

Mount Carmel Primary Handbook 2024-2025





Mount Carmel Primary School

**Meiklewood Road
Kilmarnock
KA3 2EL**



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Email:	eamountcarmel.ps@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/mountcarmelps2017/
X formerly Twitter:	@eacMountCarmel
School App:	Available on appropriate mobile devices. Please contact the school office for a QR code
Denominational Status (if any):	Roman Catholic
School Roll:	Primary 1 – Primary 7 173 pupils
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1 - Welcome Information

On behalf of our school community, I would like to welcome you and your child to Mount Carmel Primary. I hope our handbook will help you find out everything you need to know about our school, our staff and the range of educational experiences your son or daughter will have as a pupil here.

Our staff, parents and pupils form an important partnership and work together to ensure that each pupil learns in a nurturing, stimulating and positive environment where children are able to be happy, safe and successful.

As a Catholic school, our faith is taught not just as a subject, but also as a way of life. This means that our first duty is to treat others with love and respect. In this way we hope our children will be eager to work and co-operate with all staff and each other. Our school is an exciting place and in line with a Curriculum for Excellence we strive to encourage and support all of our pupils to become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

Beginning primary school is an exciting and important milestone in a child's life and we at Mount Carmel Primary will do our utmost to ensure that it is a happy, welcoming and worry free time for both parents and children. This handbook is intended to give insight into school life to all parents and new children. However, if you have any further questions, please contact the school.

Welcome to our Mount Carmel family.

Yours sincerely

Andrea Fergusson

Head Teacher

Vision, Values and Aims

During 2023-2024 we reviewed our School Vision, Values and Aims. These are now:

We strive to learn together, achieve together and be a good friend to Jesus.

FAITH - Believe in ourselves, others and God.

KINDNESS - Towards all.

RESPONSIBILITY - To be honest, respectful and achieve in our learning



MOUNT CARMEL PRIMARY SCHOOL

OUR AIMS:

- **Provide**

A friendly, inclusive, safe, caring, motivating and nurturing family orientated environment.

- **Foster**

Essential, transferable life skills through a broad and rich curriculum.

- **Inspire**

A lifelong love for learning.

- **Build**

Partnerships with parents, parish and wider community.

- **Enhance**

Spiritual development by providing Catholic education based on the Gospel values whilst instilling respect for other faiths.



SECTION 2

It is our aim that all pupils are given the best possible start, that their confidence, God given talents and capabilities are encouraged, enabling them to make valuable contributions to our society as confident individuals, effective contributors, responsible citizens and successful learners.

We endeavour to ensure that every child has the right to be included and supported as far as possible, in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability.

Enrolment

Online enrolment takes place annually in January when exact details are given in the local press and posted in pre-5 establishments as well as on our school app. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August.

Any parent/carer wishing to come along to view the school and meet us before enrolling their child in January can do so and ask any questions they may have about provision. Appointments can be made by contacting the school office.

Children who live in the catchment area of a particular school are required to enrol at that school. They will then be informed of their right to make a placing request to another school of their choice and the conditions pertaining to this. Information and forms regarding placing requests can be obtained on the East Ayrshire Council website.

Transition from Pre-school to Primary

We are committed to ensuring the transition from Early Childhood Centre to School is as smooth as possible. We start to engage with our new pupils and their families from January. Members of our school staff visit various Early Childhood Centres to start to build relationships with our new children.

A calendar of events and visits begins in February with various opportunities for children and their families to visit the school and work with their new friends before they start Primary 1 in August.

Transition from Primary to Secondary School

Our pupils generally transfer to St. Joseph's Academy. St. Joseph's provide an excellent transition programme and engage with our children from Primary 6. During Primary 7,

the children visit the school monthly taking part in a range of curricular activities. Parents/carers are also invited to attend several information sessions.

Our School

Within the school there are seven teaching areas and many breakout spaces that can be used flexibly. The school also has a designated computer suite, a well-stocked library and a music/art room. We have a gymnasium and an assembly hall/dining hall.

Head Teacher **Mrs Fergusson**
Depute Head Teacher **Mrs McGahon**

The teaching staff comprises of:

Mrs Duff	Primary 1
Mrs Travers	Primary 2
Mrs MacKinnon	Primary 3
Vacany/Mrs McIntyre	Primary 4
Miss Carr/Mrs Terras	Primary 5
Mrs McCreadie	Primary 6
Mr Bertoncini	Primary 7
Mrs Terras	NCCT
Mrs Dunsmore	Nurture Teacher
Mrs Rosa	EAST Core Support

We are also well supported by our school chaplain, **Fr Jim Hayes**

The invaluable support staff comprises:

Classroom Assistant	Mrs Jeffers
Classroom Assistant	Mrs Henderson
Classroom Assistant	Mrs Clark
EAST Classroom Assistant	Mrs Golec-Kusio
EAST Classroom Assistant	Mrs Watson

Campus Police Officer	PC O'Donnell
Homelink Worker	Ms McLaughlin
Financial Inclusion Team	Ms Cameron

Senior Clerical Assistant:	Ms Morrison
Senior Clerical Assistant:	Mrs Templeton

Facilities Janitor:	Mr Leslie
Crossing Patrol:	Mr Sturgeon

Catering Manager: **Ms Roney**
Catering Assistants: **Mrs Halbert**
Catering Assistants: **Mrs Livingston**
Catering Assistants: **Mrs Gilmartin**
Catering Assistants: **Mrs Cairns**
Catering Assistants: **Mrs Dunlop**

Cleaning Supervisor: **Mrs Aird**
Cleaning Assistants: **Ms Morgan**
Cleaning Assistants: **Ms Martin**
Cleaning Assistants: **Ms Gillon**
Cleaning Assistants: **Ms Graham**

School Nurse: **Vicki Paton**
Educational Psychologist: **Blake Killeen**
Active School Coordinator: **Faye Meikle**
Catering Assistants: **Mrs Cairns**

Instrumental Instructor (Brass): **Mrs Hopkinson**
Instrumental Instructor (Woodwind): **Mrs Campbell**

Throughout the year we may also be supported by the following agencies:

- Speech and Language Therapy Team
- Hearing Impairment Team
- The Exchange Counselling Service
- CAMHS Team
- Children and Families Services
- Children's First
- Barnado's

Additional Support Needs

The majority of children and young people are able to access their curricular programme at school without the need for additional supports. 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 in order to help them overcome these barriers.

The school has 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.

We aim to identify difficulties quickly by constant monitoring and steps are in place to take forward concerns as they appear. Screening procedures include pastoral discussions, termly assessments and tracking of attainment at all stages.

Children and young people who have been identified as having additional support needs will be supported through a My 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.

The support given will vary from child to child and is dependent on need. Class teachers in consultation with the Senior Leadership Team (SLT) and EAST (East Ayrshire Support Team) staff will decide the nature and range of support necessary. Classroom Assistants (CAs) also play an important role in assisting children with access to the curriculum and providing reinforcement of class lessons.

Sometimes it will be necessary to seek the advice of specialist agencies. Further information can be accessed from the East Ayrshire Council website.

SECTION 3

Our school day for children is:

School begins	9:00 am
Morning Interval	10:40 am – 10:55 am
Lunchbreak	12:35 pm – 1:20 pm
School finishes	3:00 pm

School Transportation Service - children traveling home via taxi are collected from the main foyer at 2:50pm.

PEACE (after school childcare located at Onthank Primary) - children are collected from the main foyer at 3:00pm.

Attendance and Timekeeping

If your child is going to be absent, please phone, text or e-mail the school office before 9:15am on the first day of the absence, explaining the reasons for non-attendance. Under Child Protection Procedures any absences not reported to the school must be followed up by the school with a text or phone call home. Where no information is provided pupils will be recorded as having an unauthorised absence.

Parents/carers are responsible for ensuring that your child attends regularly and arrives on time. If your child is late, they must enter the school via the main door and report to the office.

Regular and punctual attendance is linked closely to achievement. Attendance, unauthorised absences and timekeeping are monitored by the SLT. When attendance falls below 90%, if there are several unauthorised absences or when late coming causes a concern, our attendance policy procedures will be put in place. This may include support from our Home Link worker or a meeting with the SLT and other agencies.

School Holiday Arrangements

Pupil holidays should take place during these times, unless there are exceptional circumstances. Please contact the school office to make us aware of any such times.



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

Communication

We are keen to maintain excellent and open communication links with our families and have several ways in which we do this:

- via the 'School App' and blog
- monthly newsletters
- posts via all our social media platforms
- letters in school bags

We will contact you by telephone if there is anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's learning or development, please phone the school office and an appointment to meet will be arranged at a mutually convenient time.

Dress Code

Full school uniform should be worn every day, the exception to this is when we have a dress-down day for fundraising or a dress-up day to celebrate a special events. These events are shared on our school app and website.

Our uniform comprises of:

- white shirt with school tie (pale blue is also acceptable)
- blue sweatshirt (not hoodies), jumper or cardigan (can have the school badge if you wish)
- grey trousers, shorts, skirt or pinafore (blue tartan pinafores and skirts are also acceptable)
-

Our P.E. kit comprises of:

- black or blue shorts
- white or pale blue t-shirt
- black plimsoles/sandshoes or trainers

P.E. kit can be kept in a bag in school. Please see the blog and app for details of P.E. days for each class. All jewellery must be removed prior to P.E. lessons including earrings. School staff cannot remove earrings or place plasters over newly pierced. We would suggest ear piercing takes place over the school holidays.

Other items could include:

- school blazer
- Primary 7 have the option to purchase a leavers hoodie in term 3. These are then worn on a Friday. From April they can be worn daily with a shirt and tie underneath. When attending Mass hoodies should not be worn.

Unless the weather is very cold and wet, we like the children to be able to play outside therefore children should bring a waterproof jacket to school every day.

Football colours or kits are not permitted in any East Ayrshire school and should not be worn at any time including dress down days or special events.

Entry/Exit to the School Grounds

Please note that parents and carers should not be accessing the school car park at any point of the day. For the purposes of drop off and collection the church car park is available as well as Onthank ECC car park.

Children only should access the playground from 8:45am. Primary 1-3 children access the school playground via the gate at the side of the school. Parents/Carers should not accompany children into the playground unless by prior arrangement with the Head of Establishment.

Primary 4-7 children can access the playground via the gates at the front of the school. Parents/Carers should not use this gate. If you require to access the school please use the main gate and go straight to the main door.

Security and Visitors

Parent/carer access to the school building is limited to the main entrance during the teaching day for security reasons. All staff wear security badges for ease of identification. All visitors to the school must sign the visitor's book at the main entrance and report in the first instance to the Office. This simple procedure allows us to monitor who is in the building at all times. Additional security is provided by the CCTV installation.

If parents/carers wish to speak with a staff member, it is our preference that you please phone the school to arrange an appointment at a suitable time. School staff should not be approached at the end of the school day. If you wish you can enter through the main entrance and speak with a member of the clerical team.

Filming and Photography

Parent/carers are not permitted to take film or take photographs within the school or on school grounds. Photography or filming of special events will be completed by school staff only.

Homework

Promoting children's learning and developing strong partnerships between home and school is the foundation of our homework policy. Learning happens both in and out of school and to ensure a breadth and balance of motivating homework. A homework review was undertaken during 2022 and a new programme was developed in full partnership with children, parents/carers and staff.

It was agreed that:

- homework is valuable
- homework should be given regularly
- homework should be completed
- homework should provide an enjoyable shared experience.

Homework is monitored by class teachers and by the SLT.

School Meal Service

Lunch time meals are served in the Dining Hall and are provided by Onsite Services. Pupils have a choice of at least two main courses with either soup, fruit or a pudding provided each day. Water and milk are available daily. Children on special diets can be accommodated by arrangement with the catering team.

Menus are available via the authority website.

Primary 1-3 come to lunch at 12.35 p.m. every day. Children in Primary 4-7 have allocated lunch slots and are called on when it is their time for lunch. Members of the SLT and support staff supervise at lunchtime.

Primary 1-5 currently access free school meals. Primary 6 and 7 use ParentPay. Please ensure that your child has adequate funds on their account. Parent/Carers will receive a text reminder if no funds are available for their child.

The Parent Council – Friends and Parents of Mount Carmel

As a parent of a child in attendance at the school or ECC, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at Mount Carmel. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them. This is a very active group in the school who aim to provide the best support for our pupils, staff and parents.

Parent Council Members

The Parent Council meets regularly and focuses on school improvement, fundraising and whole school events.

Chairperson – Marion Smith

Parent Council meetings are a mixture of meetings in school and virtually.

For further information please contact -

Mount Carmel Parent Council: mcparentcouncil@gmail.com

Complaints Handling

Any complaint should in the first instance be directed to the SLT. No matter how big or small your concern is, please share it with us and allow us the opportunity to fully investigate and get back to you. This may involve a telephone call, email or team meeting as a follow up.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected, for example, by severe weather, temporary interruption of power, provision of transport or fuel supplies. In such cases, we shall do all we can to let you know about details of closure, temporary arrangements or reopening. We shall keep in touch by using text messages, announcements on local radio and school and council websites as well as via the Safer Schools app.

Medical and Healthcare

In the event of a child taking ill, or having an accident during school hours, the main parent/carer is informed immediately. If unavailable the next emergency contact on the list will be notified. It is vitally important that we have up-to-date information for at least two emergency contacts.

The only medicines allowed to be administered are those issued by a doctor or pharmacist – a prescribing label must be present and full administration details provided. Parents will be required to complete a form before medicines can be administered. You can obtain a copy of this from the school office.

In the instance of ongoing medication, a Health Care Plan will be formulated by the SLT, school nurse and parent/carer to ensure consistency of administration

Mediation

Mediation & 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'.

Trauma Informed Contact and Care

Trauma Informed Contact and Care is an Education and Police initiative to inform schools, first thing in the morning, if a child or young person has been exposed to a domestic abuse incident the night before. This allows the school to be aware that the child or young person may not have completed homework, be feeling tired or may show signs of

dysregulated behaviour that requires support. Staff follow Getting it right for every child processes to provide appropriate support to the child, young person and their family.

Data Protection

The Data Protection Act 1998 currently regulates the way the Council handles and processes personal data that we hold. This was replaced by a new data protection law on 25 May 2018 which introduced new rules on how we collect and process personal data.

The link below will take you to the Council's information governance intranet pages where you can find further information including data protection/GDPR guidance and factsheets.

[How information is stored](#)

SECTION 4

The Curriculum

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

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all the Experiences and Outcomes across curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the

outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts.

Our Curriculum

In Mount Carmel Primary School we implement CfE through our main curricular programmes: Health and Wellbeing, Literacy, Numeracy, Religious Education, Expressive Arts and a range of Interdisciplinary Learning that provides context for Sciences, Social Studies and ICT.

At Mount Carmel we are fully committed to support both mental, social and physical wellbeing. Our focus on mental wellbeing is supported by:

PATHS

Our PATHS programme supports learners to understand and express their emotions in a nurturing and positive way. It is first introduced in Primary 1 through stories and interactions with our beautiful puppets Twiggle, Henrietta, Duke and Daphne. With these characters emotions are brought to life. Lessons and themes are delivered weekly and pupils learn to navigate comfortable and uncomfortable feelings. Through this growing understanding pupils recognise and use the key strategies for encouraging a calm, kind and responsible attitude to problem solving, conflict resolution and managing bigger emotions. In the upper stages of school, pupils will have an opportunity to showcase their understanding of these strategies by becoming a 'Playground Buddy' supporting positive interactions with our younger pupils.

Do Be Mindful

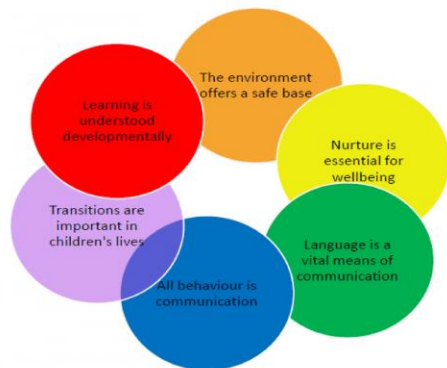
The 'Do Be Mindful' programme has allowed us to develop and embed a positive culture towards personal mental wellbeing. Through the programme pupils and staff are encouraged to build life-enhancing skills, tools and habits that foster emotional and mental wellbeing in a fun and enriching way through a range of activities. Mindful activities are embedded throughout the school day, particularly during transition points, helping to develop emotional regulation, increasing attention and concentration and nurturing a calm, kind and hopeful environment.

Whole School Approach to Nurture

At Mount Carmel Primary we have a whole school nurturing approach that is underpinned by positive, nurturing and respectful relationships. The two key strands of a nurturing approach are:

- 1) A caring approach, that includes a high level of connection, empathy, warmth and responsiveness.
- 2) A structured approach that is consistent and routine based, with high expectations.

This vision is further supported through the understanding and implementation of The Nurture Principles.



Nurture is instilled within every classroom at Mount Carmel through:

- Mindful Time – after break and lunch to allow regulation after transition periods
- Calm Corners in every classroom
- Morning Starters - routine task to encourage focus

We recognise that there is also the need for more targeted Nurture Groups within our school community. These groups offer focused social, emotional and mental health support for pupils, as and when it is required, giving them the best opportunities to flourish in their education. Pupils attend these groups in our allocated Nurture spaces; P1-3 The Willow Room and P4-7 The Oak Room.

Religious Education in Roman Catholic Schools

The Catholic faith underpins the ethos of our school. We celebrate our faith through prayer, sacrament and liturgy. The daily actions of staff and pupils lay the strong foundations of attitudes which will enrich our communities.

'God's Loving Plan' provides guidance to Primary school teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives and what the Church's vision is of Marriage.

We are very ably supported by our school Chaplain, Father Jim Hayes, who regularly visits the school and assists with the preparation of candidates for First Reconciliation, Confirmation and First Holy Communion. Currently children in Primary 3 undertake the Sacrament of Reconciliation and children in Primary 4 undertake the Sacraments of Confirmation and First Holy Communion. Our children in Primary 6 and 7 further develop their faith by participating in Pope Francis Faith Award.

SECTION 5

Achievement and Improvement

Children are encouraged to respond to a variety of issues affecting them in school and through forums such as the Pupil Council, Eco Committee and Rights Respecting School, they have opportunities to contribute to a variety of school events and experiences.

Children take an active part in the day to day running of the school by being our photographers, lunch club leaders, wet break monitors, PATHS buddies and playground games leaders. We have also have captains and vice captains, who are voted for on a yearly basis.

Children have the opportunity to participate in a variety of sporting events including:

- The Day of Dance
- Cycling
- Swimming

In September 2022 we took part in a National Thematic Inspection: Inclusion: Promoting Positive Behaviour. Although no formal written feedback was provided the inspection team recognised the positive direction the school was moving towards and the proactive approach that we took in relation to supporting the needs of our children.

Moving Forward

Our priorities for 2024-2025 are:

<p style="text-align: center;">Our Leadership</p>	<p style="text-align: center;">Teaching and Learning Together</p>
<ul style="list-style-type: none"> • We will provide appropriate CLPL for our staff linked to their needs and the needs of the school • We will support the professional faith development of our staff • We will support UNCRC with continuation of work for Rights Respecting School Silver Award • We will increase opportunities for Pupil Voice in the life of the school • We will continue to increase our use of Learning Journals 	<ul style="list-style-type: none"> • We will develop our Curriculum Rationale • We will develop consistency in teaching and learning across the school • We will develop play pedagogy in Primary 1 • We will improve our literacy teaching • We will improve our numeracy teaching
<p style="text-align: center;">Our wellbeing and belonging</p>	<p style="text-align: center;">Our Attainment, Destinations and Achievements</p>
<ul style="list-style-type: none"> • We will continue to support inclusion through our whole school nurture approach • We will support learners to be in a positive place for learning to take place • We will improve attendance across all stages 	<ul style="list-style-type: none"> • We will increase our tracking of wider achievements • We will support pupils to access activities outside of school • We will provide additional opportunities for success in drama, music and enterprise • We will increase attainment in literacy and numeracy across the school

SECTION 6

Assessment and Reporting

We have a Meet the Teacher event at the start of each year and Sharing the Learning sessions across all terms. These give parents/carers an opportunity to learn more about their child's class and be part of shared activities.

Pupil Progress meetings take place twice during the session. These meetings in November and March give parents/carers an oral report on how children are progressing, their strengths and areas for development. Parents/carers also have the opportunity to look at their child's work.

A written Annual Report is issued for all children in the final term and provides an overview of their learning and next steps. Reports allow for children and parents/carers to comment on progress.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life.

We use a variety of assessment procedures. Within class, the teacher uses continual formal and summative assessment to inform the pupils of their next steps for learning. Pupils are encouraged to assess their own work and the work of their peers using self-assessment and peer-assessment methods such as traffic lighting and 'two stars and a wish'. We also use local authority and national formalised assessments at different stages.

The SLT have termly monitoring and tracking meetings with teachers in order to discuss assessment data and learner progress including next steps in learning. Various other monitoring exercises occur throughout the session to ensure that all children are progressing within the various programmes of study in class. Children use a range of "Assessment is for Learning" techniques to assess their own learning and identify next steps.

SECTION 7

Associated Establishments:

<p>Mr Kane Head Teacher St Joseph's Academy Grassyards Kilmarnock KA3 7SL</p>	<p>Mrs Bradley Head Teacher St Patricks' Primary School Well Road Auchinleck KA18 7SL</p>
<p>Mrs Hastings Head Teacher St Andrew's Primary School Grassyards Kilmarnock KA3 7SL</p>	<p>Ms Rooney Head Teacher St Xavier's Primary School Whitehill Avenue Patna KA6 7LY</p>
<p>Ms Roney Acting Head Teacher St Sophia's Primary School Neville Drive Galston KA4 8BN</p>	

Our associated Early Childhood Centres are:

Onthank Early Childhood Centre, Meiklewood Rd, Kilmarnock - 01563 534660

Cairns Early Childhood Centre, Alton Av, Kilmarnock - 01563533177

Hillbank Early Childhood Centre, Western Rd, Kilmarnock - 01563 521064

Kilmaurs Early Childhood Centre, East Park Drive, Kilmaurs - 01563 538674

The Avenue Childcare Services, Tourhill Road, Kilmarnock - 01563 572828

Dean Park Nursery, 56 Beansburn, Kilmarnock - 01563 539128



Mount Carmel Primary School

*We strive to learn together, achieve together and
be a good friend to Jesus.*

Faith Kindness Responsibility