leadership | Teaching and Learning Together |
|---|---|
| <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Developing leadership for both staff and young people through professional learning opportunities and Pupil Voice groups.• Further enhancing our Quality Assurance programme to ensure consistent and robust evaluation of our practice.• Maintain strong links in the <u>Stewarton</u> Education Group through collaboration with all establishments – ECC, Primary and Secondary. | <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Further developing and embedding high quality and effective pedagogies and practice to improve outcomes for learners.• Develop and innovative and inspiring Dunlop Curriculum Model relevant to our learners in the context in which they live and learn, building on local communities and partnerships.• Embed a consistent approach to tracking and monitoring, ensuring high quality and robust information and data |
| Our wellbeing and belonging | Our Attainment, Destinations and Achievements |
| <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Further develop Equality, Diversity and Inclusion within the school and curriculum• Continue to embed our Health & Wellbeing Curriculum to meet the needs of all learners• Continue to make provision for eradicating Cost of the School Day and poverty proofing our establishment through strategic planning | <p>Key areas for improvement:</p> <ul style="list-style-type: none">• <u>establish</u> a learning environment where; visibility, meaningful discussion and reflection on skills, will support young people with their ability to understand, recognise and articulate their skills development for life, learning and work.• Develop robust relationships with partners and stakeholders to benefit outcomes and meet the needs of learners.• Embed STEM opportunities across all stages within the curriculum on a regular basis |

Dunlop Primary School & ECC

ECC Improvement Plan Priorities 2024 – 2025

| Our Leadership | Teaching and Learning Together |
|--|--|
| <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Build and develop a new staff team, with a focus on staff wellbeing, in the new build ECC 'The Bridge'.• Learners to create their own Children's Charter to develop sense of responsibility and ownership.• Audit 'The Bridge' pedagogical practices, resources, indoors/outdoors environments, and approaches to care and learning through using national practice guidance 'Realising the Ambition'. | <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Embed effective transitions between home, ECC and Primary School. Support Play Pedagogy moving into Primary, including planning processes, and data sharing.• Regular stay and play sessions to continue throughout the year.• Ensure seamless transitions throughout the day maximising opportunities for free flow play. |
| Our wellbeing and belonging | Our Attainment, Destinations and Achievements |
| <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Maintain strong links between "The Bridge" and Dunlop Primary School.• Encourage parents/carers to share children's wider achievements with the ECC, through use of online learning journals.• Clear and concise communication will be maintained throughout the year with all stakeholders | <p>Key areas for improvement:</p> <ul style="list-style-type: none">• Develop a Communication Friendly environment in the new ECC.• Personalised learning targets to be reviewed and set with parents/carers throughout the year.• Continue to develop the new environment moving towards a whole free-flow approach, while ensuring high levels of engagement and involvement. |

