



Mount Carmel Primary School

**Meiklewood Road
Kilmarnock
KA3 2EL**

Telephone No:	01563 525897
Email:	eamountcarmel.ps@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/mountcarmelps2017/
Twitter:	@eacMountCarmel
School App:	Available on appropriate mobile devices
Denominational Status (if any):	Roman Catholic
School Roll:	Primary 1 – Primary 7 171 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. The information in this handbook is intended to give an insight into the life of the school to all parents and new children. However, if you have any further questions or concerns, please do not hesitate to contact the school.

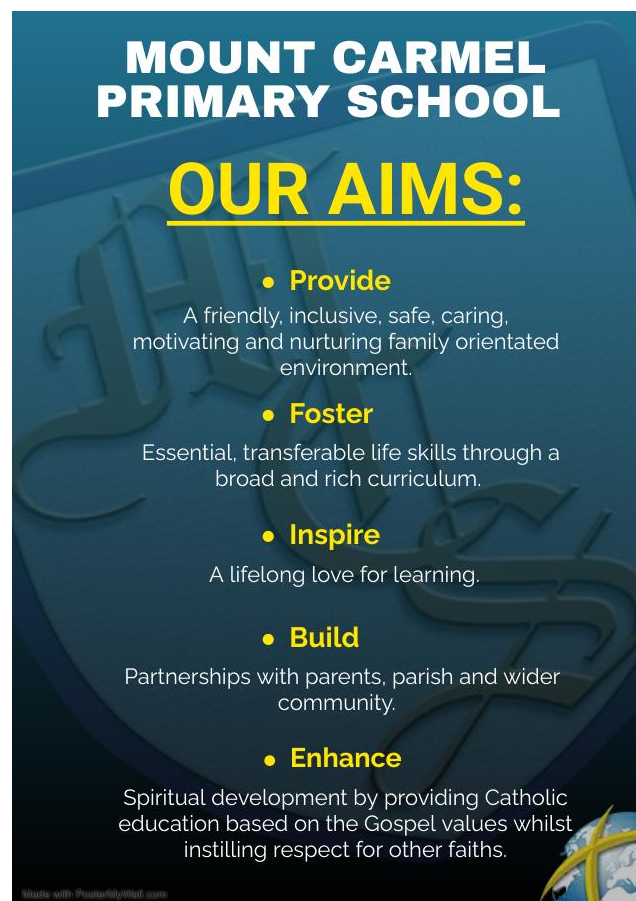
We hope that you and your child will soon feel at home in our school community.

Yours sincerely

Andrea Fergusson

Head Teacher

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



SECTION 2 – Our Team

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.

Staff

The Head of Establishment is: **Mrs Fergusson**

The Depute Head Teacher is: **Mrs McGahon**

The teaching staff comprises of:

Mrs Travers and Mrs Strachan Primary 1

Miss Lennox and Mrs Strachan Primary 2

Mrs McIntyre and Mrs Hope Primary 3

Mrs MacKinnon Primary 4

Mrs McCreadie Primary 5

Mr Bertoncini Primary 6

Mrs Terras and Mrs Dunsmore Primary 7

Mrs Rosa EAST Core Support

We are also well supported by our school chaplain, **Fr Stephen McGrattan and Fr Kevin Rennie**

The invaluable support staff comprises:

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

Campus Police Officer **PC O'Donnell**

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

Facilities Janitor: **Mr Leslie**

Catering Manager: **Ms Roney**
Catering Manager: **Mr Cuthbert**
Catering Assistant: **Mrs Halbert**
Catering Assistant: **Mrs Livingston**
Catering Assistant: **Mrs Gilmartin**
Catering Assistant: **Mrs Cairns**
Catering Assistant: **Mrs Dunlop**
Catering Assistant: **Mrs Reid**
Catering Assistant: **Mrs Duffy**

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

School Nurse: **Vicki Paton**
Educational Psychologist: **Adele Swinfen**
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

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.

Communication

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.

Attendance and Timekeeping

If your child is going to be absent, please phone, text or e-mail before 9:15am on the first day of the absence, explaining the reasons for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police.

Regular checks will be made on absence figures to identify individual pupils whose attendance shows a pattern which causes concern. Such individuals will be monitored. When attendance falls below 90%, or when a pattern emerges, follow up procedures will be put in place.

Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003. This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly with no explanation from the parent, the absence is unauthorised.

Attendance and timekeeping are very important and we encourage children to be in school and on time every day.

When required, we send out an attendance infograph to our families. This gives a breakdown of what learning is missed when a child has been absent for a certain number of days.

ATTENDANCE IN SCHOOL



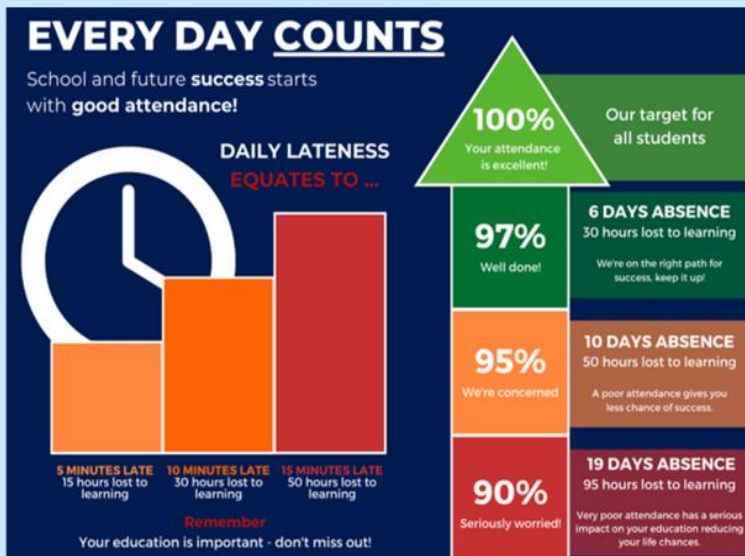
Good attendance and punctuality are valued here at Mount Carmel Primary School.

The Scottish government also promote good attendance through their included, engaged and involved document. The link for this can be found below

<https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>

We are a rights respecting school here at Mount Carmel. Article 28 and 29 of the UNCRC dictates that every child has the right to an education.

Every day in school counts...



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 2. 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 carpark at any point of the day. For the purposes of drop off and collection the church carpark is available as well as Onthank ECC carpark.

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 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 Head Teacher.

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 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 1-7 currently receive free school meals.

The Parent Council

The Scottish Schools (Parental Involvement) Act 2006 was passed in July 2006. The intention of the Act is for parents to become more involved in their child's education. As a parent of a child in attendance at the school, 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 the school. 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. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to become involved and engaged with their child's education.

Mount Carmel Parent Council: mcparentcouncil@gmail.com

Complaints Handling

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. The Head Teacher, Mrs Fergusson and the school team will do their best to resolve any problems or concerns.

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 letters, announcements on local radio and school and council websites as well as via our App. We can also access a text messaging service via the school records.

Medical and Healthcare

In the event of a child taking ill, or having an accident during school hours, the parents or emergency contact are informed immediately. It is vitally important that the school has an up - to - date emergency contact, change of address or telephone number. All children are forwarded an emergency contact list each August and Parents/Carers should forward at least two alternative contacts. The school has facilities to cope temporarily with minor ailments and accidents. The children will be cared for by our qualified First - Aider. Parents should not send their children to school if they believe them to be unwell. Not only is it disadvantageous to the child but there is also the possibility of spreading infection throughout the school. Parents are asked to inform the school of any particular medical requirements so that arrangements can be made to assist the child.

Should your child be prescribed medicine which requires to be taken at school then forms are available from the school office. These must be completed and signed by parents before any medicines can be administered in school.

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 of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and 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.

Curriculum Provision

Mount Carmel Primary School provides a full and varied curriculum according to local and national requirements. The school curriculum reflects the breadth, balance, coherence, continuity and progression of the national framework of the Curriculum for Excellence guidelines.

Curriculum for Excellence also recognises the importance of the development of literacy, numeracy and health and wellbeing skills as they unlock access to the wider curriculum. These skills are transferable into all other areas of the curriculum. They also contribute strongly to the development of the four capacities.

Numeracy and Mathematics

At Mount Carmel we aim to develop confident, capable learners who can apply numeracy skills in a real-life context. We use the Concrete – Visual – Abstract (CVA) approach to teaching mathematics. This means pupils can explore concepts using hands-on materials (concrete), then represent their understanding through drawings or visual models, before moving onto more formal written methods (abstract). This approach helps children build a deeper conceptual understanding.

The organisers within the numeracy framework are:

- Number, money and measure
- Shape, position and movement
- Information Handling

We have a wide range of practical and digital resources to challenge and support all learners. Learners are encouraged to develop independence in their learning while also working collaboratively to explore strategies and problems together.

Literacy and English

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

The organisers within the literacy framework are:

- listening and talking
- reading
- writing

The initial approach to learning to read is varied so as to give every child the best possible start. Our core material Bug Club is an approach that uses online resources and well as books we have a wealth of other resources to support literacy. New parents are given an opportunity to view the resources during the induction days. The Head Teacher and staff explain to parents the materials used and the help they can give at home as their child prepares to read.

There is also a very good selection of supplementary resources. The use of 'real books' is supported by a very well stocked library. The children are encouraged to develop library skills for life-long learning.

A structured programme for phonics and writing is in place.

The skills of reading and writing are interdependent and supported by a range of listening and talking activities.

Health and Wellbeing

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

PATHS

Do Be Mindful

Whole School Approach to Nurture

Whole School Approach to Nurture

At Mount Carmel, our whole school approach to nurture ensures that everyone feels understood, valued and supported to achieve their full potential – academically, socially and emotionally. Our approach is grounded in the Six Nurture Principles, aligned with the CIRCLE framework and embedded across all aspects of our curriculum.

We strive to meet learners where they are, providing predictable routines, consistent relationships and a sense of belonging. We use positive and respectful communication as well as model reflective and affirming language to promote wellbeing and support readiness to learn.

Nurture is instilled within every classroom at Mount Carmel through:

- Mindful Time – we appreciate the value to regulation time after transition periods (break and lunch)
- Calm/Cosy Corners in every classroom – we understand that the classroom offers a safe base
- Morning Starters – we know that learners benefit from increased focus and concentration
- Visual timetables (whole class and individual where required) – we recognise the impact of change and the need for continuity.

- Wellbeing and emotional check ins used daily and 'Talk with Me' referral system for use between pupil and class teacher to offer individual support

If you have any concerns or anything you wish to discuss with the school about your child, please contact the main office and this information will be shared with the relevant members of staff.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The main areas of Health and Wellbeing are:

- 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 – through 'God's Loving Plan' materials

Sensitive subjects such as Sexual Health, Relationships, Parenting and Substance misuse are covered in this area of the curriculum. Specialist support is available through our partnerships with the Health Service, Police Scotland and the Schools' Health and Wellbeing Coordinator.

Physical Education, Physical activity and Sport

Physical Education is now delivered as part of Health and Wellbeing within Curriculum for Excellence. High quality Physical Education (PE) is essential for improving and maintaining the health and wellbeing of all pupils.

PE should:

- Engage pupils in the learning process
- Challenge and motivate pupils and help build resilience
- Offer a variety of learning experiences in PE, both indoors and outdoors
- Develop pupils thinking skills and knowledge as part of lifelong learning

East Ayrshire Council is committed to providing all primary school pupils with 2 hours of high quality physical education.

Religious Education in Roman Catholic Schools

Religious Education is presented according to guidelines defined in a Curriculum for Excellence in partnership with the Catholic Education Commission.

At Mount Carmel Primary 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.

The core of our Religious Education Programme is 'This is our Faith'. This is Our Faith provides guidance to teachers on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland.

The eight strands of faith which are the organisers for this are:

- Mystery of God
- In the image of God
- Revealed truth of God
- Son of God
- Signs of God
- Word of God
- Hours of God
- Reign of God

Core learning also includes promoting a respectful understanding of other faiths.

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.

Interdisciplinary Learning

Interdisciplinary learning enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Children have opportunities to plan their learning and make choices about what they learn.

Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning.

Interdisciplinary learning is an important element within Curriculum for Excellence. It makes up one of the four contexts for learning:

- Life and ethos of the school as a community
- Curriculum areas and subjects

- Interdisciplinary learning
- Opportunities for personal achievement.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Pupils from P1 – P7 are taught French. Pupils also have opportunities to read, write and speak ‘Scots’ and we also provide Spanish as our third language at some stages.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills. Every opportunity is taken to extend experience in these areas through the input of outside agencies with particular expertise.

The key areas within the health and wellbeing framework are:

- Art and Design
- Dance
- Drama
- Music

Drama

Teachers use the benchmarks to plan progressive activities.

Art and design

Art and Design permeates the whole curriculum but skills are taught independently to ensure that visual elements, techniques and attainment are addressed.

Dance

Teachers use the benchmarks to plan progressive activities.

Music

The school has a wide variety of resources to support the teaching of music including Charanga. The school is involved in a number of musical productions throughout the year which the children greatly enjoy.

Each aspect of Expressive Arts is planned to give, breadth, balance and continuity over the school session and the programmes are designed to fit in with interdisciplinary projects and tasks.

Sciences, Social Studies and Technologies

Sciences

The sciences curriculum area within Curriculum for Excellence has to meet some significant challenges. While every child and young person needs to develop a secure understanding of important scientific concepts, their experiences of the sciences in school must develop a lifelong interest in science and its applications.

The key concepts of science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and of how it has been shaped

The key concepts of social studies are:

- people, past events and societies
- people, place and environment
- people in society, economy and business

Technologies

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities.

Information and Communications Technology is delivered from Primary 1 to Primary 7 and also through Interdisciplinary Learning. The school has a fully equipped ICT Room with full access to the internet along with Promethean Board technology in every classroom. ICT is used to deliver, support and extend skills in many curricular areas.

St Joseph's Education Group

Mount Carmel is one of five primary schools within the St Joseph's Education Group. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Education Groups support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person. One of the many benefits of this group is that we have the support of colleagues from various agencies who can support our children e.g. Health, Social Services, Home – School Link Workers, Community Services etc.

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
- Cross country running

The school has a rich tradition of music and drama. The children have access to instrumental tuition from the Instrumental Music Service. The children who participate in these activities have the opportunity to attend local and national showcase activities.

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

This session it has been recognised that in order for change to be effective, smaller areas for focus are a priority. Our previous School Improvement Plan provided a task that was too challenging to be completed within one session and it was recognised that this was creating an insurmountable challenge. Going forward, we shall take a more measured approach to school improvement and focus on building consistency in

approach with key areas. As always this approach has at its centre the wellbeing and continued success of our Mount Carmel Family.

Our Priorities for 2024 -2025 were:

Our Leadership	Teaching and Learning Together
- 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	- 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
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
- 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	- 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

Our priorities for 2025 – 2026 are:

Our Leadership	Teaching and Learning Together
- We will increase opportunities for pupils to share their voice and further develop their leadership across the school. - We will increase our use of digital technology to enhance learning and teaching at focussed stages.	- We will continue to develop our Curriculum Rationale - We will develop reading pedagogy to improve reading attainment. - We will develop writing pedagogy to improve writing attainment at focussed stages. - We will improve engagement and confidence of children within numeracy and mathematics.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
- We will continue to support learners to better engage with learning through our whole school nurture approach. - We will increase attendance rates. - We will continue to support UNCRC through our work on Rights Respecting Schools.	- We will continue to increase our tracking of wider achievements and access activities out of school. - We will provide a curriculum that allows us to improve or maintain attainment predictions.

SECTION 6

Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress is closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves are 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. Formal assessment will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging. Teachers gather evidence of what learners say, write, make and do as part of the assessment process. Children are very much involved in this process, using a range of self and peer assessment approaches.

More formal assessments are carried out at the following stages:

Primary 3 QUEST

Primary 4-7 WRAT (Spelling)

Primary 1, 4 and 7 Scottish National Standardised Assessment

Assessment includes records kept of progress through the programmes of study in Literacy and Language and Numeracy and Mathematics to inform teachers of required next steps for the groups within the class. Group records are also kept e.g. reading, common words, and spelling/phonics.

The Senior Leadership Team has 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.

Pupil Progress meetings take place twice during the session. The Reporting to Parent meeting in November gives parents an oral report on how children are progressing, their strengths and areas for development. The second meeting takes place in March. These evenings give parents an opportunity to discuss their child's progress as well as allowing an opportunity to view their child's class work.

A written Annual Report is issued for all children in the final term and provides evidence of pupil progress in the four capacities of Curriculum for Excellence. Reports allow for children and parents to comment on progress or highlight areas of concern.

SECTION 7

Associated Establishments:

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

Our associated Early Childhood Centres are:

Cairns Early Childhood Centre, Alton Av, Kilmarnock 01563533177

Onthank Early Childhood Centre, Meiklewood Rd, Kilmarnock 01563 534660

Kilmaurs Early Childhood Centre, Sunnyside, Kilmaurs 11563 538674

Crosshouse Early Childhood Centre, Playingfield Rd, Crosshouse 01563 532300

