

Fenwick Primary School & Early Childhood Centre



Handbook 2025-26



Fenwick Primary School and Early Childhood Centre

1-3 Kirkton Road

Fenwick

KA3 6DH

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|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Telephone No: | 01560 600403 |
| Email: | eaFenwick.PS@eastayrshire.org.uk eaFenwick.ECC@eastayrshire.org.uk |
| School Blog: | https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/ |
| School App: | Almost all communication is sent to parents via our school app. Please ensure you have access to this. |
| Denominational Status (if any): | Non-Denominational |
| Centre / School Roll: | ECC (3–5-year-olds): 29 School (P1-P7): 120 |
| Further Information: | www.east-ayrshire.gov.uk/schoolhandbooks |

Welcome to Fenwick Primary School and Early Childhood Centre

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

As a small to medium sized 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

Fenwick Primary School & Early Childhood Centre

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 children, young people, staff and parents/carers.

Several 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 Primary School and Early Childhood Centre we have high expectations for our children and encourage them to demonstrate our school values in all aspects of their lives, which school is a major part of.

Approaches to behaviour management focus on this values-based system which is built on positive relationships across the school community.

As a UNICEF GOLD Rights Respecting School, we are committed to ensuring that the rights of every 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 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 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 Hayley McCallum. Should you wish to contact the Chairperson please do so through by emailing fenwickpcchair@gmail.com or by contacting the School Office.

The Parent Council operates a Facebook page which can be accessed here:

<https://www.facebook.com/FenwickParentCouncil>

We usually have a wide variety of opportunities for parents/carers to become involved in the daily life of the school. Parents/carers are notified via the school app whenever these opportunities become available.

Nationally, further information for parents is available by accessing the following link:

<https://education.gov.scot/parentzone/my-school/>

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 will be shared via the school app. Details regarding downloading the app and the school PIN will be provided when your child starts at Fenwick Primary School or Early Childhood Centre
- Our school website is a good source of information and can be accessed from the following link:

<https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/>

You will be able to find further information about the school and community, along with general policy information and news items.

- Each class has its own blog, which can be accessed via the main school blog are within the website. Here, you will be able to access class news, updates, general information about homework, examples of classwork, relevant guidance and photographs of the children participating in a wide variety of activities
- Teams, accessed via Glow, will be used this session to support homework. Individual class teachers will share relevant access information via class blog pages
- Every school session, we hold 2 Parents' Evenings. Dates and appointment times are organised via the school office for all families
- A written report is shared with parents/carers towards the end of the school session
- Over the course of each term, various updates are provided by means of Head Teacher letters and diary date overviews of all events and activities that are taking place across Fenwick Primary School and ECC
- As well as our formal methods of communication, the Headteacher and Depute Head Teacher try to be in and around the playground every day during drop-off and pick-up times. Our Senior ELCP supervises the ECC entrance door at opening and closing time too. These are often ideal times for informal chats or discussions.

Please note: The school SEEMIS messaging system holds one main contact and will send attendance notifications to the main contact only. It is not possible to generate the automated message necessary to inform all parents/carers. However, should a parent/carer have a significant concern that the main contact is not sharing key information regarding attendance, they should contact the school to discuss possible alternative solutions.

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 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 our school. 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 support children effectively. Many children experience an element of difficulty at some point in their schooling. To specific needs as speedily as possible, parents are kept fully informed of the strategies being used and the progress being made.

We use a staged model of intervention to provide the most appropriate support. This support can often be provided within the classroom, by differentiating work accordingly. If capacity allows, East Ayrshire Support Team (EAST) staff and Classroom Assistants are also available for planned support. Where Individual Child Plans are required, these will be created in partnership with parents and other relevant professionals.

In situations where the level of support required is highly specialised, we will seek advice and support from other agencies/partners, 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 and any parent with a query should speak with school staff, who 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.

School staff may discuss the support needs of individual children with the psychologist 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. Hence, parental approval is requested, 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

Early Childhood Centre

Opening time: 8.50am

Closing time: 2.50pm

School Holidays



School holidays 2025/26

Please note that all dates are inclusive.

| Date | Holiday |
|--------------------------------------------------|----------------------------------------------|
| August | |
| Monday 18 August 2025 | In-service day |
| Tuesday 19 August 2025 | In-service day |
| Wednesday 20 August 2025 | Pupils return |
| September | |
| Friday 19 September to Monday 22 September 2025 | Local holidays (Ayr Gold Cup weekend) |
| Tuesday 23 September 2025 | Pupils return |
| October | |
| Monday 13 October to Friday 17 October 2025 | October holidays |
| Monday 20 October 2025 | In-service day |
| Tuesday 21 October 2025 | Pupils return |
| December/January | |
| Monday 22 December 2025 to Friday 2 January 2026 | Christmas and New Year |
| Monday 5 January 2026 | Pupils return |
| February | |
| Monday 9 February 2026 | Local holiday |
| Tuesday 10 February 2026 | In-service day |
| Wednesday 11 February 2026 | Pupils return |
| April | |
| Friday 3 April to Friday 17 April 2026 | Easter holidays (Good Friday – 3 April 2026) |
| Monday 20 April 2026 | Pupils return |
| May | |
| Monday 4 May 2026 | Local holiday (May Day) |
| Tuesday 5 May 2026 | Pupils return |
| Thursday 7 May 2026 | In-service day |
| Friday 8 May 2026 | Pupils return |
| June/July/August | |
| Monday 29 June to Friday 14 August 2026 | Summer holidays |
| Monday 17 August 2026 | In-service day |
| Tuesday 18 August 2026 | In-service day |
| Wednesday 19 August 2026 | Pupils return |

Staff Team

Senior Leadership Team

Head Teacher: Mr J Houston

Depute Head Teacher: Mrs R McKillop

Class Teachers

P1: Miss C Stevenson

P2: Miss C Cairney & Mrs C Reid

P3: Miss A Caldwell

P4/5: Mrs F Conetta (0.6FTE) & Mrs G Eccleston (0.5FTE)

P5/6: Miss E Cunningham

P7: Mrs J Ross

NCCT: Mrs C Reid (0.8FTE)

Early Childhood Centre Staff

Senior ELC Practitioner: Mrs J McKay

ELC Practitioner: Mrs A Clark

ELC Practitioner: Mrs G Borland

ELC Practitioner: Mrs T Caven

ELC Practitioner: Mrs T Callaghan

ELC Support Assistant: Miss C Bentley

Clerical Team and Support Staff

Senior Clerical: Mrs A Stark

Classroom Assistant: Mrs M Moore

Classroom Assistant: Mrs J Gallagher

Janitor: Mr A Risk

Cleaners: Mr S White and Mrs S Gemmell

Catering Staff: Mrs L Davidson (Supervisor), Mrs L Sawyers and Mrs N Gallacher

EAST (East Ayrshire Support Team): Miss C Bell (0.2FTE) and Miss C Muldoon (0.2FTE)

Attendance and Lateness

We want everyone to have a positive start to the day and therefore encourage children to arrive timeously. This maximises their learning experiences and fosters 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. 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 daily. Items can be purchased throughout the school year from Ayrshire Schoolwear Centre/Walker & Templeton, Kilmarnock. Please write your child's name on all 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. Perimeter gates around the school and ECC are closed during school and secured with high latches to ensure children remain within the school grounds. This also means 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.

Homework/Learning at Home

For 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 a part of 'learning at home' and is one of several 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).

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 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.

In August 2025 free school meals were extended to P6 & P7. This means a two-course meal is provided to all children from P1 to P7. Children are still welcome to bring their own packed lunch if they would prefer. Parents can order all school lunches on ParentPay and can amend or cancel their child's lunch on the day until 8:00am. Meals can be ordered 3 weeks in advance.

Parents should inform the school if a child has any special dietary requirements or allergies. An individual meal plan will be created with all dietary information then updated onto the booking system, blocking any meal choices that contain approved allergens.

Meals can also be ordered in the morning by pupils, using the order system on the class interactive whiteboard. This lets children engage in their nutrition and diet (Please note any meal ordered by a parent cannot be changed by the pupil).

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:

- Notification on School APP
- Group Texts will be sent out to parents to advise of an emergency
- The Council's Communications Team work quickly to update the Council website and Facebook with the latest developments and advice on what to do
- The team also work closely with Clyde 1 Ayrshire (*FM: 96.7 MHz 97.5 MHz 106.7 MHz DAB: 11B*) and statements/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

You can also check the Facebook page: www.facebook.com/eastayrshire/ or, Twitter: East Ayrshire Twitter.

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 too 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.

If your child receives first aid for a minor injury during school, you will be notified by text to the (primary carer) mobile number with a brief description of the injury and first aid treatment administered. In the event of a head injury/serious injury parent or designated emergency contact will be informed by telephone.

Administration of Medication

It is essential that parents advise the school of any medical requirements that their child may have. If medicine is to be administered during the school day an administration of medicine form must be completed at the office. The medication must be brought into school by an adult, with appropriate labels attached from the dispensing pharmacy or medical practice. Parents and carers are asked not to send in any medication without following these procedures.

Routine medication will not be administered by the school. This includes antibiotics, cough bottles, painkillers, cream, eye/ear/nose drops. Antibiotics can be given to pupils before and after school and if it is required to take a dose at lunchtime, parent/carer can contact office to arrange a suitable time to attend.

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. 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 several reasons which include, but are 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 Experiences and Outcomes across the eight 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 are 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:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase, after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

Curriculum Areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gàidhlig, Gaelic (Learners), modern languages and classical languages)
- Mathematics
- Religious and moral education (including Religious and moral education and religious education in Roman Catholic schools)
- Sciences
- Social studies
- Technologies

Expressive Arts

The expressive arts include art and design, dance, film and screen, drama and music.

Through learning in expressive children will:

- enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others
- have opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in art and design, dance, drama and music
- recognise and represent feelings and emotions, both their own and those of others

Health and Wellbeing

Health and wellbeing will teach children about:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, activity and sport
- food and health
- substance misuse and relationships
- sexual health and relationships.

The purpose of health and wellbeing is to help every child and young person to feel cared for and valued as an individual. Learning about health and wellbeing will help them cope with uncertainties in life, have confidence to try new and different things and make the most of opportunities that come along.

At Fenwick Primary School we follow the East Ayrshire Progression Frameworks for Health and Wellbeing. When sensitive areas are due to be taught e.g. Relationships, Sexual Health and Parenthood (RSHP), children can be withdrawn as a parental request.

Modern Languages, Literacy and English

At Fenwick Primary School the modern language taught across the school is French. 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.

The focus of our Literacy and English curriculum is Reading, Writing, Listening and Talking. These 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.

Reading

Across the school we use the Bug Club scheme which combines reading with structured storytelling and observation. 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.

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. A variety of resources provide stimulus for imaginative and other types of writing and guidance in the direction and usage of language. Spelling is taught both in context with other work and as a separate skill, 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.

Listening and Talking

At all stages the development of speaking and listening skills is done by means of both practical and focused tasks. 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 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.

Mathematics

Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies which may lead to careers in fields including science, technology and engineering. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics is rich and stimulating and offers learners of all ages the opportunity to solve problems, develop logical reasoning and think creatively, skills which are not only sought after by employers in today's global economy, but are also essential life skills.

Numeracy

Numeracy is a skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum and develop key skills for life and work. In our everyday lives we will regularly be required to estimate, use number processes, work with fractions and percentages, manage money and time, make measurements and read information from charts and tables.

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning

East Ayrshire Progression Frameworks are used by all staff to ensure shared expectations of standards as well as effective learning and teaching within numeracy.

Religious and Moral Education

Religious and moral education allows children to explore the world's major religions and other belief groups.

They are encouraged to think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and other belief groups' beliefs and values are expressed through traditions in religion, society and cultures. All of this supports each child to think about their own beliefs and values and helps them develop moral decision-making skills.

By developing their awareness that beliefs, values, practices and traditions are important to families, communities and society, both locally and globally, they will develop a richer understanding of the world in which they live.

Through a variety of activities, we promote consideration for others and encourage the children to begin to develop a sense of fairness and justice. We aim 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 and ethnic groups may wish their children to be absent 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.

Sciences

Science is the study of the physical world, where we establish facts by inquiry, investigation and observation. Studying science helps us understand how the world works.

Science is an important part of our heritage – so many Scottish scientists have shaped the modern world as we know it and we use these applications every day in our lives, at work, leisure and home.

In a modern and ambitious world like ours, science and its application are central to our economic future, our health and wellbeing as individuals and as a society.

Learning in the sciences enables children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact science makes on their life, the lives of others, on the environment and in society
- recognise the role of creativity and inventiveness in the development of science
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues, based upon sound understanding
- develop as a scientifically literate citizens with a lifelong interest in science
- establish the foundation for more advanced learning and future careers in science and technology.

Social Studies

In social studies, children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will develop their understanding of their environment and of how it has been formed.

As children move through the school, their experiences will be broadened using Scottish, British, European and wider contexts for learning. There will be a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

They will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Technologies

Learning in technologies allows children to develop skills, knowledge, understanding and attributes through creative, practical and work-related activities across a range of areas. They will be able to use these skills in business, computing science, digital literacy, food, textiles, craft, design, engineering, and graphics.

Within technologies children will develop and demonstrate:

- knowledge and understanding of the big ideas and concepts of the technologies
- curiosity, exploration and problem-solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts discussion and debate
- searching and retrieving information to inform thinking
- making connections between specialist skills developed within learning and skills for the world of work
- evaluating products, systems and services
- presentation and communication skills
- an awareness of sustainability

Cross-Curricular Experiences: STEM

STEM stands for sciences, technologies, engineering and mathematics.

As well as developing skills and knowledge in each individual subject, STEM related education and training aims to develop young people's ability to work across disciplines through project-based learning.

These approaches enable young people to become familiar with the way STEM skills and knowledge are used in the world of work. In industry and workplace environments, individuals and teams with various expertise and skills would work together to generate new knowledge, ideas and products.

At Fenwick PS, we place high importance on this type of learning for our children and this is delivered in a range of ways e.g. themed activities, projects, visiting specialists, STEM and world of work days.

SECTION 5

Standards & Quality Reporting and School Improvement Planning

Our 2025-26 Improvement Plan summary is shown below. All previous Standards and Quality/School improvement Plans can be accessed using the following link:

<https://blogs.glowscotland.org.uk/ea/fenwickprimaryschool/school-information-and-documents/school-improvement-plan/>

Summary of Improvement Plan directly linking to Education Service Improvement Plan

| Our Leadership | Teaching and Learning Together |
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| <p>We aim to further enhance skills, knowledge and attainment across the curriculum by creating innovative and relevant leadership opportunities for all children and staff. This will build on the work done in our school committee groups in 2024-25.</p> <p>↓</p> <p>We aim to empower all members of the school community and give everyone a say in the priorities that help us provide the best educational experiences for all children at Fenwick Primary School and Early Childhood Centre.</p> <p>↓</p> <p>We aim to ensure we all have a shared understanding of the work and life of the school in relation to our priorities and the sharing of good practice by all members of the school and ECC community.</p> <p>↓</p> <p>We will provide increased continuity for learners across the ECC and School by sharing relevant CLPL and collegiate activities as a whole staff team. This will include key national guidance such as HGIOS4 and the revised Joint Framework for ECC's.</p> <p>↓</p> <p>We aim to ensure all children are confident when leading their own learning, understanding what they find challenging and knowing the next steps, supports or resources that will enable them to progress.</p> | <p>We aim to fully embed a shared understanding of the standards and expectations at Fenwick Primary School and ECC by further enhancing approaches to high quality learning, teaching and assessment as a means of raising attainment for all children.</p> <p>↓</p> <p>We will maximise our ability to deliver high quality planning for learning, teaching and assessment so that all pupils reach their full potential.</p> <p>↓</p> <p>We will strive to provide an appropriate balance of play pedagogy to support transitions from ECC to P1 and beyond.</p> <p>↓</p> <p>We will introduce new and current technological developments and re-evaluate our Digital Schools policy as appropriate for positive pupil outcomes relevant to age and stage.</p> <p>↓</p> <p>We will agree on expectations across the school in relation to sharing information of learners' progress, outcomes and experiences. This will ensure all families and children are clear and can play an active part in progress being made. We will also finalise our version of the 'Excellent Lesson' model supported by visual prompts for Fenwick PS and ECC.</p> |

| Our Wellbeing and Belonging | Our Attainment, Destinations and Achievements |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We aim to further develop our knowledge and use of evidence-based procedures and intervention strategies to monitor, track and support pupil wellbeing at Fenwick Primary School and ECC.</p> <p>↓</p> <p>We aim to ensure a consistent approach to managing and supporting neurodiversity and children with specific diagnosed conditions.</p> <p>↓</p> <p>We aim to provide staff with the knowledge and confidence required to implement and share strategies for early intervention, keeping 'The Promise' and prevention of wellbeing difficulties across the school and ECC.</p> <p>↓</p> <p>We will ensure all families are aware of the range of supports available in and out with school to support positive outcomes for all children.</p> <p>↓</p> <p>We will maintain the range of physical education and sport related experiences and outcomes for all children as part of the expectation of a Gold Sports Scotland accredited school.</p> <p>↓</p> <p>We will continue to ensure children lead key elements of supporting Health and Wellbeing in a range of ways, thus maintaining the expectations of being a Gold Rights Respecting School.</p> | <p>We aim to further develop our knowledge in relation to wider achievement and attainment to improve outcomes for all children at Fenwick Primary School and ECC. We will strive to ensure equity in relation to experiences planned and delivered for all children and families.</p> <p>↓</p> <p>We aim to further improve learners' attainment and achievement at every level by utilising and analysing all formative and summative data available, both internally and externally.</p> <p>↓</p> <p>We will maintain and further develop approaches to reading as part of fulfilling the expectations of being a Gold Reading Schools Scotland school. This will include consulting with pupils and parents when utilising funds for any additional top up of Bug club and novel study packs for all classes.</p> <p>↓</p> <p>We will enhance the quality and relevance of our digital literacy and technologies provision across the school community. This will empower and prepare all children in relation to learning new skills, staying safe and fulfilling expectations relating to positive destinations and achievements.</p> <p>↓</p> <p>We will maintain and enhance key partnerships and links with Loudoun Academy in relation to transition planning and meeting the needs of learners working at all levels in relevant curricular areas.</p> <p>↓</p> <p>We will refocus themed weeks such as health and science weeks, to deliver a more immersive curriculum across the whole school year.</p> |

SECTION 6

Assessment and Reporting to Parents

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 (AfL) is integral to the process of formative assessment. The approaches used centre around prompt feedback and identifying next steps as part of a dynamic process of monitoring and evaluating progress. Pupils are heavily involved in the process and they play an active role in both self and peer assessment. These strategies help greatly in relation to understanding themselves as learners and what success looks like for them as they go through school.

Summative assessment approaches, such as standardised assessments, are also used to build a picture of each pupil's learning ability and knowledge. At Fenwick PS, we utilise the GL Assessment tools and associated on-line platforms to measure progress. This benefits individual children in terms of supporting and challenging them as learners but also provides valuable insights and feedback in relation to whole school approaches and strategies that work well for our pupils.

At Fenwick, we aim to have a balance of both formative and summative assessments that are tailored to suit the age and stage of each child. Our holistic approach to assessment allows us to obtain information which supports teachers' professional judgements relating to pupil progress, therefore informing next steps and targets. Our assessment information is collated and recorded by means of individual cohort trackers and class teachers input tracking information termly using the East Ayrshire online tracking and monitoring system.

Throughout the year, class teachers and other staff involved in supporting children, discuss all aspects of pupils' progress with the Head Teacher. This allows our staff team to plan interventions and supports that are relevant for each child.

Reporting to Parents

We issue written reports once per year (June) and we have two face-to-face parent evenings (Nov and May) when pupils' progress is discussed with the class teacher. The written report gives details of progress being made and the next steps identified to develop the key skills expected for each child.

Reporting to parents and carers in our Early Childhood Centre is managed differently. 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.

Outside of these officially planned dates, we would encourage all parents/carers to contact us at any time in the school session if they have any concerns or questions. These could relate to any aspect of school life or a child's educational experience.

The Head Teacher, Mr Jamie Houston and Depute Head Teacher, Mrs Rhona McKillop will make themselves available at the first opportunity for anyone who needs support or re-assurance, so please don't hesitate to make contact.