

*Fenwick Primary School*  
&  
*Early Childhood Centre*



*Handbook*  
**2023-24**



## School Handbook

### Fenwick Primary School and Early Childhood Centre

1-3 Kirkton Road, Fenwick,  
KA3 6DH

<b>Telephone No:</b>	Primary Tel: 01560 600403
<b>Email:</b>	<a href="mailto:eafenwick.ps@east-ayrshire.org.uk">eafenwick.ps@east-ayrshire.org.uk</a> <a href="mailto:eafenwickecc.hc@east-ayrshire.org.uk">eafenwickecc.hc@east-ayrshire.org.uk</a>
<b>School Blog:</b>	<a href="https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/">https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/</a>
<b>Twitter:</b>	<a href="https://twitter.com/fenwickprimary">https://twitter.com/fenwickprimary</a>
<b>School App:</b>	Almost all communication is sent to parents via our Safer Schools Scotland App. Full details and passcodes are available from our school office.
<b>Denominational Status (if any):</b>	Non-Denominational
<b>Early Childhood Centre &amp; School Roll:</b>	Fenwick Early Childhood Centre (3-5 years) - 29 Fenwick Primary School (P1-P7) - 110
<b>Further Information:</b>	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>



## Welcome to Fenwick Primary School and Early Childhood Centre



Mr Jamie Houston  
Head Teacher

Dear Parent/Carer,

I am delighted to welcome you to Fenwick Primary School and Early Childhood Centre. We are very proud of our school and community which is located in the heart of the beautiful village of Fenwick, East Ayrshire.

Our Vision is to deliver equity for all in a safe, happy and nurturing environment, thus allowing everyone to achieve their maximum potential by being the 'best they can be'!!

We strongly believe in a values based approach and all stakeholders are encouraged to promote and foster this ethos across our school community. This is reflected in our four core values which are:

*Kindness*

*Ambition*

*Honesty*

*Respect*

Being a relatively small school, we have the opportunity to embrace a real community spirit, where we all work for and support each other. Our children and families are very much at the centre of our priorities and we strive to deliver the highest possible standards in all aspects of school life. We have high expectations and a shared passion for ensuring all children have the best nurture, care and education we can possibly provide.

It is my privilege to be part of our amazing school team and community. As such, please do not hesitate to contact me if there is anything at all we can do to support your child's educational experience at Fenwick Primary School and Early Childhood Centre.

Kindest Regards,

*Jamie Houston*

Head Teacher

## **SECTION 1**

In line with Curriculum for Excellence and current national and local authority guidance we intend to support our children and young people gain the knowledge, skills, attributes and capabilities they will need to be successful in life in the 21st century, including developing skills for learning, life and work.

### **Our Vision**

Our Vision is to deliver equity for all in a safe, happy and nurturing environment, thus allowing everyone to achieve their maximum potential by being the 'best they can be'!!

### **Our Values & Aims**

#### **Kindness**

**Aim** – As an inclusive and caring whole school community, we show kindness in our friendships and relationships with others.

#### **Ambition**

**Aim** - We set high expectations for all, promote a 'can do' attitude and provide lifelong learning opportunities linked to our local community and wider world.

#### **Respect**

**Aim** - We respect ourselves and others at all times. Everyone takes pride in our school, recognising and celebrating our differences in everything we do.

#### **Honesty**

**Aim** - We promote a culture of openness and honesty across our whole school community, where everyone's opinion is listened to and valued.

### **Promoting Positive Behaviour**

East Ayrshire Council is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and is given by all of its children, young people, staff and parents/carers. A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on the "Respectful Relationships" anti-bullying behaviour policy, which outlines guidance and procedures for establishments.

At Fenwick we have high expectations for all of our young people and have high hopes that they will demonstrate our values in all aspects of their school journey. At Fenwick, we encourage positive behaviour which reflects our school values. Our behaviour management approach is founded upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

As a UNICEF GOLD Rights Respecting School we are committed to ensuring that the rights of the child are embedded in our ethos and culture. As such, we work hard to ensure that every child learns successfully in a safe and secure environment by:

- Having high aspirations for all and passionately encouraging a shared responsibility across our whole school community to uphold the rights of all children
- Striving to work closely with families and providing regular opportunities for parental engagement
- Fostering a whole school nurturing approach and ensuring that restorative practice is at the heart of our high expectations, recognising this as a key element when building positive relationships
- Praising and encouraging the development of children's social and emotional language in line with the expectations of our school values, thus motivating and enhancing self-esteem
- Fully supporting children with additional needs and acting on guidance from relevant professionals
- Using our outdoor space to promote positive Health and Wellbeing across the school and Early Childhood Centre
- Acknowledging and celebrating successes and achievements through values-based award assemblies
- Utilising our recently created 3-point reminder system (with visuals) to promote positive behaviour and engagement in learning

### **Parents as Partners**

We encourage strong partnerships between home and school. We receive high levels of support from our parent/carer volunteers and members of our very active Parent Council, who kindly give up their time to support a wide range of initiatives that enhance the learning and enjoyment of school for our children.

As a parent of a child in attendance at the school, you are automatically invited to participate in the work of the parent council and give your views at the various meetings planned across the school year.

The Chairperson of Fenwick Primary School Parent Council is Donna Vivers who can be contacted at [fenwickpcchair@gmail.com](mailto:fenwickpcchair@gmail.com). The Parent Council also operate a Facebook page which provides lots of information. This can be accessed at <https://www.facebook.com/FenwickParentCouncil>

Across the academic year there are many opportunities for parents/carers to become involved in the daily life of the school and all of these are notified via the school app and the various communications that are sent out each term.

## **Communication**

We have a wide variety of ways in which we communicate with parents/carers:

- School App – all letters, daily communication, updates and specific class information is shared via the school app. Details regarding downloading the app and the school PIN will be provided when your child starts with us
- On our website, you will find further information about the school, including access to our School Improvement Plan and Standards and Quality Report. This can be accessed at:  
<https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/>
- Each class has its own blog, which can be accessed via the main school blog and website area. Here you will be able to access information specific to each of our classes such as homework updates, classwork examples and photographs of the children participating in a wide variety of activities
- We also use our school Twitter (also known as X) account to share achievements and news from the school and ECC
- We hold 2 Parents' Evenings per academic session and these are normally held in October and again in March
- A written report is also shared with parents/carers and this is usually shared towards the end of the school session in June
- Over the course of each term, a number of updates are provided by means of Head Teacher letters and diary date overviews of all events and activities that are taking place for each of our classes

## **SECTION 2**

### **Transitions**

At Fenwick Primary School and ECC we have an effective, robust transition process between the different stages in our school and a robust programme of events to support children make the transition from ECC into Primary 1 and from Primary 7 to secondary school. These processes allow for professional dialogue and the passing on of information to ensure coherence and progression across the curriculum.

The ECC children have many opportunities to become familiar with the school setting and the school staff and we work in tandem across the whole school year. We also plan an enhanced range of activities and visits to P1 in the final term of the school session for all new P1 children who enrol from different Early Childhood Centres, as well as those moving in from our own ECC.

We have strong links with Loudoun Academy, our associated secondary school, and work together to arrange a wide variety of events and activities to support children in their move from P7 to S1.

All children eligible to register for Primary School Education should register during the publicised dates. Parents who are thinking about deferring their child's entry to Primary School should discuss their child's progress with the Senior Early Years Practitioner, Head Teacher or Depute Head Teacher. Further information for parents is available from the establishment.

Parents who are seeking a place at Fenwick ECC or Primary for their child/children at any stage can arrange a visit and tour at any point in the school year. This provides opportunities to ask any questions they may have about the provision we can offer. Appointments can be made by telephoning the school office on 01560 600403 and we will be more than happy to organise this.

### **Support for Children and Parents/Carers**

We track each child's progress very carefully in order that we can intervene early if any difficulties are identified. Many children experience difficulty at some point in their schooling. It is important that the difficulty is overcome as speedily as possible and that parents are kept fully informed of the strategies being used and the progress being made. As part of our early intervention approach we try to identify, through our screening programmes and tracking, children may need additional help 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 through classroom differentiation, the East Ayrshire Support Team (EAST) Teacher and by our classroom assistants. Where appropriate, Individual Child Plans or an Individual Learning Plan will be created in partnership with parents and other relevant professionals. Every effort is made to meet the individual needs of all children, including those within our Early Childhood Centre.

In situations where the the level of support required is highly specialised, we seek advice and support from a number of outside agencies, such as the Educational Psychologist, School Nurse, Speech and Language Service and Hearing Impairment Service.

## **Additional Support Needs and Education Psychologist Support**

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers to learning. Along with subsequent amendments in 2009 and 2016, 'The Act' sets out the main expectations of schools and local authorities in relation to the provision of additional support needs.

Children or young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- have low birth weight
- are being bullied
- are children of parents in the Armed Forces
- are particularly able or talented
- have experienced a bereavement
- are affected by imprisonment of a family member
- are interrupted learners
- have a learning disability
- have barriers to learning due to a health need, such as foetal alcohol syndrome
- are looked after by a local authority or who have been adopted
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are refugees
- are young carers

The above list is not exhaustive and there can be other reasons for additional support being required, sometimes only for short periods. 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 but any parent with a concern or question should speak with school staff and we will advise as required. Our Depute Head Teacher is the Additional Support Needs Co-ordinator for Fenwick Primary School and ECC.

East Ayrshire Psychological Service Advice and support is often a good starting point for parents and schools in terms of seeking further advice. The Educational Psychologist visits the establishment regularly to work with the staff, children and parents. Their role is often in giving advice to the establishment and in the sharing of expertise with staff to help overcome barriers to learning. 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 seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.



## **SECTION 3**

### **Structure of the School Day (Primary 1-7 Pupils)**

The school day begins at 9.00am and ends at 3.00pm

Morning break: 10.40am to 10.55am

Lunchtime: 12.35pm to 1.20pm

ECC Opening time: 8.50am

ECC Closing time: 2.50pm

### **School Holidays**



#### **School holidays 2023/24**

Please note that all dates are inclusive.

Should there be a General Election in 2024 one of the in-service days will be moved.

<b>Date</b>	<b>Holiday</b>
<b>August</b>	
Thursday 17 August 2023	In-service day
Friday 18 August 2023	In-service day
Monday 21 August 2023	Pupils return
<b>September</b>	
Friday 22 September to Monday 25 September 2023	Local holidays (Ayr Gold Cup weekend)
Tuesday 26 September 2023	Pupils return
<b>October</b>	
Monday 16 October to Friday 20 October 2023	October holidays
Monday 23 October 2023	In-service day
Tuesday 24 October 2023	Pupils return
<b>December/January</b>	
Monday 25 December 2023 to Friday 5 January 2024	Christmas and New Year
Monday 8 January 2024	Pupils return
<b>February</b>	
Friday 9 February to Monday 12 February 2024	Local holidays
Tuesday 13 February 2024	In-service day
Wednesday 14 February 2024	Pupils return
<b>March/April</b>	
Friday 29 March to Friday 12 April 2024	Easter holidays (Good Friday - 29 March 2024)
Monday 15 April 2024	Pupils return
<b>May</b>	
Monday 6 May 2024	Local holiday (May Day)
Tuesday 7 May 2024	Pupils return
Monday 27 May 2024	Local holiday
Tuesday 28 May 2024	In-service day
Wednesday 29 May 2024	Pupils return
<b>July/August</b>	
Monday 1 July to Friday 16 August 2024	Summer holidays
Monday 19 August 2024	In-service day
Tuesday 20 August 2024	In-service day
Wednesday 21 August 2024	Pupils return

## **Staff Structure 2023-24**

### **Senior Leadership Team**

Head Teacher	Mr J Houston
Depute Head Teacher	Mrs R McKillop

### **Class Teachers**

P1/2	Miss C Stevenson
P2/3	Dr F Sweeney
P4/5	Mrs J Ross
P5/6	Mrs C Wilson
P6/7	Miss Z Anderson (NQT) and Mrs G Eccleston (0.6 FTE)

### **Early Childhood Centre Staff**

Senior ELC Practitioner	Mrs J McKay
ELC Practitioner	Mrs A Clark
ELC Practitioner	Miss S Sykes
ELC Practitioner	Mrs G Borland
ELC Practitioner	Mrs A Graham (Part-Time)
ELC Support Assistant	Vacant

### **Clerical and Support Staff**

Senior Clerical	Mrs A Stark
Classroom Assistant	Mrs M Moore
Classroom Assistant	Mrs J Gallacher

### **Janitorial Staff**

Janitor	Mr A Risk
Cleaners	Mr S White & Mrs J Ballantyne

### **Catering Staff**

Catering Assistants	Mrs L Davidson, Mrs L Sawyers and Mrs N Gallacher
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## **Attendance and Lateness**

We want everyone to have a positive start to the day and therefore encourage children to arrive timeously in order to maximise their learning and foster good habits. The school gates are open from approximately 8.45am and the playground is supervised from 8.55am to help support prompt attendance at school.

We would ask that all parents/carers phone the school office on 01560 600403 to report an absence. Messages can be left on the answering machine, which is checked daily, by selecting option 1, or speaking to one of the clerical staff by selecting option 2. The office is staffed from 8.30am - 12.15pm and from 12.45pm - 3.30pm. Absences can also be reported via the Safe Schools App by completing the online form.

If suitable, communications to the school can also be done via electronic means using the generic Fenwick Primary email address: [eafenwick.ps@east-ayrshire.org.uk](mailto:eafenwick.ps@east-ayrshire.org.uk). This email address is monitored daily.

### **School Uniform**

Wearing a school uniform enhances the community ethos and sense of belonging in our school. Uniform presents a smart image for pupils and the school as a whole. Part of being ready to learn is coming to school in uniform. Our school uniform consists of plain black jumpers/cardigans, yellow polo shirts or white shirts, black trousers/shorts, black dress/skirt or tartan pinafore/skirt and black shoes, which we strongly encourage all pupils to wear on a daily basis. Items can be purchased throughout the school year from Ayrshire Schoolwear Centre/Walker & Templeton, Kilmarnock. Please write your child's name on **all** of their belongings to avoid things being left in lost property.

### **Security and Visitors**

We have a remote-controlled audio-visual entry system. Visitors are asked to approach by the door marked Main Entrance and ring the entry bell. Once identification is complete, visitors are asked to sign the Visitors' Book at reception and wear a visitor badge.

The Janitor, classroom assistants and members of the leadership team (wherever possible) are out in the playground supervising pupils at break times and lunchtimes. Gates in school and ECC are closed at all times and secured with high latches to ensure children remain within the school grounds and that no intruders or unknown adults can enter the grounds or school building.

Parking presents some difficulty as space is limited in and around the school. Visitors are therefore requested to park in the street, well away from the zigzag lines unless by prior arrangement, when the janitor can supervise parking and unloading of goods. Currently, we are working with Ayrshire Roads Alliance staff to further enhance the traffic management and road safety measures around our school.

## **Homework/Learning at Home**

For the purpose of our policy at Fenwick Primary School, the following information summarises and acknowledges the national position in relation to research and current guidance. A key feature of the research is the idea that homework is only a part of 'learning at home' and is one of a number of ways in which a child's development progresses. The Scottish definition of learning at home is:

*'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'.  
(Scottish Parental Involvement Officers Network, 2018)*

Whilst homework is defined as:

*'Tasks given to pupils by their teachers to be completed outside of usual lessons  
(Education Endowment Foundation, 2017). Such tasks can include literacy, numeracy and activities to develop inquiry or problem solving skills.*

In line with Education Scotland guidance, we promote the idea that learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from school or early learning and childcare setting. It can also provide intergenerational learning opportunities for the child, family and extended family and the community.

We fully understand that homework can often be an additional source of stress for families with the least capacity to undertake the tasks (for various reasons), whilst learning at home can often provide much wider and fulfilling experiences. The role of parents and families in relation to learning at home can't be underestimated. Children in Scotland only spend around 15 per cent of their waking hours in school. The remaining 85 per cent of children's time is spent at home or in their communities and this presents a potentially significant opportunity for learning.

Although homework is only a part of the whole idea of learning at home, we know it has many potential benefits. Homework serves to give children extra practice in skills which they have learned in school. The additional practice can help the child's confidence and reinforce what they have been taught. Engaging in homework can have a positive and significant effect on children's achievement and attainment in school.

With all of this in mind, our class teachers set homework weekly, in line with the Fenwick PS annual homework calendar. This means that parents know when homework is given out across the various weeks and terms of the school year. During each block, tasks will cover core learning in numeracy and literacy, as well as cross-curricular themed work, which will link to topics or whole school learning activities such as Scottish Week, British Science Week, World of Work Week, Maths Week etc.

All class homework overviews can be found on the school website and individual class blogs.

## 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.

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. Children are also welcome to bring their own packed lunch if they would prefer.

All school lunches are booked at home via ParentPay, including P1-5's, who are entitled to free school meals. Parents can order, amend or cancel school lunches until 8am on the day the meal is required. If a child is absent from school, parents 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.

Due to allergies, we would request that no items of food are brought into the school that may contain nuts.

## Questions and Concerns/Complaints Handling

If you have any questions about your child or any of the work/homework they receive please don't hesitate to contact us. This can be done informally at the end of the school day or by contacting the school to arrange an appointment. Both Mrs McKillop and Mr Houston endeavour to be in and around the playground at school drop-off and pick-up times so please feel free to chat informally at any point.

## Emergency Procedures

In the event of an emergency affecting Fenwick Primary School or ECC, we have well-established procedures in place to inform parents/carers:

- **Group Texts** are sent out to parents to advise of an emergency. Parents should ensure the school/centre office always have an up to date mobile phone number to enable automatic contact via text messaging.
- **School App** (Safer Schools Scotland App) – notifications are also issued via the school app to advise of an emergency.
- **Twitter** - In the event of an emergency, the school/ECC will also issue updates via Twitter <https://twitter.com/FenwickPrimary> .
- Education Head Quarters also work closely with **Westsound Radio** (DAB 11B, MW 1035) and **West FM** (96.7, 97.5 and 106.7) and statements and updates are issued frequently

We understand an emergency can be a very stressful time and phone lines are often used by emergency services, so it's important that we try and keep lines clear. As parents, you are advised that **before** telephoning your child's educational establishment, you should first check the Council webpage, for news and announcements: [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk) . You can also check the **Facebook** page: [www.facebook.com/eastayrshire/](http://www.facebook.com/eastayrshire/) or, **Twitter**: [East Ayrshire Twitter](https://twitter.com/EastAyrshireTwitter).

### **Illness or Accident during School Hours**

If your child feels unwell during class they should tell the class teacher/practitioner and where necessary, a first aider will be called to attend. In cases where a child is deemed to unwell to remain at school, parents will be contacted to make pick-up arrangements. Children who go home during the school day due to illness must be picked up by a parent, or other responsible adult (e.g. a relative).

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Services, parents or the designated emergency contact will be informed immediately.

### **Administration of Medication**

If your child requires medicine to be administered during the school day you must complete an administration of medicine form at the office. The medication must be brought into school by an adult, with appropriate labels attached from the dispensing pharmacy or medical practice.

### **Data Protection**

The Data Protection Act 2018 (DPA 2018) came into force on 25th May 2018 alongside the European General Data Protection Regulations (GDPR). The new data protection legislation seeks to enhance individuals' rights and control over the use of their data.

As a school, we collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools. All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

The information we collect is needed for a number of reasons which include, but is not limited to:

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

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

- To other schools/centres when families move or relocate
- To the Local Authority and Scottish Government as part of statistical evaluations

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12.

For further information please contact the Head Teacher, Mr Jamie Houston by calling 01560 600403.

## **SECTION 4**

### **The Curriculum**

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

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and health & wellbeing; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; 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. Information about how the curriculum is structured and curriculum planning can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/>

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging. [www.youngscot.org](http://www.youngscot.org) (learners) [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) (parents and carers) [www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications) [www.hmie.gov.uk](http://www.hmie.gov.uk) (standards, inspections) [www.ltscotland.org.uk](http://www.ltscotland.org.uk) (teaching practice and support) [www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education) [www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples).

The Curriculum for Excellence recognises 8 key areas of the curriculum within the Primary School. These include:

- English Language/ Modern Languages
- Mathematics
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious and Moral Education
- Expressive Arts
- Literacy and English

Reading, Writing, Talking and Listening skills are developed according to progression outlined in Curriculum for Excellence and East Ayrshire Progression Frameworks, with individual children progressing at their own learning rate. We aim to offer our pupils a variety of reading and language experiences to develop their skills and enhance their enjoyment of the written and spoken word. Much work in reading and literacy is experienced across all areas of the curriculum and can be taught in the context of **Social Studies** topics which are covered throughout the year. Nevertheless, each aspect of literacy is dealt with in its own context using published resources as well as school devised and teacher devised materials. In relation to **Technologies**, specific skills are taught which enhance knowledge and ability in bespoke areas, such as coding and programming. However, many of the essential skills are learned by means of cross curricular work which utilises various programs i.e. Microsoft applications. **Sciences** and the related experiences and outcomes are taught via a mixture of stand-alone lessons and topic related work, which again tends to be done through termly projects and contextualised activities.

### **Reading**

Across the school we use the Bug Club scheme which combines reading with structured story-telling and observation. Oxford Reading Tree is used as a supplementary scheme and Oxford non-fiction texts are also used. Across the school, phonics skills are taught through the East Ayrshire Active Literacy Programme (ALP), along with a variety of practical materials.

Classes also use a range of novels from the Active Literacy Programme and school stocks. We also use a variety of non-fiction texts and a series of texts covering different genres of literature.

Spoken and written literacy work accompanies some of these texts to aid comprehension and language skills. Our aim is to give the pupils a wide experience of reading and language activity, extending their reading and thinking skills. Oral reading is a part of that experience, as are comprehension, prediction and other associated skills. Dictionary work is also covered throughout all stages.

### **Writing**

Our aim is to equip each child with experience of different styles of writing e.g. reporting, story-writing, note-taking, poetry, functional writing and knowledge of correct use of language, including spelling. These are taught through teacher-devised ideas and through specific published texts and programmes. Big Writing and VCOP (vocabulary, connectives, openers and punctuation) resources are used throughout the school.

A variety of resources provide stimulus for imaginative and other types of writing and guidance in the direction and usage of language. Outlets for children's writing and ideas are encouraged by use of wall display, letters, competitions and class blogs.

Spelling is taught both in context with other work and as a skill in its own right paying attention to rules and word patterns that also form part of the Active Literacy Programme.

We also use word banks, thesaurus and dictionaries to encourage the habit of checking and to provide differentiated work for varying ability levels within a class.

### **Handwriting**

Handwriting progression frameworks are used across the school, laying emphasis on fluency of joining letters to create a legible and efficient style.



## **Listening and Talking**

At all stages important work is done through the spoken word. The writing programme uses conversation and children's descriptions of their drawings as a basis for writing. The reading programme also uses speaking and listening as a basis for language, and therefore reading development. Practical and play activities depend on the development of speaking and listening skills.

Throughout the school, discussion work in pairs, groups or in class continue to develop skills in speaking through topic work, reading work, poetry, drama, oral reporting and debating. The children also develop their abilities relating listening and talking by means of whole school and class events carried out at assemblies and during shows or presentations undertaken across the school year.

## **Modern Languages**

At Fenwick Primary School the modern language taught across the school is French with. We are part of the Primary Languages Programme, along with other schools associated with Loudoun Academy. There is a strong emphasis on practical activities, pupil participation and language games in the course, along with some written work.

## **Mathematics**

Mathematics and Numeracy play a major role in everyday life. The experiences and outcomes promote and support effective learning and teaching methodologies which stimulate the interest of children and young people and promote creativity and ingenuity. Children and young people will most effectively develop their numeracy through cumulative growth in their understanding of key concepts and the application of their skills in new contexts.

The statements of experiences and outcomes do not have ceilings, so that all children and young people can be challenged at an appropriate level. Collaboration with colleagues in relation to East Ayrshire Progression Frameworks will encourage a shared understanding of expectations of standards as well as effective learning and teaching within numeracy.

At Fenwick Primary school all classes use Number Talks strategies for completing calculations mentally. Teachers plan their lessons using a variety of resources to support learning including Leckie & Leckie, TeeJay, Scottish Heinemann, Numicon, numeracy boxes, Outdoor Learning opportunities and various other contextual work that links to lifelong learning in maths and numeracy.

Digital technologies are also a valuable resource and learning tool in Mathematics. Learning programmes are undertaken using iPads, laptops, computers, microbots and coding challenges. These consolidate and enhance the processes of learning.

## **Health & Wellbeing**

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and of all of those in the educational communities to which they belong. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

At Fenwick Primary School we follow the East Ayrshire Progression Frameworks for Health and Wellbeing which includes Substance Misuse awareness. We also use the PATHS programme (Promoting Alternative Thinking Strategies) across the school. Parents are informed when any sensitive aspects of learning such as Relationships, Sexual Health and Parenthood (RSHP) are being discussed. This ensures they are fully aware of the content delivered and if necessary, children can be withdrawn as a parental request.

As part of a healthy lifestyle we also deliver 2 hours of quality physical education each week for all classes. As well as this, we have a range of lunchtime and after school clubs that children can access at various pints in the year. We also take part in a variety of community and inter-school events that encourage active participation. It should be noted that during PE related activities we request that NO earrings or jewellery is worn by pupils.

It is of vital importance that parents, relevant partners and other agencies are involved in our curriculum developments and we endeavour to create various platforms for this to happen. Focus groups and working groups involving parents, parent council fundraising and support, parent workshops and open days, parent questionnaires, school newsletters and themed days such as world of work are all examples of how we encourage active participation in the development of our curriculum.

### **Religious and Moral Education**

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.

Parents from different religious communities may wish their children to be absent in order to celebrate religious events. Such occasions will be supported by all staff at Fenwick Primary School and ECC. Other specific requests relating to food or cultural requirements are also most welcome.

## **SECTION 5**

For the latest Standard and Quality Report which highlights the main achievements and how we have improved standards in relation to literacy and numeracy and health and wellbeing over the past 12 months, please see the school website. Please also see the school website for a detailed version of the various priorities included in our School Improvement Plan: <https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/school-information-and-documents/>

Further information on the establishment's performance at local and national level can be obtained via Parentzone:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

### **School Improvement Plan Summary for 2023-24**

<b>Raising Attainment, Particularly in Literacy and Numeracy</b>	<b>Increase in Sustained Positive Destinations and Employability Skills</b>
<ul style="list-style-type: none"> <li>• Completely embed the work done in relation to the internal moderation of writing and contribute to the development of Education group moderation activities in literacy and maths.</li> <li>• Establish a clear plan for the journey towards a communication friendly ECC.</li> <li>• Fully embrace the 'Reading Schools Scotland' processes and drive this forward by means of a school 'working group' that includes parents, staff and children.</li> <li>• Further establish clear methodologies in relation to the learning and teaching of core literacy and numeracy skills across the school stages and throughout the curriculum. Link this to the balance and implementation of play pedagogy v's more structured approaches in ECC and Early Level classes.</li> <li>• ECC to fully embrace and participate in the development of local authority tracking and monitoring relating to transition from ECC to P1. Align this work with our own cohort tracking tools in ECC and in P1-P7.</li> <li>• Introduce a more focused approach to self-evaluation across the school session in line with HGIOS4, HGIOELC and HGIOURS. Link this work to staff personal PRD's and the SIP development calendar.</li> <li>• Ensure all ECC staff are aware of and using key documentation as part of self-evaluation and are aware of planned amendments such as the amalgamation of HGIOELC and C.I. Quality Framework.</li> <li>• Fully embed the newly revised assessment calendar and complete the development of a revised assessment policy for the school that</li> </ul>	<ul style="list-style-type: none"> <li>• Build on the wide range of partnerships and joint working in relation to our World of Work Fayre and STEM and Science activity/information days.</li> <li>• Introduce a communication book for all of our visitors as a means of enhancing self-evaluation and feedback, thus facilitating greater reflection and continuous improvement in relation to hosting and delivering whole school events. Share relevant feedback via the various school communication channels.</li> <li>• In line with the evaluations from our RRSA Gold discussions, further promote and encourage independent thinking among pupils through engagement in global themes and campaigns relevant to age and stage.</li> <li>• The HGIOURS pupil group and the Pupil Council should continue to make connections with wider partners in the community and beyond as a means of 'looking outward' and being ambitious to be the best we can be!!</li> <li>• Further maintain and develop the Clean Green approach to Global goals and sustainability by building on the successful Bronze Award and related action plan.</li> <li>• Create a newly formed JRSO group and re-engage the children in processes linking to road safety in their community as part of new and ongoing work involving traffic management and good road safety sense for all children.</li> <li>• As part of the Digital Schools Award, continue to maintain the excellent</li> </ul>

<p>includes processes for sharing data with parents to further support learning at home and wider achievement.</p>	<p>communications across all channels and beyond.</p> <ul style="list-style-type: none"> <li>Promote the extended use of e-portfolios and further develop parental knowledge in this area via pupil/parent technology workshops and open afternoons.</li> </ul>
<p><b>Ensuring the Health and Wellbeing of all Young People</b></p>	<p><b>Closing the Poverty Related Attainment Gap</b></p>
<ul style="list-style-type: none"> <li>Follow-up the work done in achieving RRSA Gold by creating an action plan which ensures the expectations and key strengths are known and built on this session.</li> <li>Continue to ensure new staff members are fully aware of the HWB curricular frameworks and that they know their expectations in relation to being 'duty bearers' and upholding the rights of the children.</li> <li>Ensure that there are regular opportunities for parental engagement such as open mornings/afternoons, themed HWB days and 'Meet the Teacher' events as part of both formal and open-door policy implementation.</li> <li>Use PASS data to identify children who may require support in specific areas and implement relevant intervention packages to support learners in partnership with multi-agency partners.</li> <li>Establish processes and procedures for further developing the use of HWB tracking in Fenwick ECC and ensure all ECC staff have a sound working knowledge of the principles of 'Realising the Ambition: Being Me' in relation to child development.</li> <li>Continue to foster positive wellbeing in our school community by fully embedding our values-based approaches to promoting positive behaviour via the newly created 'STAR' three-point system.</li> <li>Provide the school HWB pupil groups, such as the 'wellbeing bees' and mindfulness leaders with opportunities to model, support and recognise positive behaviours in our school and at break times.</li> <li>Provide pupils with the opportunity to lead learning across the HWB curriculum via the creation of a new 'Wellbeing Garden' for the school.</li> </ul>	<ul style="list-style-type: none"> <li>Fully embed the revised homework policy and support identified families who require additional help to access educational content by providing both paper based and digital options. Link this to the action plan for the 'Reading Schools'.</li> <li>Signpost and explore all available opportunities in the community i.e., Loudoun Partnership to support families who may be experiencing difficulties relating to the cost of living and poverty related attainment gap.</li> <li>Further develop the challenge group work by means of the 'Champion Role' started in our ECC as part of enhanced transition planning.</li> <li>Continue to develop approaches for managing attendance and ensure correlations with related attainment gaps are known and acted upon.</li> <li>Ensure wider achievement is tracked across the whole school by continuing to liaise with parents and families ahead of celebration assemblies. Ensure all successes are recognised and celebrated appropriately.</li> <li>Continue to align our actions with key national guidance in line with the expectations of a Gold Rights Respecting School and increase knowledge and promote reflection using the self-evaluation tool and template 'Rights, Reviews, Promises and Inclusion for All'.</li> <li>Continue to maintain the very good practice in relation to the period protection national guidance and provision of free products.</li> <li>Continue with themed days aimed at connecting with our local community and work closely with partners in ECC and Secondary schools to ensure appropriate transition planning is in place for individual children and families.</li> </ul>

## **SECTION 6**

### **Assessment**

A wide range of assessment approaches are used at Fenwick Primary School. The aim of high quality assessment is to identify the progress being made for each child, along with any gaps in learning that require to be addressed.

Assessment for Learning (AifL) is integral to the process of assessment. The principle of AifL centres around prompt feedback and identifying next steps as part of a dynamic process of monitoring and evaluating progress. This differs from summative assessment approaches where progress is measured against standards by means of short testing or quiz type questions. At Fenwick, we aim to have a balance of both formative and summative assessments and these are tailored to suit the age and stage of each child.

The ongoing process of assessment allows us to obtain information which supports teachers to make professional judgements about pupils' progress and involve pupils and parents in shared learning intentions and next steps. The starting point for this is the curriculum and the processes of learning and teaching. Effective assessment is a pivotal element in the cycle of improving pupil outcomes through high quality learning and teaching.

All of our assessment information is collated by means of individual cohort trackers and class teachers input tracking information termly using the East Ayrshire online tracking and monitoring system. This information is then discussed with the Head Teacher at tracking meetings and used to plan interventions and supports. Pupils are heavily involved in the process and play an active role in self and peer assessment as part of formative approaches. Additionally, they have regular learning conversations with their teachers to discuss progress and set targets for themselves.

### **Reporting to Parents**

We issue written reports once per year in Term 4 (June), and we have two Parents' Evenings (Term 1 - October and Term 3 - March), when pupils' progress can be discussed with the class teacher. The pupil report gives details of progress made and next steps to develop the key skills expected for the appropriate age and stage of each child. Targets and next steps are also shared at these meetings and we see the process as very much a partnership with parents as we aim to ensure every pupil achieves their full potential.

However, are welcome to come in to school at any time and meet with the Head Teacher to discuss their child's progress, or indeed any matters causing concern or that they wish to discuss. We have an open door policy but it is always advisable to arrange longer meetings in advance so that the appropriate time can be set aside.

Reporting to Parents/Carers (ECC) also takes place in our Early Childhood Centre. However, due to the differing start dates of children and staff contracted working hours, this is very much organised on an individual basis with each of our families. Again though, any worries or concerns can be discussed during the daily contact with early childhood centre key workers and our Senior Early Years Practitioner, Mrs Joanne McKay. In addition to this, the Head Teacher, Mr Jamie Houston and Depute Head Teacher, Mrs Rhona McKillop are both available and it is very important to us that we build strong relationships from the very outset here at Fenwick Primary School and ECC.