



HURLFORD PRIMARY SCHOOL & EARLY CHILDHOOD CENTRE

HANDBOOK 2024/2025

Telephone No:	01563 525098
Email:	gillian.campbell@eastayrshire.org.uk
Address:	UNION STREET, HURLFORD KA1 5BT
School Blog:	https://blogs.glowscotland.org.uk/ea/hurlfordpsecc/
School App:	Safer School Scotland app – Primary -6262 ECC - 5277
Denominational Status	Non-Denominational
School Roll:	216 Pupils (P1 – P7) 40 Early Years
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

WELCOME

At Hurlford, we believe learning and teaching are at the heart of an effective establishment. At Hurlford, we seek to create a positive, learning environment developing a sense of shared purpose and community. We encourage all of our children to contribute positively to our school community and take on roles and responsibilities within our school.



We strive to spark a love of learning in our children so that they fully engage with experiences which can change and develop them. We recognise the importance of high quality teaching, taught by staff who are professional, enthusiastic, knowledgeable and skilled. As an establishment, we are committed to self evaluation and continuous improvement to ensure the highest quality education for all our children. We support our children to be leaders of their own learning and encourage their voice within our school.

We recognise the importance of positive partnership with parents, local and wider community in supporting our children and enhancing our curriculum.

I hope you will find this handbook helpful in preparing you and your child for their time at Hurlford Primary. Please see our school website for further information:



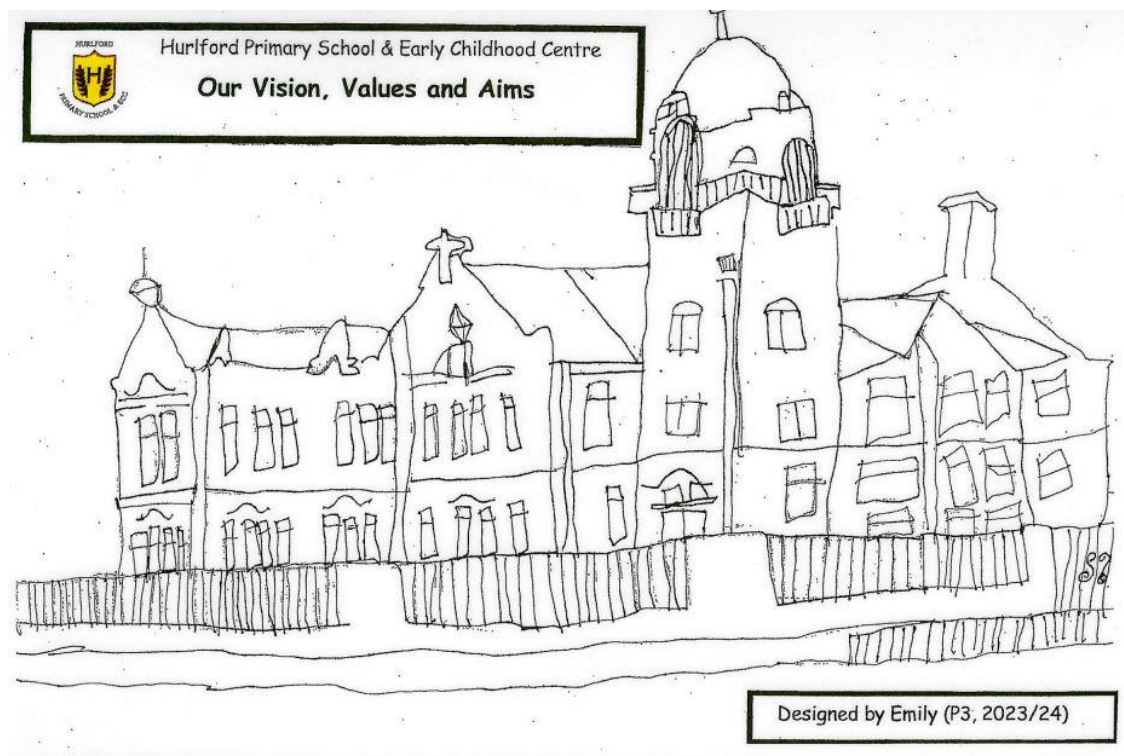
<https://blogs.glowscotland.org.uk/ea/hurlfordpsecc/>

I look forward to meeting you and your child. If you have any questions, please feel free to contact me.

Gillian Campbell

Head Teacher

SECTION 1



At Hurlford Primary School and Early Childhood Centre, our vision is to ***‘work together to create a nurturing and inclusive environment, where everyone is encouraged to become the best we can be.’***

Our values are **Teamwork, Respect and Truth.**



At Hurlford Primary School and Early Childhood Centre, we aim to

- *Create a nurturing, safe and inclusive environment*
- *Provide a broad, challenging and stimulating curriculum, developing the four capacities – successful learner, responsible citizen, effective contributor and confident individual*
- *Provide high quality learning and teaching, developing skills for learning, life and work*
- *Recognise and celebrate progress, achievement and success*
- *Promote partnership with Parents and the wider community*

*Hurlford Primary school is **Non- Denominational** and **Co-Educational**. Parents should note that the working capacity for the school might vary dependent on the number of children at each stage and the way in which the classes are organised.*

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact. You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre.

We endeavour to provide a safe and secure environment in which your child can learn. All visitors to the establishment must ring the bell in order to gain access to the building. A member of staff will welcome visitors who must show identification and sign the Visitors book. East Ayrshire identification badges will be issued to visitors who do not already have East Ayrshire personalized badges. Visitors calling at the establishment are asked to park in the car park or outside the main office gate well away from the yellow lines.

Parents are respectfully asked not to call directly to their child's teacher, as he/she will be busy with a class of children, but try to call firstly at the Office or telephone to make an appointment to see the class teacher. The main gate will remain closed during normal school hours except for access to workmen or deliveries. An adult presence is provided in the playgrounds at break time in the terms of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

All these measures are designed to make the school a safe place for the children and staff and I would ask for your co-operation on all of them.

SECTION 2

TRANSITION

Children are normally transferred between the ages of 11 and 12, so that they will have the opportunity to complete at least 4 years of secondary education.

Parents/carers will be informed of the arrangement no later than December of the year proceeding the date of transfer at the start of the new session.

The pupils of Hurlford Primary normally transfer to:

LOUDOUN ACADEMY

GLASGOW ROAD

GALSTON

TEL. (01563 820661)

Close liaison arrangements exist between Hurlford Primary and Loudoun Academy, through the Loudoun Education group.

A number of visits are arranged throughout the year, to ensure a smooth transition to Secondary.

Hurlford Primary school encourages close liaison with parents/carers, in order to provide the best education possible for our children. We are extremely fortunate that many parents/carers give their support to our establishment, whenever it is required. We acknowledge parents/carers play a vital role in the education of their child.

Our school encourages partnership through homework, induction meetings, ASN meetings, Stay and play sessions, family afterschool fun sessions and special events. Parents/carers play a vital role in the Parent Council and represent the wider Parent forum. Parent Council meetings take place every month on the first Monday of the month at 6pm in the Community Centre.

Parent Evenings are arranged twice a year in October and February, where there is an opportunity for parents/carers to discuss their child's progress. A final school report is issued in May. Parents can also arrange to see the Head Teacher /Depute Head teacher or Class Teacher at any time, by prior arrangement.

The Chair of the authorities' Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities' Parent Steering

Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector.

Parent Council 2024/25

- Chair – Cheryl Hamilton
- Vice Chair – Tracy Crawford
- Treasurer – Ian Cairns
- Secretary – Lorraine Crawford

Loudoun Education Group

Hurlford Primary School and Early Childhood Centre is a member of Loudoun Education Group which brings together a wide range of services to benefit children and young people. The main aim of the Education group is to raise overall achievement and close the attainment gap.

The Loudoun Education Group consists of:

Galston Primary School & Early Childhood Centre

Head Teacher: Mrs Shona Murphy

Glebe Road, Galston KA4 8DT

Tel. 01563 820221

Fenwick Primary School

Head Teacher: Mr Jamie Houston

1 Kirkton Road, Fenwick KA3 6DH

Tel: 01560 600403

Darvel Primary School

Head Teacher: Mr David McIlwraith

Campbell Street East, Darvel KA17 0BP

Tel: 01560 320257

Newmilns Primary School

Head Teacher: Mrs Jillian McCracken

Gilfoot, Newmilns KA16 9LP

Tel: 01560 320915

Darvel Early Childhood Centre

Manager: Mrs Lisa Rattray

Ranouldcoup Road, Darvel KA17 0JU

Tel: 01560 320785

Loudoun Secondary School

Head Teacher: Mr David Falconer

Glasgow Road, Galston KA4 08PD

Tel: 01563 820061

Hurlford Primary school plays an important role in the village of Hurlford and as such it seeks to foster good relationships with the local community. Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents/carers or not, are welcome to visit the school to view the work going on and to share the knowledge and skills. The school invites the community to join with the children and staff in celebrating Christmas and Easter and a wide variety of events throughout the year. We endeavour to serve the community and responding to the needs of all. The school has close links with a wide range of partners.

SECTION 3

SCHOOL HOURS 9-3pm P1-P3

PRESENT ROLL 216 Pupils

40 Nursery pupils

CAPACITY 350

STAGES COVERED P1 –P7

NO. OF PUPILS IN EACH YEAR :

<u>Pre 5</u>	<u>P.1</u>	<u>P.2</u>	<u>P.3</u>	<u>P.4</u>	<u>P.5</u>	<u>P.6</u>	<u>P.7</u>
40	37	26	28	33	26	36	30

SCHOOL HOLIDAYS 2024 / 2025

School holidays 2024/25

Please note that all dates are inclusive.

Date	Holiday
August	
Monday 19 August 2024	In-service day
Tuesday 20 August 2024	In-service day
Wednesday 21 August 2024	Pupils return
September	
Friday 20 September to Monday 23 September 2024	Local holidays (Ayr Gold Cup weekend)
Tuesday 24 September 2024	Pupils return
October	
Monday 14 October to Friday 18 October 2024	October holidays
Monday 21 October 2024	In-service day
Tuesday 22 October 2024	Pupils return
December/January	
Monday 23 December 2024 to Friday 3 January 2025	Christmas and New Year
Monday 6 January 2025	Pupils return
February	
Monday 10 February 2025	Local holiday
Tuesday 11 February 2025	In-service day
Wednesday 12 February 2025	Pupils return
April	
Monday 7 April to Monday 21 April 2025	Easter holidays (Good Friday – 18 April 2025)
Tuesday 22 April 2025	Pupils return
May	
Monday 5 May 2025	Local holiday (May Day)
Tuesday 6 May 2025	In-service day
Wednesday 7 May 2025	Pupils return
June/July/August	
Monday 30 June to Friday 15 August 2025	Summer holidays
Monday 18 August 2025	In-service day
Tuesday 19 August 2025	In-service day
Wednesday 20 August 2025	Pupils return

TEACHING STAFF:

HEAD TEACHER:

MRS GILLIAN CAMPBELL



DEPUTE HEAD: **MISS JOANNE MAIR**



PRINCIPAL TEACHERS: **MRS GAYLE MILLER**



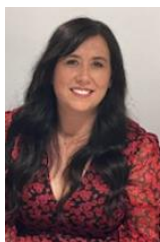
TEACHING STAFF:

Class	Class teacher
P1	Ms Baillie
P1	Mrs Carey
P2	Mrs McMillan/Ms Fyvie (Mon/Tues)
P3	Miss Steedman
P4	Mrs Miller / Ms Fyvie (Weds/Thurs/Fri)
P5/4	Mrs Millar
P6/5	Mrs McDonald
P6	Mrs Wilson/Mrs Ferguson (Thurs/Fri)
P7	Mrs Johnstone/Miss Mair (Fri)

Please note: This class structure may change due to a change in the school roll.

EARLY CHILDHOOD CENTRE STAFF:

MRS M. IRVINE (SENIOR EARLY EDUCATION & CHILDCARE PRACTITIONER)



MS T. BEATTIE (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS A. MOONEY (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MRS J. MCLAUGHLAN (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS M. PATON (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS L. MCCLOSKEY (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MISS C. MARTIN (EARLY EDUCATION & CHILDCARE PRACTITIONER)

MRS L. FLEMING (EARLY EDUCATION & CHILDCARE SUPPORT ASSISTANT)

We are pleased to inform you that ECC will be operating the 1140 hours and we ask that you bring and collect your child within the allocated times.

Drop off	Group(s)	Collect
8.45am	All groups	2.45pm

Lunch

Every day the children in the ECC will head for lunch at 11:20. For menu choices of lunch, please refer to the **Safer Schools App** or alternatively the menu is displayed in the ECC foyer. Please do not send a lunch with your child as they will be provided with one

NON TEACHING:

- SENIOR CLERICAL/DMR: **MRS C. PETHERICK**

- CLERICAL **MRS M. LLOYD**
- JANITOR: **MR K. PERRETT**
- CLASSROOM ASSISTANTS:
MRS N. MOONEY
Ms S. FEWSTER
MS L. GRAHAM
- SCHOOL COOK: **MRS I. HEWITSON**
- CLEANING SUPERVISOR: **MRS E. PATON**

VISITING SPECIALISTS:

MS E. MCFARLAND (EAST AYRSHIRE SUPPORT TEACHER)

MS E. ADVIC (EAST AYRSHIRE SUPPORT TEACHER)

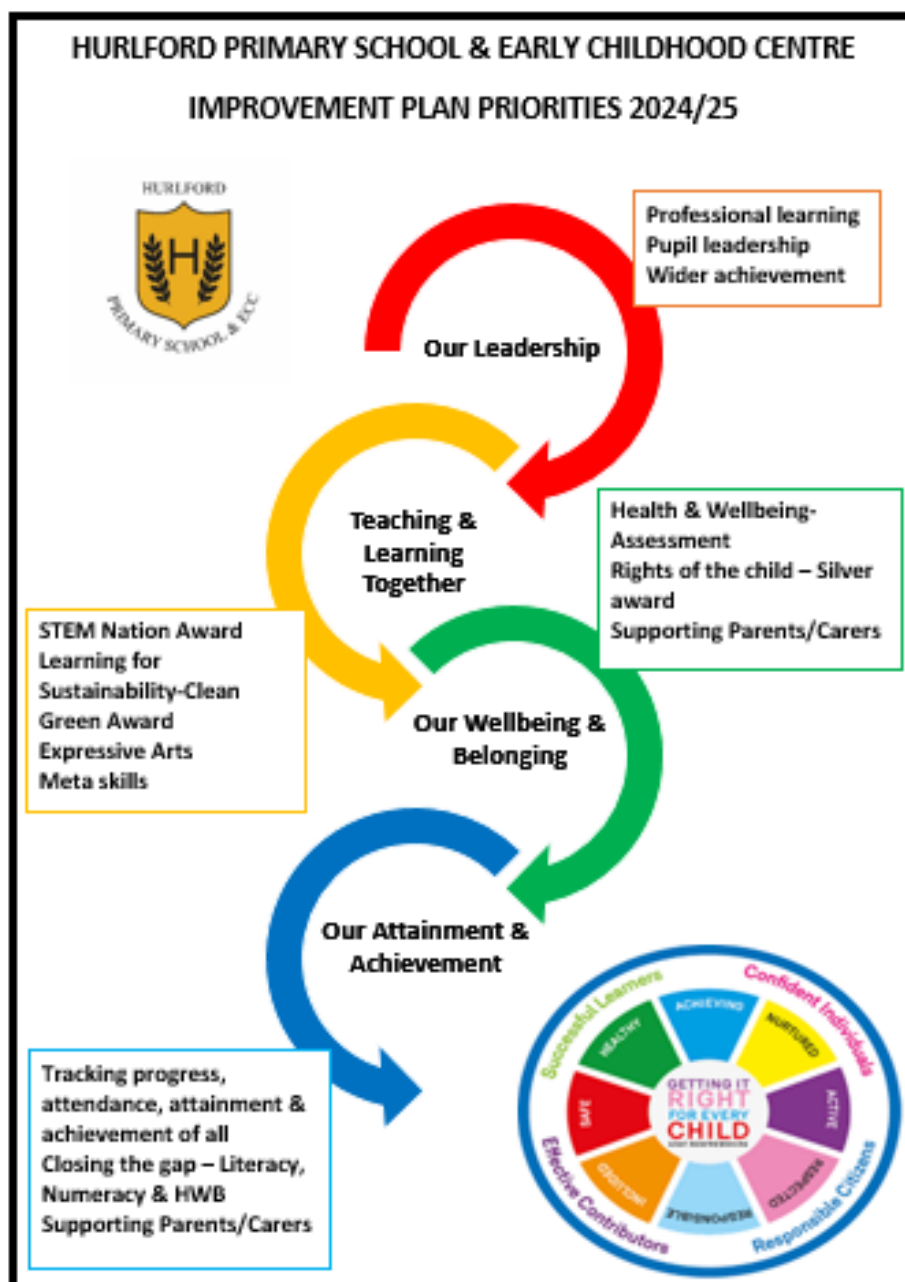
MRS L. McGOLGAN (HEARING IMPAIRMENT TEACHER)

MRS R. DUFFY (EDUCATIONAL PSYCHOLOGIST)

SECTION 4

Our School Improvement plan and Standards and Quality report will be available at the start of next session. It will be shared with Parents/Carers on our GLOW page.

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



SECTION 5

3-18 CURRICULUM



Curriculum for Excellence is about preparing all children to become:

- ***Confident Individuals***
- ***Successful Learners***
- ***Responsible Citizens***
- ***Effective Contributors***
-

Curriculum for Excellence is not a single document. It provides the framework to young people's learning so that they can develop in all of the four areas mentioned above. It focuses on planned experiences and outcomes. Learning will take place through a **wide range of planned experiences and activities** which will be designed to achieve specific outcomes. These will be provided for all the Curriculum areas.

The curriculum has been organised into 8 areas.

- **Languages**
- **Mathematics**
- **Social studies**
- **Sciences**
- **Technologies**
- **Religious and moral education**
- **Expressive arts**
- **Health and Wellbeing**

Learning experiences should provide both challenge and enjoyment. Children should be active in their learning and have opportunities to develop and demonstrate creativity. Cross curricular outdoor learning opportunities are developed, whenever possible.

There should also be scope for children and young people to learn and develop in a variety of different ways. There should also be opportunities for personal choice as children move through their school career.

Links from one aspect of learning to another as well as links with experiences and learning taking place at home will be a key feature. It will be important for schools and parents to work closely to help bridge the links between home and school.

LANGUAGES

PHONICS

In Primary 1, Phonics is taught with two main focussed lessons in the week, followed by short daily activities to reinforce the learning. Initially, two sounds are taught per week.

In Primary 2 and Primary 3, phonics is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. In Primary 2 and Primary 3 there is generally one taught phoneme sound per week.



A phoneme is the smallest unit of sound that can alter the meaning of a word. This can be in the form of a single letter or a joined phoneme e.g. p/b pin/bin ch/sh chop/shop etc.

The teacher introduces each sound in a context i.e. a story/song and then demonstrates the letter formation and word building using a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently / with a partner throughout the week.

Children are taught with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building reading and writing process. The child encourages their partner to say, make/break, blend, read and write each word. The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.

READING

Children are taught to read using the guided reading approach. The teacher provides an overview of the text. This is known as a 'walkthrough'. At the start of the lesson, the teacher is the only person with a copy of the book. The teacher has read the book prior to teaching and has

identified any tricky vocabulary and any common words the children have already learned in class. The teacher helps the children to read the words in the book by drawing their attention to the picture clues. Time is taken to teach the children various comprehension strategies

to help them gain a better understanding of the text. As their phonics knowledge increases, children will also learn word attack strategies to enable them to decode words that they find difficult. After the initial 'walkthrough', the children have opportunities to read aloud. This happens in a group setting /with a partner. The teacher circulates to listen and provide feedback.

Word Attack Strategies taught:

- Look at the first letter
- Sound out the first few letters
- Break the words into syllables
- Look at the last letters
- Read the sentence again
- Look at the picture
- Look at the shape of the word

Children are taught to read using a structured reading scheme. In the Early Stages, Rocket Phonics is used and in the Middle and Upper stages class novels, Literacy World, Giglets and Rapid readers. Children are provided with a variety of texts in which to develop their reading and writing skills. The support of parents at home is vital in helping children to read. ICT websites and resources are used to support and enhance the learning and teaching process.

Children have to learn to use a variety of skills in reading different types of text, but they also have to derive enjoyment from books. We value the help from parents in encouraging children to read regularly.

WRITING

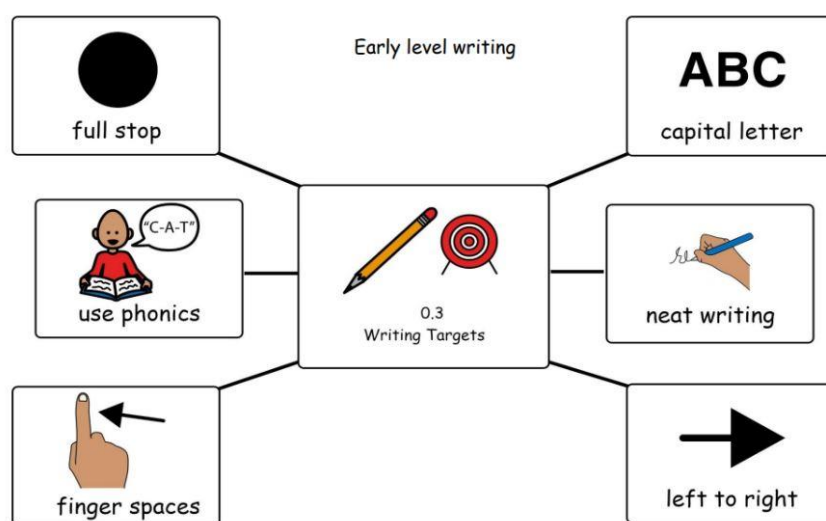
Our establishment uses the 'Big Writing' approach to develop Writing skills. Big Writing focuses on the four key aspects of quality writing:

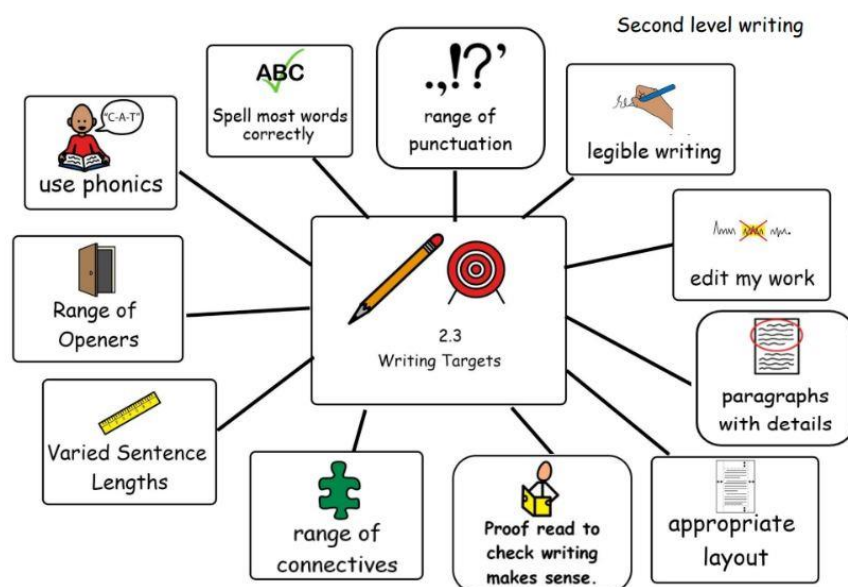
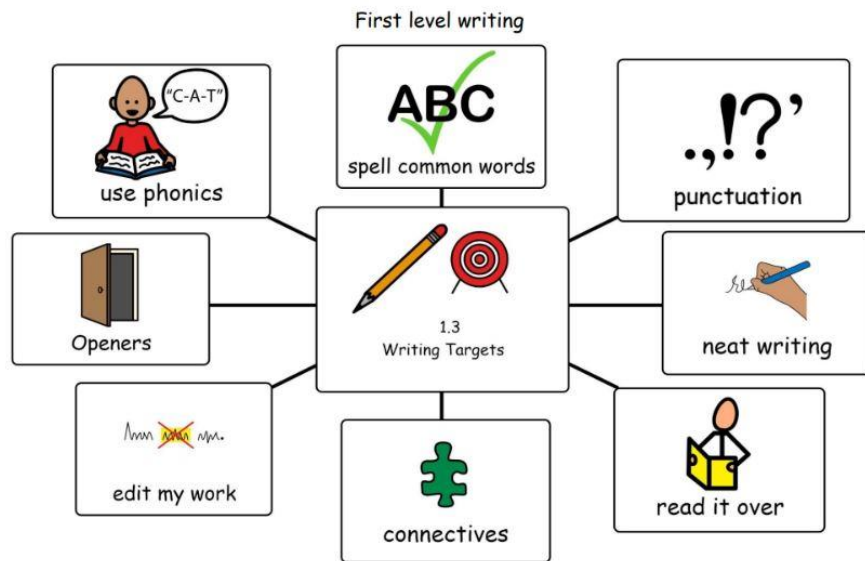
Vocabulary—every child is encouraged to widen their use of language, in order to make their writing richer e.g. 'The sirens filled the sky.' - not that interesting! However, by developing vocabulary: 'The screaming sirens were suffocating the quiet night.' is a far more interesting sentence to read!

Connectives—or joining words, are really important for ensuring writing is cohesive and interesting. Good examples are: although, however, besides, even though, never the less, in addition to, contrary to, despite, etc.

Openers—by varying the way you open sentences, writing becomes more engaging to read. Many Connectives also make good openers, other good examples are: Before very long, An important thing, Having decided to, etc. Meanwhile. Using adjectives at the start of sentences is also powerful eg, 'The golden sun' or 'The grumpy old man'. Varying the sentence length and word order can also help, as well as using complex sentences structures.

Punctuation —Children are encouraged to use appropriate punctuation to lift their writing off the page e.g. 'We were sailing hard at 23 knots (very fast!) through perilous and ice cold waters.





Children take part in a range of VCOP activities to develop their skills in the following areas: Vocabulary, Connectives, Openers and Punctuation. Rapid Writing is used to support some children with their writing skills.

Contexts for teaching the skills of writing are provided. This gives relevance to the tasks and the children are motivated because they are interested. Children require to express themselves in different written formats and for different reasons. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn skills for letter writing, completing

forms, etc. We use a variety of resources to teach writing including Literacy World and other areas of the curriculum.

Assessment for learning strategies will be used to help pupils develop their skills. For example, self and peer assessment using the VCOP grids. Children are encouraged to develop and consolidate their writing skills across the curriculum.

SPELLING

Spelling and phonics are taught separately at this stage. Spelling is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as the common words. These are the words that the children are most likely to come across when reading simple texts. They will also use these words in their writing.

Children have opportunities throughout the week to work with a partner. This is called reciprocal teaching. They take turns to dictate words and sentences. The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.

Children are taught strategy spelling. Strategy Spelling teaches children to problem solve and enables them to spell tricky words. Tricky words are words which don't always follow patterns or rules.

The strategies the children are taught are:

- **Using phoneme knowledge** (sounding out)
- **Syllabification** – breaking words down into syllables. The children clap out words to identify syllables e.g. go-ing / An-drew
- **Word Shape** – look at letter shape, size, ascending and descending letters
- **Tricky letters** – looking at the position of tricky letters as an aid to spelling
- **Compound Words** – breaking the compound word into simple words e.g. into = in + to
- **Mnemonic** – using an aide memoir e.g. because – Big Elephants Can Add Up Sums Easily
- **Using Analogy** – if you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

Spelling games are also used to consolidate pupil learning.

HANDWRITING

Handwriting skills are developed throughout the school. Skills are developed using Nelson Handwriting. Children are encouraged to take care with their handwriting and presentation of work at all stages.

LISTENING & TALKING

In the classroom, children are taught to be active listeners. A variety of activities are used such as tapes, games, stories and specially devised materials. Listening skills are developed through many aspects of the curriculum. It is through discussion and talking together that children make sense of their learning. Opportunities are planned across the curriculum for children to talk in pairs, groups or individually with their peers, the teachers or other adults.

LITERACY ACROSS THE CURRICULUM

Literacy is the passport to essential learning across the wider curriculum and lifelong learning. It is important to make and highlight connections between the different curricular areas and promote the development of literacies across the different curriculum areas: expressive arts, health and wellbeing, languages, mathematics, religious and moral education, science, social subjects and technologies. It is important that pupils recognise that skills are transferable across all subject areas.

MODERN LANGUAGES

French is taught across all stages.

MATHEMATICS

For young children Maths is embedded in their play and everyday situations. At Hurlford Primary we also build on and extend these experiences in a structured way. We use EAC Progression planners, using a range of resources to support learning, including Scottish Heinemann Mathematics and TeeJay Maths.

As well as basic number work, the children learn about shape, measurement, money, information handling, problem solving and enquiry and calculator work.

Interactive Mental Maths plays an important part of our pupil's learning. The emphasis is on activity and practical example. This is then followed by consolidation and practice. Assessment is built into learning and this allows the teachers to plan accurately for the next steps in the children's learning.

The computer is a valuable resource and learning tool in Mathematics. The children learn a great deal of the mathematical concepts through the 'fun' of using the computer in conjunction with commercially produced software. The use of I.C.T. is embedded in the learning and teaching of mathematics.

NUMERACY ACROSS THE CURRICULUM

Numeracy is a fundamental life skill. Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society. It gives increased opportunities within the world of work and sets down foundations which can be built upon through life-long learning.

Whilst numeracy is a subset of mathematics, it is also a core skill which permeates all areas of learning, allowing pupils the opportunity to access the wider curriculum.

Teachers look for opportunities to develop and reinforce numeracy skills within their own teaching activities and through inter-disciplinary projects and studies.

SOCIAL STUDIES, SCIENCES AND TECHNOLOGIES

Children have to interact with the environment all of their lives and will be able to cope better if they have an understanding of it. We aim to provide some of these skills. The many aspects taught are **Social Studies, Sciences and Technologies**. These include:

People, past events & society

Our Physical World

People, place & environment

Our Living World

People in society, economy & business

Our Material World

We aim to develop knowledge, understanding, skills and attitudes associated with the above components. We are concerned with how the children learn as well as what they learn. Children are encouraged to learn by being actively involved in their learning.

These subjects are taught through interdisciplinary projects, encouraging pupils to contribute to the planning process. This approach ensures that all components are delivered and ensure a balance of time will be spent delivering this aspect of the curriculum each year.

This programme is continually being modified to embrace 'A Curriculum for Excellence'. Teachers seek to make greater connections between the various curricular areas and encourage pupils to become more actively involved in their learning.

Children experience regular STEM sessions and activities throughout the school, focusing on developing Science, Technology, Engineering and Maths within real life contexts.

A range of partners enhance our STEM curriculum, including the following:



Children also have the opportunity to go into the wider community.

Technologies are connected strongly with all other areas of the curriculum, whether through extending and applying the specialist knowledge and understanding developed in the sciences, through the creative use of technology in the expressive arts, or through use of technologies to enhance learning. PCs are used within the school. Each classroom has an Interactive Smartboard.

Eco school (Clean Green Award)

The school has an active Eco committee which works hard throughout the year. Our pupils have continued to work hard to maintain our Eco-school status and encouraged to take a leading role in developing our school and local environment.



RELIGIOUS AND MORAL EDUCATION

Pupils learn about the following religions: Judaism, Hinduism, Christianity and Islam.

Our pupils visit Hurlford Parish church at Christmas and Easter.

EXPRESSIVE ARTS

This includes Art and Design, Drama, Music and Dance.

ART & DESIGN

Art and design is taught using the skills programme devised in line with A Curriculum for Excellence. The programme is aimed at teaching all the required skills in a systematic and progressive way. Children's artwork is displayed throughout the school and in the community.

DRAMA

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

MUSIC

One of the main priorities of music in the school is for enjoyment. The children are given the chance to sing, listen to and create music of their own. Many types of music are included in the listening sections. P5-P7 pupils also have the opportunity to learn to play an instrument, taught by East Ayrshire Instrumental instructors.

DANCE

Dance is integrated into interdisciplinary themes. Scottish Dance is taught annually

HEALTH & WELLBEING

The main purpose of health and wellbeing within *Curriculum for Excellence* is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

This includes learning about:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

The establishment has a holistic, health and wellbeing programme focusing on the above areas. All of our children are encouraged to contribute positively to our establishment's community and we promote their involvement within our establishment.

Health and Wellbeing is promoted informally through the ethos of our establishment, encouraging healthy eating, daily tooth brushing and encouraging physical activity. Our establishment has gained Health Promoting school status.

Personal and social education is concerned with the development of life skills. Through personal and social education children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

We seek to create a community which provides a warm, caring and supportive atmosphere by treating the children as individuals, listen to their needs, offering equal opportunities to all, stressing the positive achievements and encouraging strong links between parents/carers, children and our establishment. Our pupil council also plays an important role in developing pupil roles and responsibilities.

The establishment follows a differentiated approach to P.E, using a variety of resources. A variety of additional resources are also used to supplement this programme. East Ayrshire's Active schools team also support the establishment in taking forward this curricular area. Primary 7 pupils also have the opportunity to have swimming lessons at Loudoun Academy.

Pupils take part in weekly outdoor 'Work Out Wednesdays' developing their fitness skills. The school works closely with Ayrshire College Students and Active School, promoting physical education and physical activity.

Where appropriate, the school nurse and Campus cop, as well as a number of additional health professionals support the delivery of the programme. If you require advice from the school nurse, please contact our School Nurse at the local health centre.

MEDICAL & HEALTH CARE

Routine medical examination are carried out by Ayrshire and Arran Health Board in conjunction with the school. Parents/carers will be notified by letter of any medical examination in advance. Parents/carers are encouraged to accompany their children

Dental Examination of selected pupils are carried out in school and treatment given where requested by parents.

It is imperative that parents keep the establishment fully informed about any medical condition affecting their children, and of any arrangements to be made in such cases.

ACTION TAKEN IF CHILD BECOMES ILL AT SCHOOL:

Parents/carers are contacted by telephone and asked to collect their child from the establishment

If there is no one at home, the emergency contact is telephoned and above procedure is followed.

If neither parent/carer or emergency contact is at home, the child remains in school, being kept as comfortable as possible under the supervision of our First Aid person.



In the event of an accident, the parent/carer is notified, the child is taken to the local Health centre or casualty department of the hospital if need by by a member of staff. If the parent cannot be contacted, the Head Teacher will follow through the above procedure, notifying the parent of action taken.

It is very important that the establishment has on record the correct telephone numbers in order to contact parents and emergency contacts. Please notify the school of any changes to these telephone numbers over the session.

At the start of each new session, pupil care plans are updated, as required. If your child requires medicine to be administered, please contact the main office to complete a 'Administration of Medication' form.

SECTION 6

In Hurlford Primary School and Early Childhood Centre, we value both summative and formative assessment as they each fulfil different, parallel purposes, as the following quote highlights:

*If we think of our children as plants, **summative** assessment of the plants is the process of simply measuring them. The measurements may be interesting to compare and analyse, but, in themselves, do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants- directly affecting their growth.*

(Clarke. S, *Unlocking Formative Assessment* 2001)

Formative assessment furthers the learning:

- *How can I improve this?*
- *How can I better understand this?*

Summative assessment determines what has been learnt:

- *I can.....*
- *I know that...*

Formative assessment describes the *processes of teaching and learning*, whereas summative assessment takes place *after* the teaching and learning. Staff use a wide range of assessment evidence when monitoring children's progress. Staff are constantly monitoring and assessing children's progress. Assessment is an integral part of all teaching, allowing staff to meet children's

needs and plan future learning. Assessment is both **summative** (e.g. Scottish Survey of Achievement, check-ups, etc.) identifying where children are at a given point and **formative**, identifying how children learn , as well as what they learn and involving children more actively in the assessment process.

Children are involved in self and peer assessment. Pupils also have the opportunity to reflect on their learning and complete their learning log on a weekly basis. This is an important dialogue between pupil and teacher.

Each child has a FAB file with a variety of pieces of work, chosen by themselves or their teacher. This file starts in the Early Childhood Centre and progresses throughout the school. The Transition Profile is passed from the Early Childhood Centre to Primary 1. Progress reports are sent out once a year in May. These reports will highlight children's strengths and next steps. Reports will be used as a focus for discussion at Parents night.

PROMOTING POSITIVE RELATIONSHIPS

At Hurlford Primary School and Early Childhood Centre, we seek to promote positive behaviour by:

- *Promoting our school values of respect, teamwork and truth with all members of our School Community playing a key role in promoting positive behaviour.*
- *Creating a climate in and around school, where pupils feel valued and their voices heard*
- *Using a Restorative approach to resolve issues*

At Hurlford Primary School and Early Childhood Centre, we recognise that the majority of pupils display positive behaviour within our school community. Staff employ a wide range of strategies within our establishment to promote positive behaviour, include:

- *Good classroom organisation and management*
- *High expectations of behaviour*
- *Positive relationships*
- *Early interventions to support needs*
- *Verbal praise/encouragement*
- *Close monitoring across the school community*
- *Involvement of pupils/parents/all staff/outside agencies*

At the start of each session, pupils work with their teacher to develop and agree a Classroom charter of expected behaviours. This is displayed prominently in the classroom and reflected on regularly.

Recognition boards are used within the classroom to reinforce expectations and appropriate behaviours. If a pupil gets their name on the Recognition board, this translates to a point for their House.

Every week, each class teacher highlights a **Star Worker** and **Star Writer** for their class.

Pupils may also be nominated by their class teacher for going '**Above and Beyond**', this is rewarded by a certificate and an invitation to 'Hot Chocolate Friday' with the HT.

Community Building – House Points

Every child is a member of one of four 'HOUSES' each with its own name.:

Ashyard

Holmes

Portland

Skerrington

The children will earn yellow House Points for various positive behaviours displayed in the establishment, the dinner hall and the playground. All staff, teaching and non-teaching, can award House Point Tokens for positive behaviour displayed outside the classroom environment. Each House will have two House Captains (P7) and two Vice Captains (P6) who have been voted into their positions by the children in their House in August. When a House Point token has been awarded it will be banked in the House Bank. Each week the House Points are counted and added to the running total. House points will be counted twice a year: at the end of Term 2 (December) and at the end of Term 4 (June). A reward event will be organised for the winning house. The two Houses that win will be presented jointly with the shield at Prize giving in June.

At Thinking Sessions, mixed stage House Home Circles, every child contributes their ideas and view on a weekly basis.

As an establishment, we recognise that there are occasions when a child may require support with behaviour. Indiscipline can take many forms and be displayed on many levels. As such it will be dealt with in various ways appropriate to behaviour.



HURLFORD PRIMARY & EARLY CHILDHOOD CENTRE

RESPECTFUL RELATIONSHIPS



OVER AND ABOVE AWARDS

Star Worker Badges
Star Writer
Certificates
Hot Chocolate Friday
House Points
House Reward Party



STEPPED BOUNDARIES

Non-verbal reminder

Verbal reminder

Yellow warning

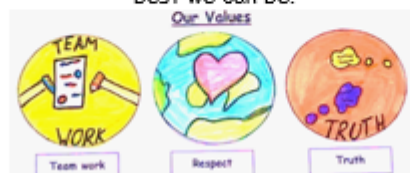
Orange warning

Cool down time with SLT

Red slip issued

Our Vision

We work together to create a nurturing and inclusive environment, where everyone is encouraged to become the best we can be.



Our Aims

We aim to:

- Create a nurturing, safe and inclusive environment
- Provide a broad, challenging and stimulating curriculum, developing the four capacities – successful learner, responsible citizen, effective contributor and confident individual
- Provide high quality learning and teaching, developing skills for learning, life and work
- Recognise and celebrate progress, achievement and success
- Promote partnership with Parents and the wider community

VISIBLE

CONSISTENCY

Warm Welcomes
Magic Movement
Instant Initiatives
Recognition Boards
Mutual Respect



REGULATE – calm child – breathe!

RELATE – connect & empathise

REASON – conversation

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected and how?
- How can we make sure this does not happen again?
- What can we do to put things right?

REPAIR – apologise and move on

Miss Mair, DHT closely monitors pupil behaviour and will contact Parents/Carers should we have any concerns regarding pupil behaviour.

Incidents will be dealt with in a restorative manner, encouraging pupils to take responsibility for their action, finding solutions and resolutions to difficult situations.

We have gained our Rights Respecting School -Silver Award.



ANTI BULLYING: RESPECT FOR ALL POLICY

Please see this policy on our GLOW page, please click on the link:

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

Our pupils have also devised their own slogan: **Stop! Walk! Talk!**

We seek to deal with issues on an incident by incident basis and deal with issues in a restorative manner with parental support.

ADDITIONAL SUPPORT NEEDS

The Educational (Additional Support for Learning) (Scotland) Act 2004 has replaced the law relating to special educational needs. This has now been updated by the 2009 Act which came into force on 17 November 2010. The majority of children and young people are able to access their curricular programme at school without the need of additional help other than that which any teacher will provide in any classroom. However, there will be a percentage of children/young people, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child or young person may require additional support beyond the norm in order to help them overcome these barriers. Such children/young people will be considered to have 'additional support needs'.

All schools and early childhood centre establishments have a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage. Transition meetings take place prior to children starting P1, as required. Transition 1 (June) and Transition 2 (Feb) meetings will take place for ASN pupils in Primary 7 moving to Secondary.

Children and young people who have been identified as having additional support needs will be supported through an Action Plan, Individual learning Plan (ILP) or in some cases a Coordinated Support Plan. In line with legislation, parents/carers/children and young people will be fully consulted at all stages. ASN meetings take place at least once a year, additional meetings are arranged, as required.

The 2004 Act has been updated by the Educational (Additional Support for Learning) (Scotland) Act 2009. This Act places additional responsibilities on local authorities for children who are looked after by the local authority. It will also give more rights to parents in respect of requesting assessments in relation to their child/young person. Further information can be obtained from various leaflets, that can be accessed through council website or individual copies are available in

school. Mediation and advocacy services are also available and information about these can be obtained from the contact details below.

Enquire - the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people) Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

Additional Support Needs : East Ayrshire Psychological Service

Advice and support may be sought from other appropriate staff within the school and through consultancy with visiting professionals, including the Educational Psychologist. Our school psychologist is Roisin Duffy. The Educational Psychologist visits the school regularly to work with and, through the staff, to best support children and young people who are experiencing barriers to learning. Their role is often in giving advice to the school and in the sharing of expertise with staff.

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

CONTACT DETAILS

Head of Education

Linda McAulay-Griffiths

Economy and Skills

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576126

Cabinet Member with responsibility for Education and Children and Young People

Councillor Elaine Cowan

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563

Local elected members for ward

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

WARD 4 KILMARNOCK EAST & HURLFORD

- **Councillor Graham Barton (SNP)**
- **Councillor Graham Boyd (Independent)**
- **Councillor Barry Douglas (Labour)**
- **Councillor Neal Ingram (SNP)**