



Newmilns Primary and Early Childhood Centre
Gilfoot
Newmilns
KA16 9LP

Telephone No:	01560 320915
Email:	jillian.mccracken@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/newmilnsprimary/
School App:	Please download the 'Safer Schools' app onto your mobile device and select 'Newmilns Primary School', enter code 4242
Denominational Status (if any):	Non-Denominational
School Roll:	Co-educational school with a current roll of: 114 pupils. ECC: Registration for 40 children.
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks





Dear Parent/Carer,

On behalf of the staff team I would like to welcome you and your child to Newmilns Primary and Early Childhood Centre. I hope you find this handbook helpful in preparing you and your child for their time with us.

In partnership with you, we strive to provide a broad and balanced curriculum that allows each child to reach his or her potential both in more formal learning and in wider aspects of learning and achieving. Our aspiration for all our children in the school and early childhood centre is that they become successful learners, confident individuals, responsible citizens and effective contributors.

We recognise the importance of high quality learning and teaching and are committed to self-evaluation and continuous improvement. All staff lead by example and have extremely high expectations of the children in our care.

We aim to ensure that all children are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Within the Early Childhood Centre nurture is at the heart of our practice. We ensure that our practice reflects the key principles of the Health and Social Care Standards: Dignity and Respect, Compassion, being Included, Responsive care and support, Wellbeing and privacy.

I very much hope that your child has an enjoyable and successful experience with us. If you have any questions, please feel free to contact me.

Best Wishes,

Jillian J McCracken
Head Teacher

Section 1

Establishment Ethos, Vision and Values

At Newmilns Primary and Early Childhood Centre we are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.

Newmilns Primary and ECC vision statement

It is our vision that all pupils at Newmilns Primary and Early Childhood Centre will flourish in all aspects of their lives.

Our school values are important in our school, every day we try to enact our values, helping us become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.



Our school motto, ***Believe and Achieve, Raise the Bar and Be the Best You Can Be***, helps us in our endeavours to enact our values and our ***Golden Thread of Kindness*** joins all of our actions together.

Newmilns Primary and ECC aims:

At Newmilns Primary and ECC we aim to:

- create a welcoming, safe and happy learning environment.
- build and develop positive relationships with the whole school and wider community.
- nurture and prepare children for life as healthy, responsible citizens.
- provide a broad, balanced and progressive curriculum that inspires a creative and enquiring mind, helping develop the 4 capacities of Curriculum for Excellence.
- recognise and celebrate success and achievement

At Newmilns Primary and ECC, we want to create an open environment where families feel at ease, feel welcomed and feel valued. Should you ever have an queries or questions please contact a member of our Senior Leadership Team who will be happy to help.

Senior Leadership Team

Jillian McCracken: Head Teacher
Danielle Young: Depute Head Teacher
Elaine Millar: Senior Lead Early Learning and Childcare Practitioner

Carol Paton, is our Senior Clerical Assistant and will often be able to answer any questions in relation to day to day information required.

We will make contact with you if there is every anything specific that we wish to discuss with you. However, to keep abreast of more general information, it is of the utmost importance that you download our Safer Schools App, search for Newmilns Primary School and enter code 4242.



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.

Respectful Relationships

At Newmilns Primary School we wish to create a happy, safe and fair environment where behaviour for learning allows all pupils to fulfil their potential. We have high expectations that our pupils follow our *Ready, Respectful and Safe* rules.

We aim to create positive learning environments by promoting positive relationships and believe that this is essential to enabling high quality teaching and learning and to the delivery of *Curriculum for Excellence*. Building and maintaining good teacher-pupil relationships is key. *Curriculum for Excellence* states that the curriculum '*cannot be delivered without good relationships and positive behaviour*' and John Hattie's Visible Learning analysis reveals that *teacher – pupil relationships has a considerable impact on children's learning*.

We believe that this will be best achieved where staff, families and pupils work together with a common purpose. Our Positive Relationship policy outlines the expectations of staff, children and parents.

Our school values are at the heart of our Positive Relationship Policy, it also reflects our commitment to Children's Rights as outlined in the UNCRC which in Scotland is enshrined in law. Our school charter is shared on the following page, you can find out more about this on our five star school display in the foyer.

Although instances of bullying at Newmilns are relatively infrequent, children are always encouraged to report any allegation of bullying to staff where this is dealt with appropriately. Our Social, Mental and Emotional Health and Wellbeing Curriculum incorporates planned anti-bullying and equality lessons at every stage, Our Respect Me Policy outlines how bullying or perceived Bullying is addressed.

Our Positive Relationships Policy is now reviewed annually, to ensure relevance to our school community.



Newmilns Primary and ECC School Charter



Children will:

Try their best and
work together

Listen to Adults

Value and respect
friends and adults

Be kind and gentle

Make sure
everyone is
included

Look after
property

Be safe

Article 2



Article 28



Article 29



Article 12



Article 24



Article 19



Adults will:

Provide high
quality learning
experiences

Be Fair

Help when there is
a problem

Make sure
everyone is safe

Make sure
everyone is
included

Parental Involvement

Families play a crucial part in children's learning. Therefore as a school we wish to actively involve you, the families and parents, more in your children's education and our community. Parental involvement is a key driver within the National Improvement Framework and so features in our School Improvement Plan.

We invite parents and carers into school at different times of the year, this includes open afternoons, assemblies, class experiences, sports day and so on.

Each year staff within the ECC plan a variety of Play and Stay sessions, in addition to Personal and Progress Plan meetings. These sessions allow parents and carers or family members to visit the centre and take part in a range of experiences.

Celebrating Achievement

Celebrating children's successes is an incredible way to nourish children's growth and development. Achievements are celebrated in school through positive feedback in classes and in the playroom and at Together Time through values certificates and class star certificates. Children in the nursery can also achieve a star of the week award.

Wider Achievement is an essential part of a child's learning. It promotes skills for life and work as well as skills for learning, and can help in our young people being confident, highly motivated and engaged in their wider community.

We celebrate pupils' wider achievements and successes in each class throughout the week.

We encourage children and families to share anything that they feel is an achievement and have this positively recognised by staff and peers alike. These achievements are shared on our Achievement Wall.

Section 2

Transitions

Transitions are the moves children make from home to nursery, nursery to school, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond.

Transitions work well when children are supported before, during and after the process and where transfer of information is seamless.

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

The needs of children with identified additional support needs are discussed at a Team With The Family (TWTF) meeting prior to starting school to ensure all necessary arrangements are in place.

We have strong links with Loudoun Academy, our associated secondary school. Loudoun Academy plan a transition programme each year. Children on our additional support needs log will have a Transition 1 meeting in P6 and Transition 2 meeting in P7. Secondary staff are invited to these

meetings to ensure needs are identified and catered for at the beginning of S1. All academic information is passed on electronically to ensure coherence and progression in learning.

If for any reason a child moves to a new school we ensure all relevant information is passed on. Where we receive a child from another school we look for this information to be passed to us and seek it if required.

Within the ECC, the Senior Early Learning and Childcare Practitioner will make contact with parents/carers in the month prior to a child starting, a play and stay will be organised and information shared as necessary to ensure the transition from home to nursery is as smooth as it can be. Our settling in policy supports this process, with children moving to staying whole days when they are ready. A personal plan will be completed within 28 days of a child starting nursery and will be reviewed throughout the time with us.

Early Childhood Network

Newmilns Early Childhood Centre is a member of the Irvine Valley Early Childhood Network. The Head Teacher or key members of our early years team attend regular meetings to share practice and develop knowledge and understanding of key aspects linked to Early Learning and Childcare.

Education Group

Newmilns Primary is a member of the Loudoun Education Group which brings together a wide range of services to benefit young people.

Contact details for other establishments in the Loudoun Education Group:

Associated Secondary

Loudoun Academy, Glasgow Road, Galston, KA4 8PD, Tel: 01563 820061

Head Teacher: Mr Stephen Cowan

Associated Primary Schools

Darvel Primary School, Campbell Street East, Darvel KA17 0BP, Tel: 01560 320257

Head Teacher: Mr David McIlraith

Fenwick Primary School, 1 Kirkton Road, Fenwick KA3 6DH, Tel: 01560 600403

Head Teacher: Mr Jamie Houston

Galston Primary School, Western Road, Galston, KA4 8BG

Head Teacher: Mrs Shona Murphy

Hurlford Primary, *Union Street, Hurlford , KA1 5BT, Tel: 01563 525098*

Head Teacher: Mrs Gillian Campbell

Associated Early Learning and Childcare Centres/Establishments

Darvel Early Childhood Centre, Campbell Street East , Darvel , KA17

Tel: 01560 320785

Head of Centre: Emma Murdoch

Galston Early Childhood Centre, Western Road, Galston, KA4 8BG

Tel: 01563 820360

Head Teacher: Dawn Waide

Hurlford Early Childhood Centre, Hurlford Primary School, Union Street, Hurlford , KA1 5BT
Tel: 01563 525098
Head Teacher: Gillian Campbell

Additional Support for Learning and Inclusion

The Scottish Government Policy on Presumption of Mainstreaming enshrines the right of all children and young people with additional support needs to learn in mainstream schools and early learning and childcare settings.

To this end, mainstream schools across East Ayrshire and beyond support the inclusion of children with a range of additional support needs.

Children with additional support needs attending their mainstream school are expected to be included in their assigned class as much as possible learning alongside their peers.

Newmilns Primary School is an inclusive school and we cater for a range of different needs across our classes.

Some children's additional support needs may be known prior to a child starting school, sometimes additional support needs may become apparent as children progress on their learning journey. Additional needs may be present for a short time or for the whole school journey.

Any child with additional support needs will be placed on the school's additional supports needs log and will have a child's plan. These plans are reviewed at least annually but more often if required. The Senior Leadership oversee ASN and will involve parents in the process of developing and reviewing plans. These processes are in line with East Ayrshire Additional Support Needs policies and are reviewed regularly.

Class Teachers will adapt learning and teaching approaches to meet the varying needs of the children present in their class, this is true for the needs of all children whether they have an identified additional support need or not. It is important that when doing this, that everyone understands that the aim is to provide equity rather than equality. Sometimes a Classroom Assistant might support a child, or might have support, from other professionals, for example Speech and Language Therapy, Occupational Therapy, Educational Psychology.

If you believe your child has additional support needs please contact the Senior Leadership Team in the first instance.

Section 3

School Hours

Our Early Childhood Centre operates on a term time model.

Monday-Friday: 8.45am - 2.45pm
Lunch: 11.50 - 12.30

Children should be dropped off through the main nursery door in the courtyard playground and collected via the garden doors at the end of the session.

The school hours are:

Monday – Friday: 9.00am - 3.00pm
Break: 10.40am - 10.55am

Lunch: 12.35pm - 1.20pm

Children enter the school via the courtyard playground. As much as possible, parents are asked to stay at the back of the playground in the morning. At the end of the day parents and carers of children in P1-3 can collect from the Courtyard Playground, with families with older children being asked to collect children from the crossing area.

Dress Code

We encourage all pupils to wear school uniform and be proud ambassadors of Newmilns Primary School and ECC. By encouraging the wearing of school uniform account must be taken to prevent any discrimination on the grounds of race or gender.

Our uniform comprises of:

- Grey/black school trousers/skirt or pinafore
- White or purple polo shirt or shirt/blouse
- Purple sweater
- Black school shoes

Within the ECC children are encouraged to dress appropriately for learning through play. A red ECC sweater and polo shirt are available. Please ensure whatever your child wears to the ECC, that they are comfortable and that there will be no upset should clothing get dirty!

Children in the ECC should bring indoor shoes and a change of clothes.

We kindly ask that names are written on all items of clothing. P.E. kit should also be provided and in addition, earrings or other body piercing jewellery should not be worn for any P.E. related activity. If these cannot be removed, please contact the Senior Leadership Team for further advice and guidance.

Attendance and Time Keeping

Good attendance and punctuality are considered a high priority at Newmilns Primary. The Scottish Government also promotes good attendance at school through their Included, Engaged and Involved Document. Children have a right to an education, attending school is one way duty bearers (adults at home) can ensure that right is upheld.

If for any reason children are absent, Parents/Carers must contact the office (01560 320915) and give a reason for the absence. Sometimes absence from school because of illness is unavoidable and we understand that. But wherever possible, we do expect children to be present in school each day.

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.

Our Primary School day begins at 9am, it is the expectation that children arrive on time for school and remain until 3pm. Being late on occasion is understood, however pupils arriving late for class, even by just a few minutes can be disruptive to themselves and others and can lead to missed learning. The same is true when children leave early.

Attendance and time keeping are monitored by the Head Teacher and will be followed up with parents should any concerns or difficulties emerge.

Unlike Primary and Secondary Education, Early Learning and Childcare is not compulsory, however it is important that children attend regularly to experience the wide range of activities on offer support progression through the early level of Curriculum for Excellence and developing key social and emotional skills. If children are going to be absent from nursery, please let our office staff know, or inform a key worker in advance.

Illness or Accidents

If your child feels unwell during class, they should tell the class teacher/practitioner. If we need to send your child home, we will contact you to make the relevant arrangements. Your child should not go home without permission and pupils who are being sent home due to illness must be picked up by a parent, or other responsible adult (e.g. a relative).

If your child receives basic first aid for bumps or cuts and grazes we endeavour to send you a Seemis text message. A phone call will be made if your child has incurred a head or facial injury. A first aid form also requires to be signed in the nursery.

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

Emergency Procedures

The school has procedures in place with regards to pupil safety. This involves evacuation protocols which are practised termly. In the event of an evacuation, parents will be informed through Seemis group text and via our School App. We will also inform parents by our school blog. It is important that parents keep emergency contact details up to date. Should your contact details or address change, please inform a member of our Office staff.

Administration of Medicine

The administration of prescribed medicines in an educational establishment is a matter for the discretion of the head teacher. If the head teacher agrees to administer medicine at the establishment, the member of staff administering the medication is legally required to exercise reasonable care to avoid injury. The Head Teacher is entitled to the full co-operation of the parents in helping to observe safe practices.

The only medicines allowed to be prescribed 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.

School Meals

Meals in P1-7

The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the National Nutritional Food Standards. School Meals in East Ayrshire offer nutritionally balanced well, presented food in an environment that is sensitive to the needs of pupils. It offers a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school. From August 2025, all children in P1-7 will be entitled to a free school lunch. Children can bring a healthy packed lunch if they prefer.

Snacks

Children can bring a small snack to enjoy at break time. Fruit is also available for any child who wishes to have this.

Drinks

Water and milk are available at lunchtime in the dinner hall. No fizzy drinks are allowed to be brought to school. Children can bring water to sip throughout the day in class, children should bring a refillable bottle for this purpose. Juice should not be brought for this purpose and we discourage the use of metal hydro flask containers.

Meals in the ECC

A morning snack of fruit is provided for all children. Lunch is served to children, it is prepared in accordance with national guidance. Water is available throughout the day and both water and milk available at snack and lunchtime.

Online School Payments

A safe and secure system of online school payments is in place, removing the need for your child to carry cash. The payment service is being provided by ParentPay: <https://www.parentpay.com/> ParentPay allows parents to pay for trip or other school items. ***It is also through this site that meals are ordered at home.***

Homework

Children are busy learning in school all day, and children learn at home via everyday activities and attendance at various clubs. The subject of homework can be a very emotive subject, with different families wanting different things. A summary of homework expectations can be found on our blog, these are also issued annually.

<https://blogs.glowscotland.org.uk/ea/newmilnsprimary/school-information/sharing-learning-with-parents-in-the-school/>

Security and Visitors

For safety and security reasons it is essential that we know who is in the building at any point of the day. All visitors, including parents, are asked to use only the Main Entrance of the school to enter the building. If parents wish to speak to the teacher please enter through the Main Entrance and speak to the Office Staff or a member of the Senior Leadership Team who will make an appointment for you to meet with the teacher at a suitable time. Following current guidance, we ask that you contact the school by phone or email to discuss any queries.

- The playground is supervised by an adult presence from 8.45am each morning. At break times the classroom assistants supervise the playground along with members of the Senior Leadership Team.
- At the start and end of the day, we kindly ask parents not to crowd the gate areas to allow children to identify their parent/carer and leave safely.
- In the interests of your child's safety, if a different adult is collecting him/her from school that the identity of this person is made known to the school. We will not allow your child to leave the school with an unknown adult.

- All entrance doors are locked during school 'work times' with access being obtained through a fob/code system or a buzzer operated from within the building by an adult member of staff.
- Staff and children are able to leave through all doors in school in the case of emergencies.
- All visitors and tradespeople are asked to sign the register at the front of the school and sign out as they leave.
- Camera and entry phone systems are in operation. Please ring the bell and wait to speak to one of our team.
- Visitors should always report to the office; they should sign the visitors' book and, if not known by children and staff, wear a visitor's badge.

Holiday Arrangements

Date	Holiday
August	
Monday 17 August 2026	In-service day
Tuesday 18 August 2026	In-service day
Wednesday 19 August 2026	Pupils return
September	
Friday 18 September to Monday 21 September 2026	Local holidays (Ayr Gold Cup weekend)
Tuesday 22 September 2026	Pupils return
October	
Monday 12 October to Friday 16 October 2026	October holidays
Monday 19 October 2026	In-service day
Tuesday 20 October 2026	Pupils return
December/January	
Monday 21 December 2026 to Monday 4 January 2027	Christmas and New Year
Tuesday 5 January 2027	Pupils return
February	
Friday 12 February to Monday 15 February 2027	Local holidays
Tuesday 16 February 2027	In-service day
Wednesday 17 February 2027	Pupils return
March/April	
Friday 26 March to Friday 9 April 2027	Easter holidays (Good Friday – 26 March 2027)
Monday 12 April 2027	Pupils return
May	
Monday 3 May 2027	Local holiday (May Day)
Tuesday 4 May 2027	Pupils return
Monday 24 May 2027	In-service day
Tuesday 25 May 2027	Pupils return
June/July/August	
Wednesday 30 June to Friday 13 August 2027	Summer holidays
Monday 16 August 2027	In-service day
Tuesday 17 August 2027	In-service day
Wednesday 18 August 2027	Pupils return

The most up to date information on school holidays can be found here:

www.east-ayrshire.gov.uk/EducationAndLearning/SchoolHolidays.aspx

Comments, Suggestions, Concerns

Should you have a comment, suggestion or concern we would first of all encourage you to speak to a member of our Senior Leadership Team at the school. Our aim is to provide high quality services to the people we serve, but sometimes things can go wrong. If this happens, please contact us in the first instance and we can move forward positive together, resolving any complaints as your first point of contact.

Only if as an establishment we fail to be able to resolve any issues should this complaint then be escalated to stage two through the council's complaints procedure.

Further information is provided on the Council website www.east-ayrshire.gov.uk/complaints

You have the right to contact the Care Inspectorate with any complaint that you have about an Early Childhood Centre.

Data Protection

The school will handle all data in relation to children as per Data Protection Act 2018. Our staff adhere to East Ayrshire Council's "Data Protection Guide to Staff" and have completed all mandatory GDPR modules.

Parent Council

We have a very active Parent Council who meet regularly to discuss various aspects of education and school life. The Parent Council very much support the work of the school. The office bearers this session are:

Chair Person: Renee Stirrat
Vice Chair: Heather Lewis
Secretary: Courtney Jackson/Jennifer Brown
Treasurer: Chelsey Gallagher

There are also a number of other parents who are members of the Parent Council, who support the work of the Parent Council and School.

Please get in touch with the Parent Council if you have concerns, ideas or suggestions for improvement.

Section 4

The Curriculum

At Newmilns Primary and ECC we follow Curriculum for Excellence. Curriculum for Excellence is the education system in Scotland. It includes early childhood centres, schools, colleges and community learning from 3 to 18 years 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, health and wellbeing, skills for learning, life and work; an understanding of society, the world and Scotland's place in it.

Learning is organised across the 4 contexts of learning:

- Ethos and life of the school
- Curriculum areas
- Interdisciplinary learning
- Opportunities for personalised achievement

The main curricular areas are:

- ✓ Literacy and English
- ✓ Numeracy and Mathematics
- ✓ Health and Wellbeing
- ✓ Expressive Arts
- ✓ Religious and Moral Education
- ✓ Sciences
- ✓ Social Studies
- ✓ Technologies

Curriculum for Excellence identifies Seven Principles for curriculum design and we aim to ensure our learning, teaching and planning has:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

At Newmilns Primary School and Early Childhood Centre the curriculum provides a well-balanced, progressive and enjoyable programme of learning for the children. We encourage children to take responsibility for their own learning and behaviour. This is achieved by careful consideration of not only what is taught but also how it is taught. It is vital that our pupils are active and involved in their own learning.

Opportunities are provided for pupils to be independent and to take responsibility. We encourage all children to have a voice in what is happening in our school where children are actively involved in decision making and leading. This is done through Together Time and WINGS (What I Need to Grow in School Groups)

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are also given opportunities to learn in an active and experiential way.

In Health and Wellbeing, we will follow East Ayrshire's Progression Pathways for Relationships, Sexual Health and Parenting. Information for parents and carers is made available prior to this work beginning. If anyone has any questions, they should contact Mrs Young.

Religious and Moral Education

Very occasionally parents from different religious communities may wish their children to be absent from school for religious events. We will support this with alternative arrangements being made if this is the case.

Our Curriculum Rationale is currently being reviewed, and will be found on our blog when completed.

Section 5

School Improvement

Each year the school engages in a range of self-evaluation and quality assurance processes which support the identification of school improvement plan for the session ahead and beyond. These processes involve the whole school community, and we encourage families to fully participate in these processes. At the end of each year, we produce a standards and quality report, which can be found at the following link: <https://blogs.glowscotland.org.uk/ea/newmilnsprimary/improvement-priorities/> this document highlights our progress and achievements .

Our School Improvement Priorities for session 25-26 are:

Newmilns Primary Summary of Improvement Plan

<p>Our Leadership <i>Leadership at all levels will be further developed, supporting a consistent high quality learning experience, impacting positively on our pupils and attainment.</i> School Priority Links to ESIP: 1.1, 1.2, 1.3, 1.4, 2.3</p>	<p>Teaching and Learning Together <i>Children will experience high quality learning experiences, and consistent pedagogical approaches across the school. Further development of high quality learning and teaching and consistent approaches across all classes will support engagement in learning, and so impact positively on attainment.</i> School Priority Links to ESIP: 1.3, 2.1, 2.2, 2.3, 2.6, 4.4</p>
<ul style="list-style-type: none"> ➤ Staff engage in a range of professional learning opportunities to further enhance learning and teaching. ➤ Staff take on different leadership roles to support school improvement, including, Rights Respecting Schools, ICT, Sustainable Development and Inclusive Practice. ➤ Pupil leadership is further developed through our What I Need to Grow in School Groups. ➤ Quality Assurance processes further refined to maximise impact of these processes further. 	<ul style="list-style-type: none"> ➤ Excellent Learning and Teaching components and Newmilns Legends are visible within learning and teaching in all lessons and used to support quality assurance. ➤ Further develop the range of digital technologies used to support learning, teaching and engagement and further develop children's digital literacy skills. ➤ Improve approaches to high quality outdoor learning, ensuring this takes place regularly. ➤ Further develop our wider curriculum to ensure children reach their full potential and are able to be meaningfully involved in the planning of their own learning. ➤ Regularly share learning with families through various channels.
<p>Our wellbeing and belonging <i>All pupils will experience a culture of respect where they feel safe, included and nurtured, allowing them to be ready to learn.</i> School Priority Links to ESIP: 2.4, 3.1, 3.3, 3.5, 3.6</p>	<p>Our Attainment, Destinations and Achievements <i>Raise attainment and achievement in literacy and numeracy while developing a range of key skills required for children's futures in life. S</i> School Priority Links to ESIP: 2.1, 2.2, 2.5, 4.1, 4.2, 4.4</p>
<ul style="list-style-type: none"> ➤ Children's emotional literacy is developed through further use of Emotion Works and Building Resilience. ➤ East Ayrshire HWB framework used to ensure health and wellbeing learning is relevant and impacts of progress. ➤ The Glasgow Motivational Wellbeing Profile used to monitor and support the development of children's wellbeing. ➤ Inclusive classrooms further developed to enhance wellbeing of all pupils. ➤ Good attendance at school promoted, the aim is for everyone to have an average attendance of at least 90%. ➤ All P7 children feel confident, happy and ready for their move to secondary school. ➤ All care experienced young people are supported to reach their full potential by committed, "Promise" aware skilled staff. 	<ul style="list-style-type: none"> ➤ All children's attainment and achievement carefully tracked to monitor and measure progress. ➤ Boost groups used to support learning, and improve attainment at P3, P4, P5 and P6. ➤ School writing overview revisited to ensure a tools for writing focus across all levels and a balance of different text types/genres at across the school. ➤ Develop a whole school approach to "outer maths" to ensure progression over a level. ➤ Further develop children's understanding of meta skills. ➤ All children in P7 create a "My Achievement" profile on My World of Work, uploading a range of achievements to celebrate success.

Newmilns Early Childhood Centre Summary of Improvement Plan

<p style="text-align: center;">Our Leadership <i>Quality assurance process updated to align with new framework, with staff leadership further developed, supporting a consistent high quality learning experience leading to improved engagement and attainment and achievement for all children.</i></p> <p style="text-align: center;">School Priority Links to: ESIP 1.1, 1.2, 1.3, 1.4, 2.1</p> <ul style="list-style-type: none"> • Develop staff awareness and understanding of the new quality framework. • Link quality assurance processes and self-evaluation processes to the new quality framework and Excellent Play and Learning Experience to ensure children have access to a high quality environment, experiences and interactions. • Staff further develop leadership roles, particularly in relation to; Communication and literacy, numeracy, outdoor, forest, creativity and curiosity, to further support our journey of continuous improvement. 	<p style="text-align: center;">Teaching and Learning Together <i>Children will experience high play quality learning experiences, and consistent pedagogical approaches across the centre supporting better play and learning leading to increased engagement, attainment and achievement.</i></p> <p style="text-align: center;">School Priority Links to: ESIP 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 4.1, 4.4</p> <ul style="list-style-type: none"> • Excellent Play and Learning Experience is used to support practice within the centre. • The environment is literacy and numeracy rich ensuring children can develop key early literacy and numeracy skills. • Opportunities for Parents and Carers to attend play and stay experiences and workshops are created to promote the importance of literacy and numeracy skill development at home. • Experiences are introduced to develop real life skills, e.g. sewing, baking, planting. • Staff engage with relevant documents e.g. My Creative Journey to support personal development and ensure experiences are high quality, relevant and engaging.
<p style="text-align: center;">Our wellbeing and belonging <i>All pupils will experience a culture of respect where they feel safe, included and nurtured, allowing them to be ready to learn.</i></p> <p style="text-align: center;">School Priority Links to: ESIP 1.1, 3.1, 3.3, 3.5, 3.6, 4.2</p> <ul style="list-style-type: none"> • Staff develop trusting, nurturing relationships with children, to help support children to feel safe and secure. • Relationships will remain a focus within all playroom quality assurance and feedback shared with staff to ensure consistency. • All staff will implement effective routines for children to support them in understanding everyday events and learn what is expected of them, making their environment more predictable • Good attendance will be encouraged to support consistency in children's routines. • All care experienced young people are supported to reach their full potential by committed, "Promise" aware skilled staff. 	<p style="text-align: center;">Our Attainment, Destinations and Achievements <i>To improve attainment and achievement of all children through high quality playroom practice and targeted intervention</i></p> <p style="text-align: center;">School Priority Links to: ESIP 2.2, 2.5, 4.1, 4.2,</p> <ul style="list-style-type: none"> • Excellent learning and play experience evident across the setting, using this as a basis to support increased achievement and attainment. • Children supported and challenged in their learning to maximise achievement and attainment.

Section 6

Assessment

Curriculum for Excellence emphasises that assessment is at the heart of teaching and learning. Staff work with your child, in order to observe their individual processes of development and identify their next steps in learning. Learners themselves, and their peers, will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning and the learning of others.

Staff at Newmilns Primary and ECC use a variety of assessment procedures. The teacher/practitioner 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'. Children have ownership in collaborating with the class teacher in determining learning intentions and success criteria.

We also use local authority and national formalised assessments at different stages within the school.

Children who may have additional support needs, or who require an Individual Learning Plan, will be assessed in a way suited to their individual requirements.

The tracking of all learners' progress is carried out using East Ayrshire's Tracking and Monitoring system. Learners' progress is tracked using various pieces of evidence including learners' class work, assessments, Standardised Assessment which are all then used to aid teachers' judgement in providing a 'level' for each learner in Numeracy, Reading, Writing, Listening & Talking and Health & Wellbeing.

Within the ECC, the East Ayrshire Early Years tracking and monitoring system is used to track progress across Literacy, Numeracy and Health and Wellbeing. Staff monitor also and evaluate the wellbeing within the playroom on a daily basis and children's progress is discussed at our Round the Table Tracking meetings which are held every two weeks.

Pace and challenge meetings within the ECC are allowing practitioners to have in depth focused conversations about how children are progressing and where support and challenge is required. From these meetings targeted supports can be planned and universal supports across the setting discussed with all staff.

Moderation activities across our Education Group allow staff to share standards and expectations regarding pupil performance and achievement of a level.

Parents/carers are of course welcome to contact the school at any time to discuss their child's progress.

Reporting to Parents

- Within the school (P1-7) we report to parents formally three times per session – once per school term.
- **Aug-Dec: Parents' Evening with appointments**
- **Jan-March: Written Report**
- **April-June: Parents's Evening with appointments**
- In addition this, there is usually a whole school open afternoon where Parents and Carers can visit their child's classrooms and see the work that goes on there and each class will also

invite Parents and Carers to visit their classroom for an interactive class based experience at least once per session.

SECTION 7

Further Information

Winder Community Links

Newmilns Primary and Early Childhood Centre works closely with our community partners.

We have links with local businesses that have supported and assisted us in meeting many of our targets for our school grounds. Partners have also been willing to share their skill and knowledge with our young people e.g. artist, fireman, builder, gardener to name a few.

We provide work experience for secondary school pupils and students from Kilmarnock College as well as student teachers from Universities throughout the West of Scotland.

We work in partnership with our Community Police, Fire Service and Health Personnel.

We visit places in the local community throughout the year including the library, fire station, TESCO, ski complex and also nature areas too. This session we have embarked on a very successfully outdoor learning project using nearby woods to develop learning across the curriculum in the natural environment.

We support local initiatives when the opportunity arises. We have established positive links with the Community Council and Newmilns Regeneration Association. We involve ourselves in Community events such as Gala Day and Christmas Events.

We advertise local information/events within our establishment, and promote events taking place in the local press and by placing posters in local shops.

Helpful Websites

<https://www.east-ayrshire.gov.uk/Home.aspx>

<https://education.gov.scot/parentzone>