



Ochiltree Primary School

Main Street

Ochiltree

KA18 2PE

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Email:	Denise.maccoll2@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/ochiltreepssite2017
School App:	
Denominational Status (if any):	Non-Denominational

School Roll:	The current role of pupils is 87
Further Information	www.east-ayrshire.gov.uk/schoolhandbooks

Dear Parent/Carer,

On behalf of the staff at Ochiltree Primary School I would like to welcome you and your child to school. No matter whether your child's stay with us is long or short, we hope you feel welcome in the school community. The information in this handbook is intended as a guide to all parents of new pupils in session 2024 - 2025.

"Every child of school age has the right to a school education provided by an education authority."
(Standards in Scotland's Schools etc. Act 2000 (Section 2.1))

It is our duty to provide an education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to his/her fullest potential.

A Curriculum for Excellence

Our aspirations for all children and for every young person is that they should be:

- successful learners
- confident individuals
- responsible citizens
- effective contributions to society and at work

The following are the aims of the school which have been agreed by staff, pupils and parents:

- To nurture all children in a safe, caring environment
- To expect high standards from everyone
- To value, support, respect and include everyone
- To provide children with challenging, motivating, positive and purposeful learning experiences
- To encourage responsibility for learning and behaviour
- To help children unlock their full potential

Our children's learning and attainment is down to a partnership between school, home and the wider community. We welcome your views and look forward to working with you.

Yours sincerely,
Denise MacColl
Head Teacher

Ochiltree Primary serves a semi-rural area within the village of Ochiltree and outlying rural areas. There are a mix of socio- economic groups within the area but it is not classed as an area of multiple deprivation, with the majority of pupils living in SIMD6 or higher accommodation. The school is very much seen as the heart of the community and has close links with local organisations. We provide a safe, nurturing environment to allow children to reach their full potential.

The current building was opened in 1976 and has 6 classroom areas all on the ground floor. Disability access is provided via the Main Entrance and the rear playground ramp. Entrances/ exits are by means of security doors which are alarmed and the building is fully disability discrimination compliant. The main hall acts as a PE hall, a dining room and additional teaching space as required.

Aims, Vision and Values

Aims

The aims of the school which have been agreed by staff, pupils and parents are:

- To nurture all children in a safe, caring environment
- To expect high standards from everyone
- To value, support, respect and include everyone
- To provide children with challenging, motivating, positive and purposeful learning experiences
- To encourage responsibility for learning and behaviour
- To help children unlock their full potential

Values

The children decided on the key values of:

- Hard Work
- Team work
- Friendship
- Respect
- Ambition
- Determination
- Happiness
- Valued

Vision: To ensure every child is supported and challenged to make maximum progress and achieve the best of his/her ability. To provide support for pupils to ensure that their social, emotional and educational needs are being met to enable them to reach their full potential as learners within an inclusive environment which nurtures confident, resilient children, who are given a voice to take ownership of their learning and to celebrate success.

We aim to provide challenging and enjoyable learning experiences to develop enquiring minds, in a broad and inclusive curriculum, where pupils, parents and staff are valued and success is celebrated.

EMERGENCY PROCEDURES

In the event of an emergency affecting your child's school, we have well-established procedures in place to cope with almost all situations:

- **Information** is sent out to parents to advise of an emergency. Parents should provide the head of establishment or school/centre office with an up to date mobile phone number to enable automatic contact via text messaging. Parents should ensure that they have downloaded the school app. □ In the event of an emergency, the Council's Communications Team work quickly to update the **Council website, School APP, Facebook** and Twitter with the latest developments and advice on what to do.
- The team also work closely with **Westsound Radio** (DAB 11B, MW 1035) and West FM (96.7, 97.5 and 106.7) and statements and updates are issued frequently.

We understand an emergency can be a very stressful time and phone lines are often used by emergency services, so it's important that we try and keep lines clear. As parents, you are advised that before telephoning your child's educational establishment, you should first check the Council webpage, for news and announcements: www.east-ayrshire.gov.uk

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

Announcements may also be made via the school app and local media.

Please ensure that all emergency contact numbers are kept up to date. Changes must be notified to the school in writing before they can be changed on the system.

Thank you for your co-operation

NUT ALLERGY INFORMATION

Please note that as we have a pupil with a severe nut allergy, **no nut products are allowed** in school. This includes snacks and packed lunches. The School Catering service provides nut – free meals and a list of allergens is available for all dishes. Please contact the school should your child have a food allergy.

Curriculum, Assessment and Reporting

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3- 18 years, wherever learning is taking place including: Early Childhood Centre, schools, colleges and community learning. There are five levels and these are flexible, depending on pupils' needs and abilities.

Level	Level
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. We work closely within our Education Group with P7 pupils and parents to facilitate that transition from primary to secondary,
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 refine your child's education.
Senior	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 giving them the skills and experiences to become:

- a successful learner
- a confident individual
- a responsible citizen and an effective contributor in school, their community and life.

These are known as the **four capacities**.

Learning experiences outside the classroom are also encouraged, helping to link lessons to real life. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning. Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

Literacy

Mathematics and Numeracy

- Health and Well-being
- Social Studies
- Expressive Arts
- Curriculum for Excellence emphasizes that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who then reflect with the learners on their strengths, learning needs and next steps. 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. Testing will continue to be part of the framework of assessment, providing additional evidence
- Religious and Moral Education
- Sciences
- Technologies

of what learners know, understand and are able to do, and in turn helping teachers plan learning experiences which are motivating and challenging.

Websites which have further information include:

- www.youngscot.org (learners)
- www.parentzonescotland.gov.uk (parents and carers)
- www.sqa.org.uk (information on qualifications)
- www.hmie.gov.uk (standards, inspections)
- www.ltscotland.org.uk (teaching practice and support)
- www.engageforeducation.org (share ideas and questions about education)
- www.scotland.gov.uk/cfeinaction (real-life examples)

The core curriculum consists of Literacy, Numeracy and Health and Well-being. These permeate and underpin learning in all other curricular areas. Attainment and achievement in these areas are regularly assessed and reviewed by the school to ensure standards are maintained. Learners are also given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and creativity
- Leadership
- Citizenship and International Education
- Sustainable Development □ Digital technology

At Ochiltree Primary School the curriculum provides a well-balanced, progressive and enjoyable programme of learning for the children.

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 for their own learning. These are offered to all regardless of sex, race, colour or personal circumstances and reflect awareness of cultural diversity.

We have an active literacy committee and use together time to capture pupil voice, assembly leaders and junior road safety officers. Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works.

Children are also given opportunities to learn in an active and experiential way, including outdoor learning. Our outdoor relaxation hub provides opportunities for class teaching, outdoor learning and relaxation.

Assessment and Reporting

Assessment is a continual process within the school. The child is assessed as he/she goes about the daily work of the classroom. Pupils are also encouraged to self-evaluate. Assessment is used to identify the next steps in learning and teaching. The school uses Assessment for learning strategies in every class, also known as Formative assessment.

- Formative Assessment is used extensively throughout the school. It does not involve sitting tests but instead allows pupils and staff to assess their progress daily on a more “informal” basis. Pupils will know what they are expected to learn by being told their Learning Objectives (sometimes known as learning intentions or WALTs - we are learning to) and be able to assess how well they have completed a task using a given set of success criteria (sometimes known as WILF - what I’m looking for).
- The children will judge their own work (**self-assessment**) or have their work judged by other pupils (**peer assessment**) as well as being assessed by the teacher. We use pink to mark positive outcomes, green for growth encouraging self-correction.
- This self-evaluation allows pupils to create their own Personal Learning targets to identify areas for improvement and monitor their progress towards their targets.
- Individual pupil records are completed by teachers and at the appropriate time, when the child is ready to move from one level to the next or when the child moves between stages.
- Pupils may be assessed using various means at various points throughout the year and upon completion of the outcomes of the CFE stages. This will be when the child is judged to have a good understanding of the expected outcomes and may be before or after the end of P1, P4 or P7.

- Moderation of assessments is carried out by cross-marking with other teaching staff, the Depute Head Teacher and the Head Teacher, as well as within the Robert Burns Education Group, East Ayrshire and Scotland.
- Primary 3 pupils will be assessed in literacy and numeracy using the QUEST screening tool. Again this is used to help identify pupils who are experiencing some difficulties either in maths or language. Additional support may be offered to pupils following the assessment.
- Children who may have additional support needs, or who require an Individual Learning Plan or Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher.

REPORTING TO PARENTS.

We have 2 parents' day/nights in September and March with reports issued at the end of May. This states the levels which have been attained in reading, writing and maths as well as comments on curricular areas and personal development. Parents' evenings take place twice per year in September/October and March/May.

Please note:

Parents wishing to discuss any aspect of their child's school life, at any time of the year, should contact the school to make an appointment to see the Head Teacher. All appointments to see the class teachers must be made through the Head Teacher.

Class Size Policy

Currently, the maximum number of children in classes is:

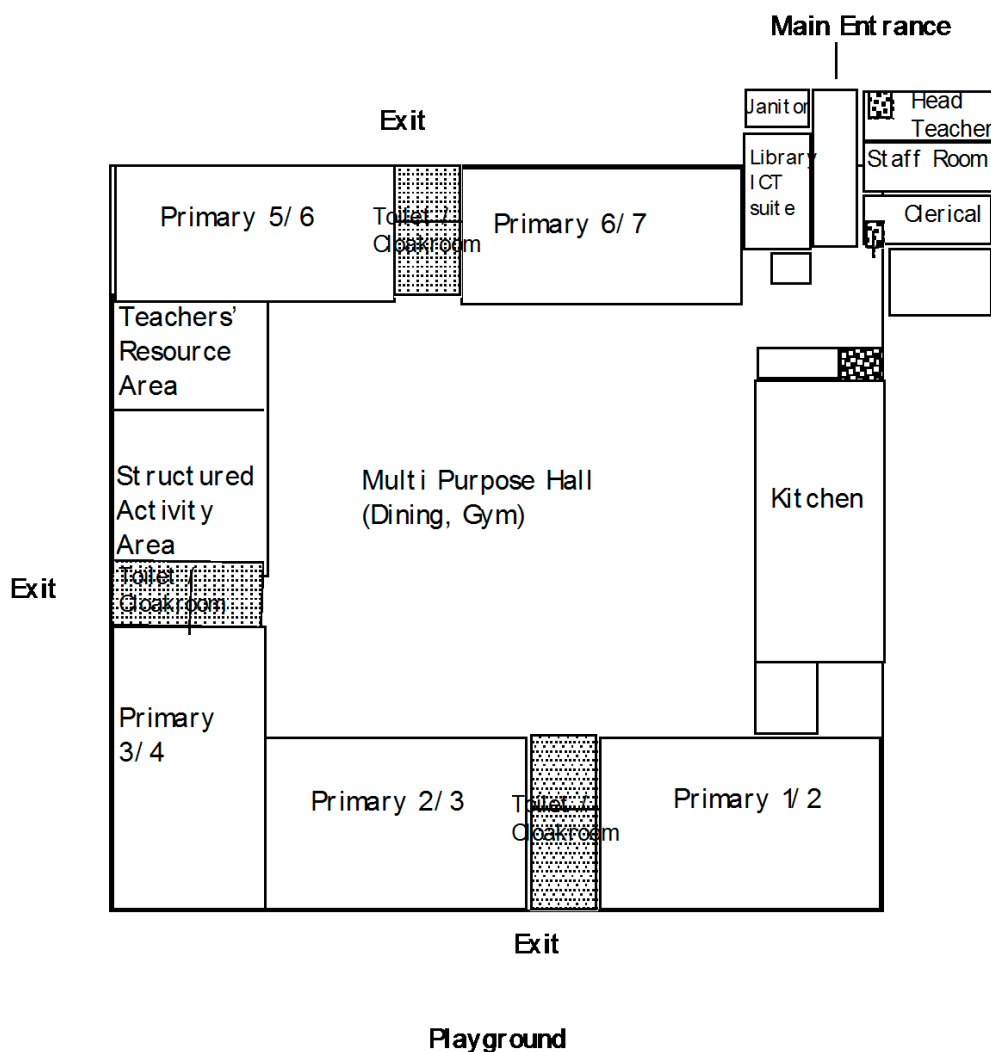
Primary 1	25
Primary 2 and 3	30
Primary 4 to Primary 7	33

The exception to this is a composite class, made from more than 1 year group, which has a maximum size of 25. More information is available at:

www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses.pdf

Due to our current school roll, we have a number of composite classes. Our current class structure for 2024 – 2025 is:

□ Primary 1/2	18 pupils
□ Primary 3/4	25 pupils
□ Primary 5/6	22 pupils
□ Primary 6/7	22 pupils



SCHOOL SECURITY

All visitors should report to the main entrance of the school, where they should make themselves known to school staff and sign in. Visitors are required to wear identification for their time in the school. All visitors should wait in the main entrance unless supervised by a member of staff.

External doors are alarmed and the school has CCTV. **No photography or filming is allowed in the school and school grounds without prior consent of the Head Teacher.**

Parking Facilities/ Disabled Access

Staff car parking facilities are available at the rear of the school. Please note there is no provision for parental parking within the school grounds. Disabled car parking is available at the front of the building. Please do not park on the yellow zig-zag lines outside the school.

Your role as a parent *Please note that throughout this handbook, the word “parent” is intended to mean the guardian or any person who has parental responsibilities (within section 1 (3) of the Children (Scotland) Act 1995) for the care of a child or young person.*

Opportunities Provided for Parents/Carers

We want the best start in life for every young person in East Ayrshire, including those who are not yet born. Your role as a parent is vital and we know you will want to play an active part all through your child's educational journey.

You are automatically part of the Parent Forum which can form a smaller body called the Parent Council to represent them. The Parent Council represents parents' views and supports the school/centre in its work with pupils, reporting back to the Parent Forum. In addition, the Parent Council organises fund-raising events and encourages links between the school/centre, parents, pupils and the wider community.

DETAILS OF THE PARENT COUNCIL OF OCHILTREE PRIMARY.

Chair of the Parent Council	Mrs Musson
Clerk to the Parent Council	Mrs Caldwell
Treasurer of the Parent Council	Ms C Samson

Parent helpers/volunteers are welcome and by contacting the school, we will be able to advise on the opportunities available to assist at events and activities. To get involved as a volunteer, you will have to undergo a Disclosure Scotland PVG check before you can help in the school.

How the School will Provide Information, Advice and Support to Parents/Carers to Support their Child's Learning at Key Stages.

We will keep you informed of your child's progress in terms of learning and achievement. This may include telephone calls, letters, emails, written reports, parents' workshops and/or parents' evenings. Your child's teacher may also share ideas about how you can help your child's build on their strengths as well as working on progress and development needs.

The school homework diary is another means of communication where we can share information about your child. In addition to homework, your child will also bring home samples of work for you to see and discuss with them. **Information is provided to parents via the school app. Letters** may be sent to individual classes when a particular event for that class has been arranged. The school also uses an SMS service to inform parents about different events.

Informal invitations to parents are sent out at various times throughout the year e.g. Assemblies, productions, coffee mornings, fund raising activities.

A **written report** is sent home in March - May of each year, prior to the final Parents' Evening. An oral report is given in October of each year.

Curricular information is sent to all parents at the start of each new session and throughout the year, if required. This information is also posted on class blogs and the app. This outlines themes, areas of study in environmental studies, mathematics, language, the expressive arts and RME. If parents are looking for particular information on any area of the curriculum they should telephone the Head Teacher.

Team Around the Child (TAC) meetings are held throughout the year for children with identified additional support needs to allow parents, staff and other agencies to discuss a child's progress and plan their next steps.

It may be necessary for parents to be contacted by the school to discuss some aspect of their child's progress or behaviour. This may be done in one of two ways: -

*By telephone call from the Head Teacher

*By letter

Should you ever wish to discuss any aspect of your child's development, please phone the school/centre and an appointment to meet will be arranged at a mutually convenient time.

HOMEWORK.

Our policy is to encourage partnership with parents in all aspects of the child's education. Our main purposes in giving homework are: -

- To encourage pupils to become independent learners
- To encourage parents to play an active, supportive role in their child's education
- To reinforce work done in the classroom
- Homework diaries, information on class themes, are issued throughout the year. Homework tasks may be related to any curricular area. It is important that the work reflects the child's learning.
- Primary 5-7 pupils complete an individual project on a topic of their choice within a theme given by the class teacher.
- Reading Passports and Read Write Count initiatives aim to develop the link between home and school learning.
- Giglets Online Reading Scheme and online learning activities are allocated via Microsoft Teams.

Guidelines as to how much time should be spent on homework:

- Primaries 1 & 2: 10 – 15 mins
- Primary 3: 10 – 20 mins
- Primary 4: 15 – 20 mins
- Primary 5: 20 – 30 mins
- Primary 6: 25 – 35 mins
- Primary 7: 30 – 40 mins

If your child is having difficulty with homework, please contact the school.

Transfer from Early Years to Primary

Starting School Enrolment usually takes place in the January of the year your child will start school. When you enrol your child, their original birth certificate will be needed. A copy of this will be taken and the original will be returned to you. We do this to comply with the terms of the Family Law (Scotland) Act 2006 (see Section 3 of this handbook) and to help determine who has parental rights for a child.

For children born after May 2006, if both parents are named on the birth certificate, then both have parental rights and we will record both names on our system. Parental rights are different for children born before May 2006. In this case the father will only have parental rights if he is named on the birth certificate and if he was married to the mother at the time of the child's birth. A child's name cannot be changed and a parent cannot be removed from the system without written consent from all parties with parental rights for the child.

Induction information is posted to parents of new entrants in April / May. Children and their parents attend induction afternoons in May/ June. Parents of Primary 1 children may have the opportunity to sample school lunches.

Information is passed on from various Early Years Establishments to the school through the Early Level Literacy Assessment Tool (ELLAT) and through liaison with Early Years staff. The main associated Early Years establishments are Auchinleck and Catrine Early Years Centres. The school will liaise with other Early Years Centres and private day care centres if notified by the child's parents.

Early entry to primary school: If you want to discuss whether your child should start primary school early, then please contact your child's Early Years Centre or the school for more information.

Deferred entry to primary school: If your child is aged between four and a half and five, you can choose to enrol your child in school early, or defer entry until the following August. However, you can only do this if your child's birthday falls between February and September.

You will still need to register your child at the school in your catchment area, during enrolment week (dates will be publicised on the Council website) and the option to defer entry can be discussed.

You can also discuss deferred entry with staff in an Early Childhood Centre or partner centre (if attending). If your child does not go to an Early Childhood Centre, or partner centre, you can get an application from us at: Education (Early Years), London Road, Kilmarnock, KA3 7BU, or by calling 01563 576004.

For children with September to December birthdays, application forms need to be completed and returned to the above address before the last day in February.

Placing requests and appeals: If you want to send your child to a school outside your catchment area, you need to complete a school placing request form. However, if you do this, please remember that your child will not be entitled to free school transport to and from school.

Placing requests are decided by the Council's Head of Education. If you wish to appeal a decision, you must do so, in writing, within 28 days of receiving it. An Appeal Panel will be arranged, made up of a Councillor and two parent council representatives. An officer from the Council's Legal Services team will also attend the hearing to provide advice to the panel. The panel will either grant your appeal, or agree with the original decision.

If you remain unhappy with the decision, you have the right to make a final appeal at the Sheriff Court within 28 days of the appeals panel's decision.

TRANSFER FROM PRIMARY TO SECONDARY

Usually Ochiltree Primary children will transfer to:

Robert Burns Academy Barony **Campus**, Cumnock

Executive Head Teacher: Tracy Stewart

Tel: 01290427280

All pupils currently participate in online visits with Academy staff throughout P7 and for attend the academy for Induction sessions in June. P7 pupils will also have visits from Secondary staff earlier in the session and participate in a joint transition handbook.

For children with identified additional support needs, additional meetings involving parents/ carers, children and staff from primary and secondary will be held prior to transition. Additional visits may also be arranged, dependent on need and available staffing. An early follow-up meeting will be held in the new school to discuss the transition and progress.

Attendance and absence

The law requires all parents to provide an education for their child. We take attendance at school/centre seriously and follow up on unauthorised absences, or continued absence from school/centre, involving other partners if necessary. Parents/ Carers are responsible for ensuring that their child attends school/centre regularly, arrives on time and for ensuring the safety of their child on their journeys to and from school/centre, except when they are on any school/centre transport we provide.

Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential.

- The law requires that educational establishments maintain an accurate record of attendance and absence of each pupil. Parents are requested to assist in this process by informing the school or centre if children are to be absent for any reason. Attendance at Primary School is noted twice a day – in the morning and afternoon.
- Where your child's absence is approved, for example a medical appointment or the school or centre is notified of a sickness absence, it is marked as an **authorised** absence.
- Where an absence is unexplained by the parent the absence is marked as **unauthorised**.
- **If your child is not going to be attending, please let us know by 9.15 a.m.** on the first day of absence, explaining the reason. When your child returns, please send them with a note, confirming the reason for absence.
- We take attendance at school/centre seriously. Where a child exhibits a pattern of absence, unauthorised absences or continued absence from the school which may warrant investigation – and if we cannot contact you, or your other emergency contacts – then other appropriate support services may be contacted. This might include other family members, a social worker, a health visitor or other concerned party, requesting that they visit your home to investigate and report back on their findings.

Illness or accident during school hours

If your child feels unwell during class they should tell the class teacher/practitioner and, where necessary, a first aider or appointed first person will be called to attend. If we do need to send your child home, we will contact you to make 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) 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.

Holidays in school/centre time

The Scottish Government requires that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances.

Should you wish to remove your child from school/centre to attend a family holiday you must inform the head of establishment. This will be recorded as unauthorised absence, though there may at times be exceptional family circumstances, which should be discussed with the head teacher well in advance.

Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for East Ayrshire schools/centres, please visit the following website, or contact the school/centre office. www.east-ayrshire.gov.uk/EducationAndLearning/SchoolHolidays.aspx

Religious, Spiritual and Moral Values

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee on the register.

School Trips/ Outdoor Learning

During the pandemic additional health and safety measures will apply. As a result school trips will be limited and subject to extra precautions if going ahead. However, there is an increased focus on outdoor learning opportunities within the school grounds with enhanced risk assessments. Children should bring suitable outdoor shoes and a warm, waterproof jacket.

Subject to guidance, pupils may attend a visit with their class to different places to develop their understanding, knowledge and skills, linked to the curriculum and wider achievement e.g. Dumfries House, Farm visits, sports competitions, John Muir Award or STEM- related visits. Primary 6 and 7 pupils are also invited to take part in a residential visit, which may include outdoor adventure activities.

SCHOOL UNIFORM /DRESS CODE

Ochiltree Primary has a dress code. The school uniform consists of:

- Grey or black trousers/ skirt

- White or gold/ yellow polo-shirt
- White shirt and school tie
- School sweatshirts are also available
- PE kit – shorts and a t-shirt, indoor shoes/ plimsolls

Items are available from a number of stockists.

There are forms of dress and footwear which are unacceptable in school such as clothes which:

- might encourage rivalry/offence (such as football colours, photos, wording)
- could cause health and safety difficulties (loose-fitting, dangling earrings)
- are made of flammable material (such as shell suits)
- might cause damage to flooring (high heels)
- carry advertising, particularly for alcohol, tobacco or drugs,
- could be used to inflict damage on other pupils, or be used by others to do so

In addition, **earrings or other body piercing jewellery should not be worn for any PE- related activity**, due to health and safety. However, your child will never be deprived of any educational benefit as a result of not conforming to the dress code.

PE kits are unable to be left in school and children should come dressed in their PE clothes on designated PE days. (with a suitable change if the weather is very wet)

Help with clothing and footwear costs

If you get Universal Credit, or other benefits, you may be entitled to grants for free school meals, footwear and clothing. You can get more information and download an application form here:

www.eastayrshire.gov.uk/Resources/PDF/C/ClothingGrantFreeSchoolMealsApplicationForm.pdf

The clothing grant is £100 per eligible child.

School meals

Our school meals are provided by Catrine Primary and offer a 2 course menu option.

All children in primaries 1 to 5 are entitled to a free school meal. Primary 5 pupils will be entitled to a free meal from 2023. This is a great opportunity for children to enjoy the social interaction of eating in an environment where they can try different foods every day and it can also help to increase their concentration for their afternoon classes.

Our award winning meals service offers nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils. We are the only Council to have achieved nine consecutive Gold Soil Association Food Awards since 2008. We also back using valued local suppliers for our fresh ingredients.

School meals provide a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school. School lunch breaks should be an interesting and enjoyable time and our philosophy is to help children towards a good diet by providing an attractive and interesting range of wholesome, cooked food, made from excellent, fresh, quality ingredients. Menus and other information can be found at: www.eac.eu/schoolmeals. All meals should be ordered online through the ParentPay system.

The management of the Catering Service in your school is provided by the Council through Onsite Services. The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the national nutritional food standards we follow. Children in receipt of free school meals allowance are entitled to free school milk. For further information, please follow the link below:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/FreeSchoolMeals/FreeSchoolMealsMilk.aspx>

Online School Payments

A safe and secure system of online school payments is used, removing the need for your child to carry cash. The payment service is being provided by ParentPay: <https://www.parentpay.com/>

ParentPay is a secure online payment system allowing parents to pay for school meals, trips, uniforms and much more. Parents who do not have access to online facilities or wish to continue to pay in cash can do so by paying through Paypoint facilities at local shops.

If you are in receipt of Universal Credit, or other benefits, your child may also be entitled to free school meals.

Benefits for parents:

- make payments whenever and wherever you like
- no need to worry about your child carrying cash to school
- monitor and make payments by instalments for larger items such as school trips
- a single login for all your children regardless of which school they attend
- alerts for low balances via email and/or SMS text

You can get an application form at your school, or during school holidays, from Kilmarnock and Cumnock Registration Offices. Further information on online school payments is available online at:

www.eac.eu/lineschoolpayments

Additional Support For Learning

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short-term, or for their whole school journey.

We have a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage. Some of these may include:

- P1 Early Literacy Assessment Tool (ELLAT)
- P2 Closing the Literacy Gap
- P3 QUEST literacy and numeracy screening
- P4-7 : WRAT/ Spelling and reading age assessments

Children who have been identified as having additional support needs will be supported through an Action Plan (AP) or an Individual Learning Plan (ILP) or in some cases a Co-ordinated Support Plan (CSP). You and your child will be fully involved in developing these plans at all stages.

Additional and more specific information on Additional Support Needs can be found on our website:
www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx

Additional support is given to pupils by the Class Teacher in class as required. **East Ayrshire Support Team (EAST)** staff may also visit the school to work with children who have been identified as having additional support needs in different areas including literacy, numeracy and health and well-being. This may be for a short period of time or on a longer basis, dependent on need and availability of staff.

Staff from various other agencies including Speech and Language therapy, Occupational Therapy, Hearing impairment or Visual Impairment team may also be involved in supporting pupils with additional support needs.

Additional Support Needs: East Ayrshire Psychological Service

The Educational Psychologist visits the school regularly to assist and help support children and young people who are experiencing barriers to learning. They provide advice and consultation to staff and parents. The Educational Psychologist can be involved in consultation of general issues that may arise regarding particular children.

The Staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the psychologist would not observe or meet with a child or undertake any formal assessments without parental consent.

Once consent is given, the school will update you with the support on offer, any needs which are identified and the Educational Psychologist's role in supporting your child. Other school staff may become involved in supporting your child and, again, this will also be discussed with you as part of the process. The school can give you more information on the psychological service, or you can visit the website: <https://blogs.glowscotland.org.uk/ea/eapsychservices>

East Ayrshire Support Team (EAST)

East helps by providing support with early identification/assessment of a child's needs. They can then offer support through curriculum development, planning of teaching, mentoring, reviewing and staff development.

The service is made up of different specialist teams:

- **The Core Team:** offers direct support to school on a needs-led basis
- **English as an additional language** helps children with limited or no English or those who appear fluent but are not achieving their full potential.
- **Visual Impairment Team** supports children with a visual impairment
- **Early Language Centre** supports children up to P3 with a severe, specific language delay or disorder
- **Hospital Education Service** supports children who are admitted to hospital for an extended period or are frequently re-admitted
- **Autism Spectrum Disorder Outreach Team** – supports children who have a significant social communication difficulty including ASD

For further information about other related services, see;

<http://www.eastayrshire.gov.uk/EducationAndLearning/ActivititesAndSupportForYoungPeople/SupportForYoungPeopleSchoolAndEducation/EastAyrshireSupportteam.aspx>

If you believe that your child has additional support needs, please contact the school first or get in touch with us on 01563555640

Looked After and Accommodated Young People

Some children and young people are unable to live at home with their parent(s) and the local authority has a legal responsibility to care for them. This care can be provided in foster families, residential houses or residential schools depending on their individual needs. Wherever possible, children and young people are expected to attend their original pre-five centre or school to minimise disruption to their lives. Where this is not possible the next preferred option would be to attend mainstream school with support if necessary.

Each school has a designated staff member, usually in a senior management position, who has responsibility to know of any child or young person who attends their school and who is looked after and accommodated away from home. This staff member should ensure that any issues or concerns around the child or young person is addressed and communicated to the social worker responsible for the child or young person.

Foster carers and residential care staff act in place of the birth parents of the child or young person on everyday matters and should be provided with the support and advice of school staff which would be given to birth parents.

If there are any issues or concerns relating to a child or young person who is looked after and accommodated within the school, the child's teacher should be informed about these in the first instance and further advice can then be pursued as appropriate with school management staff and social work staff. The overall aspiration for children and young people who are looked after and accommodated is that they are supported, included and treated no differently in school than their peers.

Transition Arrangements for Children with Additional Support Needs

Additional meetings involving parents/carers, children and staff of both establishments will be held prior to transition. Additional visits may also be arranged, dependent on need and available staffing. An early follow up meeting will also be held in the receiving school to discuss the success of the transition. An Enhanced Transition programme is available for identified pupils transferring to Robert Burns Academy.

Mediation

Mediation services are also available through Enquire - the Scottish advice service for additional support for learning, operated by Children in Scotland. You can contact them on 0845 123 2303 or email info@enquire.org.uk

You can also go online at two websites - www.enquire.org.uk (for parents/carers and practitioners) www.enquire.org.uk/yp (for children and young people)

The Educational Additional Support for Learning (Scotland) Act 2009

This sets out the law relating to special needs and updates the same act from 2004.

Some children may face difficulties for a range of reasons that act as a barrier to their learning. It requires that all schools identify children with additional support needs and plan their education at the earliest possible stage.

Children identified as having additional support needs will be supported in a number of ways including an Action Plan (AP), an individual Learning Plan (ILP) or a Co-ordinated Support Plan (CSP).

The Act also gives more rights to parents to request assessments for their child and places additional responsibilities on local authorities for children in their care.

Medical Conditions

It is essential that you let us know of any particular medical conditions or requirements that your child may have. Please let the school know of any changes in your child's medical information, your contact information and any arrangements we should make should your child become ill, or need to be taken home.

Administration of Medicines

Any child requiring medication needs to have an **Administration of Medicines** form completed by their parent. Medicines are stored securely in classrooms or in the main office and a record of medication taken is kept by school staff. Inhalers will be stored securely by the Class Teacher in the classroom.

Dental Health

The Childsmile Programme provides preventative oral health advice and support for children aged 3 and upwards. Free oral health packs containing a toothbrush, toothpaste and advice are given to children in Primary 1. Daily supervised brushing takes place at lunchtimes for children within Primaries 1-3...

Every year all primary 1 and 7 pupils are offered a free dental inspection in school. This helps to make sure that you and your child are receiving all the support needed to maintain your child's dental health and take any steps to remedy any problems which may have arisen. The data collected is also useful for planning and evaluating dental health care initiatives.

Hearing Impairment Service

The Ayrshire Hearing Impairment Service supports hearing impaired children and their families from diagnosis until school leaving age. Teachers of the Deaf and Sign Language Assistants may also visit children at home and in schools throughout Ayrshire.

For more information call 01563551219 or email hearingimpairment.service@east-ayrshire.gov.uk

Child Protection

The Head Teacher has a responsibility for all child protection issues and this includes:

- Establishing a positive ethos which supports and values children and contributes to their welfare and protection
- Ensuring that child protection guidelines are brought to the attention of all staff
- Making sure there is a named child protection co-ordinator for the school
- Developing policy and practice to meet national and local authority guidance

Anti-Bullying

We want every child in East Ayrshire to grow up free from bullying behaviour and we are fully committed to making sure children and young people become confident individuals and responsible citizens.

We take bullying very seriously and work to prevent it. Should an incident of bullying occur, we will respond quickly and effectively. You can find more information on our Respectful Relationships Policy at: <https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Anti-Bullying.aspx>

Role of staff

We expect staff to act in the best interest of children at all times and, in co-operation with other key agencies, to protect children from neglect, harm and abuse. Where there are grounds for concern that a child may have been abused, staff will observe, report, record and co-operate with agencies such as social work, police, Scottish Children's Reporter and any appropriate medical personnel. Further information can be found at:

www.eastayrshire.gov.uk/SocialCareAndHealth/CareandCarers/ChildrenAndYoungPeopleChildProtection/ChildProtection.aspx

Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998. We collect information from children, parents and guardians and we may also receive information from other sources, such as previous schools. All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the Data Controller and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence
- Supporting teaching and Learning
- Monitoring and reporting on your child's progress □ Providing appropriate care
- Assessing how well your child's school is doing

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information.

Occasionally, we may make information available to other organisations, for example:

- To other schools if you move away
- To the Scottish Qualifications Authority for examinations entries
- To the Scottish Government and its agencies

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make the request on behalf of a child under 12. To do this, please contact the Council's Freedom of Information Officer on 01563576094 or email FreedomOfInformation@east-ayrshire.gov.uk. A fee may be charged for this service.

Education Records In addition to the Data Protection Act 1998, you also have the right to see your child's education record under the terms of the Pupil's Educational Records (Scotland) Regulations 2003. You can inspect these free of charge at the school but please contact the school to arrange an appointment. The records must be made available to you within 15 school days. A copy of the records can also be provided for a fee.

Sharing Information

We are keen to help all our children to do well in all aspects of school life and achieve better examination results. To make the best decision on how to improve education, the Scottish Government, local authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date information.

We transfer data to the Scottish Government through the ScotXed programme – a system of collecting, processing and sharing the information required for the planning, management and monitoring of Scottish education services. More details of the uses of this data can be found at [www. ScotXed. Net](http://www.ScotXed.Net). The data is held securely and no information on individual pupils can or would be published by Scottish government – it is only used for statistics and research.

Freedom Of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 gives you a right of access to a wide range of information held by Scottish Public authorities. Subject to some exemptions, anyone who makes a request to a public authority for information under the Act will be entitled to receive it. In line with other councils and public bodies, the Council has a publication scheme – a range of material online, routinely made available to the public. Such material is exempt from requiring specific response under the Freedom of Information legislation. To request information email: freedomofinformation@eastayrshire.gov.uk

Social Networking and Social Media

In recent years the use of the internet and social media has grown significantly and the Council has policies which support and promote the safe, ethical and responsible use of the social networking and social media.

This policy promotes a managed approach to social networking within East Ayrshire Council, allowing responsible interaction through social media in a way that enhances communication and engagement.

Equalities

The council and schools are fully committed to terms of the Equality Act 2010 and the nine protected characteristics it outlines which are: Race, Religion and belief, Disability, Gender Reassignment, Sexual Orientation, Sex, Marriage and Civil Partnership, Pregnancy and Maternity, and Age.

School Inspections

HM Inspectors from Education Scotland inspect and report on the quality of education in Early Childhood Centres, Primary and Secondary schools, Special schools, Community and Learning Development services, colleges and residential educational provision.

In addition, Early Childhood Centres are subject to inspection by the Care Inspectorate. Occasionally, they may have shared inspections by the Care Inspectorate and Education Scotland. All reports are published and can be viewed on the Care Inspectorate and Education Scotland websites.

Education Groups

The structure within the Education Service is designed to ensure effective and responsive operating arrangements, to provide effective support for curriculum development, service improvement and for the collection, interpretation and dissemination of relevant performance management information.

Individual educational establishments are assigned to an Education group. Ochiltree Primary is part of the Robert Burns Education Group and the wider Barony Campus. Through collective leadership, greater use of performance data and the sharing of resources, the Education Group drive forward improvements across the Education Service and in all educational establishments. Collective leadership means taking responsibility for the success of the learning community as a whole – not just their own school or sector. This is designed to create a positive, caring and supportive environment for staff, children and young people to enable them to enjoy developing their talents to their maximum potential.

Our teachers and staff

We aim to recruit the best teachers and staff to deliver superb education for your child. Recruitment and selection procedures are rigorous and consistent and the recruitment process includes a security check through the Protection of Vulnerable Groups (PVG). All teaching staff are registered with the General Teaching Council of Scotland (GTCS)

The school is staffed according to national guidelines:

Head Teacher	Mrs. Denise MacColl
Depute Head Teacher	Mrs. Pamela Lockie
Primary 1/2	Mrs Kane
Primary 3/4	Mrs Bell/Mrs Meek
Primary 5/6	Mr Holland/Mrs Tweedly

Primary 6/7

Mrs Phillips/Mrs Rooney

Ancillary Staff

Janitor	Mr. Butler
Senior Clerical Assist.	Mrs. McDicken
Classroom Assistant	Mrs. Watson, Mrs Dempster, Ms Curtis
Catering Supervisor	Mrs Charles
Catering Assistant/	Mrs Nimmo
School Crossing Patrol	Mr. Butler

Visiting Staff This session staff are:

EAST support	Mrs Holloway
Strings Instructor	Mrs. Terras

Comments, suggestions and complaints

Our aim is to provide a high quality service to the people we serve, but sometimes things can go wrong. If this happens, please tell us so that we can put things right via the following link: [https://www.eastayrshire.gov.uk/Council and Government/Contact-Us/ContactUsForm.aspx](https://www.eastayrshire.gov.uk/Council%20and%20Government/Contact-Us/ContactUsForm.aspx)

Complaints

If you have experienced a problem with the service or have a complaint to make the quickest way to get it resolved is to talk to the school or Head Teacher

Stage 1: If the Head Teacher is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's complaint procedure. Your complaint will be viewed by a manager within education and a response provided within 5 working days.

Stage 2: If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management and we will aim to respond within 20 working days.

If you have completed the Council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint. Further information is provided in the leaflet "A guide to making comments, suggestions and complaints" or on the council website www.eastayrshire.gov.uk/complaints.

Mediation

Mediation and advocacy services are also available through Enquire – the Scottish advice service operated by Children in Scotland, for additional support for learning. You can call them on 08451232303 or email info@enquire.org.uk

You can also go online on two websites – www.enquire.org.uk (for parents/ carers/ practitioners) and www.enquire.org.uk/yp (for children)

POLICIES AND PROCEDURES

What we do and how we do it is governed by arrange of laws, policies and conventions, Policies are regularly reviewed and updated to reflect the changing legislation and national policies.

Please contact the school if you would like more information. The following references give a brief summary and you can use the highlighted links for more details on each.

Getting It Right for Every Child (GIRFEC)

GIRFEC aims to reform children's services by changing existing practices, removing barriers to services and promoting partnership working between different services. It introduces a coordinated approach across all agencies for the delivery of support to children as they require it. Locally we will continue to bring together early years, primary and secondary schools with other organisations, health and social care partnerships to plan and improve services for children.

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Building the Ambition 2014

Building the ambition sets the context for high quality early learning and childcare and complements the Children and Young People (Scotland) Act 2014.

Children and Young People (Scotland) Act 2014

This is perhaps the most important piece of legislation and sets out a number of key requirements as follows:

□ **Lead Professional**

All children and young people who need support can access this from one person – called a **Lead Professional** – who will act as a single point of contact for the child or family and co-ordinate the care requires across a range of different services.

□ **Child's Plan**

Local authorities require to prepare a plan in relation to an individual child if it considered that the child has a well-being need. This is required if it is considered that wellbeing cannot be met without targeted intervention. **Early Learning and Childcare**

Local authorities must offer a minimum of 600 hours of free early learning and childcare for all eligible children who reside in their area. This includes 3 and 4 years olds and those two year olds from households where the parent or carer is in receipt of certain benefits. Two year olds who are looked after under a kinship care order (or with a parent appointed guardian) are also eligible for early learning and childcare. Looked after two year olds will have an integrated multi-agency assessment using the GIRFEC proves leading to a Child's Plan, to improve wellbeing outcomes. Local authorities may make alternative arrangements for a child's early learning and childcare where this is appropriate.

The Family Law (Scotland) Act 2006

Family law covers topics such as marriage, civil partnerships and cohabitation, what happens when a relationship ends, relationships between parents and children, inheritance, succession and gender recognition www.scotland.gov.uk/Topics/Justice/law/FLSA2006

Parental Involvement Act 2006

This helps boost how parents and schools work together to benefit from shared knowledge, helping our children to reach their full potential

www.scotland.gov.uk/Publications/2006/09/08094112/0

Disability Strategies Pupils' Educational Records (Scotland) Act 2002

This helps to promote positive attitudes towards disability in all Scottish schools and will help responsible bodies to ensure that they can meet their new duties under the amended Disability Discrimination Act 1995, effective from September 2002.

www.scotland.gov.uk/publications/2002/09/15494/11272

Standards in Scotland Schools Act 2000

This declares that every child of school age in Scotland has the right to a school education provided by an education authority and states that education should be directed "to the development of the personality, talents and mental and physical abilities of the child ... to their fullest potential." It requires local authorities to:

- secure pre-school education for all pre-school and ante-pre-school children where a parent wishes one
- secure the right of every child to have a school education

www.legislation.gov.uk/asp/2000/6/contents

Education Scotland Act (1980)

This places a duty on every education authority to make sure their area has adequate and efficient provision of school and further education.

www.legislation.gov.uk/ukpga/1980/44/contents

STANDARDS AND QUALITIES REPORT FOR SESSION 2020-2021

Our priorities for improvement for session 2020 - 2021 were:

- To raise attainment in literacy
- To raise attainment in numeracy
- To improve attendance and inclusion
- Promotion of Health and Well-being
- Sustainable development

- We have continued to build on teaching strengths to ensure consistently high quality learning and teaching with appropriate levels of pace and challenge at all stages. This includes online digital learning and the provision of education to the children of keyworkers and vulnerable pupils during the national lockdown of January – March 2021.
- Staff continued to further develop a shared understanding of standards, expectations and levels of attainment and achievement for Ochiltree Primary School.
- We continue to focus on teaching, learning and metacognition strategies which help to ensure all children understand their strengths and next steps. We are looking at ways in which we can increase pupil led learning across the school, in addition to what we already have in place. We have revised, streamlined and adapted our planning formats making sure that they still provide rich information and teacher evaluations of pupil progress.
- Staff hold tracking conversations to look at all children's progress individually across all curricular areas, ensuring best pace, challenge and support for each child. We continually ask what are we doing, how are we doing it and why. The impact of what we do has to be meaningful. Electronic and hard copy tracking records are used to support and record evidence of pupil progress across all curricular areas to ensure appropriate pace and challenge for all children.
- Teacher judgement and moderation takes place within school, the Education Group and authority with staff using a range of national, local and internal assessments. Pupils in P1, P4 and P7 have participated in the Scottish National Standardised Assessments in literacy and numeracy in 2021. This process ensures consistency and progression across the school.
- Staff have continued to develop and update their skills in literacy and numeracy through attendance at online CPL courses building on more active approaches in maths and literacy in the classroom.
- Our established staff and pupil leadership programmes have continued. P7 pupils participated in the ICAN coaching programme.
- All staff have engaged positively with professional learning in order to have the best possible outcome for all our learners and continue to take a leading role across a number of key areas for example Eco, Health and Well Being, Global Citizenship.
- To provide additional opportunities for partnership working with parents, the school has purchased Learner Journal online platform for all stages of the school with the support of the authority funding.

- Greater online parental engagement was developed by the hosting of Team Around the Child meetings on Vscene and the use of Microsoft Forms, as well as through continued engagement with the Parent Council. Telephone calls were used to support parents and children in accessing and supporting learning online.
- Our Outdoor Relaxation Hub has been constructed and will provide opportunities for all to further strengthen mental health and resilience as well as providing literacy and numeracy opportunities in an outdoor context. It also provided a safe space for agency staff to meet with pupils to support their mental wellbeing.

The school has implemented Active **Literacy** at all stages throughout the school and will be embedding its approaches further this session. Additional staff training was also undertaken in developing grammar and writing. Staff participated in the internal moderation of literacy tasks at different levels.

As part of the online learning which took place during the school closure, pupils were able to access the online reading resources on Giglets and Oxford Owl. Identified pupils with additional support needs were able to access Nessy spelling, reading and writing programmes.

Children participated in the online Boswell Book Festival with two children chosen to talk about their favourite authors for a newspaper article.

In **maths**, staff undertook further training as required in Number Talks and Scottish Heinemann Maths Stage 6 was introduced to enable a smoother transition in maths from P5 to P6.

Pupils in P1, P4 and P7 also participated in the online standardised national assessments in maths. Staff participated in internal moderation of maths in school and professional dialogue through the Teacher Judgement Survey.

Attendance and Inclusion

The school continues to have a very high level of child attendance. Between 10 and 20% of children attended the school during the national lockdown from January – March 2021. These included vulnerable children and the children of keyworkers.

Support has continued with additional support from EAST to aid pupils in their learning. Staff ensure that all pupils have full access to all curricular areas throughout the school day. Regular online and telephone review meetings for children with ASN have been held to ensure home and school work together to support children.

All staff have an understanding of the current Child Protection guidelines and Disability and Accessibility strategies. Anaphylaxis information was provided for all staff.

All staff have continued to implement additional formative assessment strategies in class throughout the year and encouraged the children to self and peer assess. Pupils assessed their progress across all curricular areas and teachers took their views into account when planning next steps.

Primary 5/6 children took part in a joint STEM project with the University of Glasgow and an engineering company. The children created an eco- model and parents and pupils participated in an online workshop with University staff. Pupils and parents reported favourably on the project and the project was also reported in the GTCS magazine.

Health and Well-being

In health and well-being, P6 pupils became Mental Health Champions, having completed an online training course offered by the authority. Staff implemented the updated guidance on Relationships, Sexual Health and Parenthood as well as substance misused.

Children at particular stages have benefitted from Active Schools activities (football, tennis and rugby). Primary 6 pupils successfully completed the LEAD training programme to develop playground games skills with younger pupils. However, due to the restrictions of class bubbles, not all planned activities were able to be completed.

Children's learning has been enhanced by their understanding of how they learn and staff continued to develop FiE and mediated learning for all stages. This develops the four capacities across the curriculum. The FIE programme was used throughout the school to support all pupils and promote their health and well-being.

A limited variety of Sports activities were offered to particular classes through Active Schools, including tennis, rugby and football. A lunchtime football training club and an after- school football club for identified class bubbles ran in June.

EPIC continued a successful online after- school Chanter Club for interested P5-7 pupils which continued throughout the session. All pupils from P57 participated in the Strings Project with every child learning to play a string instrument.

Sustainable Development

The school has a second Fairtrade Award and a sixth Green Flag from Eco-schools. The children developed their knowledge and understanding of sustainability and bio-diversity through different Eco schools activities.

Staff regularly self-evaluate their teaching and are involved throughout the Improvement Planning process to improve practice. Parents are invited to feedback to the school through the Parent Council, committees and by online questionnaires.

Leadership is developed at all levels through Eco-Committee, Health and wellbeing Council, Junior Road Safety Officers, Assembly helpers, Buddies, Critical Skills, FiE and Enterprising activities. All pupils are provided with opportunities to lead within their class.

Parent helpers and other staff take leading roles in after-school clubs, gardening, engineering projects and through the JRSO scheme.

Improvement Plan Priorities 2024 – 2025 Health and Well Being

- Implement the new Food and Nutrition standards in school
- P7 Mental Health and well-being champions will lead and support their peers and younger buddies.
- Embed the updated Substance Misuse programme
- To further develop children's resilience and coping with change and loss
- Embed the two year rolling programme of HWB planners
- Staff will participate in professional learning activities online and in school to support children's wellbeing

Improved Standards of Literacy

- To raise attainment in literacy - focus on writing and reading through EAC SACOW and SACDEER online resources.
- Embed the grammar programme (SACDUG) and extend digital literacy provision.
- To implement agreed planning formats for literacy
- To further develop the use of digital literacy resources including Microsoft Teams, One Note, Giglets and Nessy
- Additional staff training on active literacy approaches and digital literacy
- To introduce Learner Journals to increase parental involvement in their child's literacy journey

Improved Standards of Numeracy

- To raise attainment in numeracy– staff training in new active numeracy approaches and online resources
- To implement and review agreed planning formats for numeracy
- To pilot SHM 7 resources and embed use of SHM6
- To continue to utilise digital numeracy resources using Microsoft Teams and introduce Learner Journals to develop links with parents and carers at home

Improved levels of attendance and inclusion

- To increase inclusion – purchase of additional devices to support online learning
- Staff CPL on all-inclusive practice and school award
- To look at the Cost of the School Day in conjunction with the Parent Council and Parent Forum, including additional resources for ending Period Poverty
- Implement updates to GIRFEC, Health and well-being planning and ASN
- To raise attainment in Art & Design – resources, review of skills progression, update planners
- To continue to embed Feuerstein's Instrumental Enrichment programme enriching our children's thinking skills and approaches to learning.
- To encourage CPLP at school level in order to develop strategies for Health and Well Being
- To further develop digital literacy at all stages

LEARNING HOW TO LEARN

- We encourage the children to take responsibility for their own learning and have a Learning How to Learn programme running from P1 to P7. Our programme includes Growth Mindset, Awareness of Learning Styles, Mind Mapping, Problem Solving, Thinking Skills, and Visualisation.
- Feuerstein's Instrumental Enrichment standard programme is implemented with children from P4 to P7 and Feuerstein's Instrumental Enrichment Basic programme is implemented with children from P1 to P7. Basic can also be used with children from P4 – P7 to help develop

their understanding of self and how they interact with their peers and surroundings. All of these strategies help to develop self-confidence and self-esteem in our children.

Throughout the primary our children are given numerous opportunities to develop leadership skills, build team work and to further their inter and intra personal skills.

Pupils are encouraged to take responsibility for their own learning and are given regular opportunities to self-assess their work against various success criteria, helping them to be able to identify the next steps in their learning. Peer assessment is also used in a positive manner to provide constructive advice and praise. Children assess their progress against their targets for the week or term and set personal targets for wider achievement.

We also encourage children to drink water during the day to keep themselves hydrated, as good hydration has been linked to improved learning. It would be helpful if each child could bring a suitable water bottle with a sports cap.

The Curriculum

Within these curricular areas we seek to develop the 4 capacities of the Curriculum for Excellence.

Literacy

Our programme of work is skills based and seeks to cover experiences and outcomes which will allow our pupils to engage fully in society. At Ochiltree we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

We aim to enable our pupils to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high skills in listening, talking, reading and writing
- Use different media effectively for learning and communicating
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English, French and German
- Enhance their enjoyment and their understanding of their own and other cultures through literature

Whilst we use published texts to support the learning and teaching in languages very strong connections are made across the other areas of the curriculum. We also seek to use everyday contexts to make the children's learning effective. Teachers use dyslexia friendly approaches in each class to support pupils.

We cover the 3 recognised areas of:

- Talking and listening
- Reading
- Writing

Listening and Talking In the classroom children are taught to be active listeners. Listening skills are developed through every aspect of the curriculum. It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, with groups, with the teacher and with other adults. Children have the opportunity to present their learning to others in class, at assemblies and to a wider community audience.

The Big Talk homework project aims to develop children's listening and talking skills by helping parents to use different strategies to engage their children in meaningful conversation. Themes for discussion, including links to maths, literacy or inter-disciplinary learning may be set by the Class Teacher as part of the children's' homework.

Reading: Early reading consists of looking at and talking about pictures and then moves on to matching words and phrases in books. Prediction of what will happen next and using their own experiences as a framework to discuss the text are important. Reading books in the earlier stages are sent home regularly for additional practice. Classes may also study particular novels in class.

Children are taught to read through structured reading skills backed by published reading schemes, class novels and personal reading. Other reading resources include:

Primaries 1 – 3: The Oxford Reading Tree/ Oxford Owl and Giglets

Primaries 4 – 7: Read, Write, Inc., Literacy World, Giglets and Active Literacy

We have a wide range of additional published resources to support the development of pupil skills in English Language. We are following East Ayrshire's recommended Active Literacy Programme for the development of reading skills across the whole curriculum. All pupils will be provided with log-in details for the Giglets online reading scheme.

We encourage the children to make full use of the school and class libraries. Books will be subject to a quarantine period. Children learn to use a variety of skills in reading different types of text, but they also have to derive enjoyment from books. We value the help of parents in encouraging their children to develop an interest in books.

Pupils in Primaries 1 and 2 receive free story books through the Read, Write, Count Initiative to develop the reading relationship between home and school. All pupils take part in the First Minister's Reading

Challenge and complete a reading passport. The school is also involved with the Boswell Book Festival and children have worked with Vivian French and different illustrators on a variety of different subjects, as well as attending online talks by authors.

Writing: Children require to express themselves in different written formats and for different reasons. They are given the opportunity to express themselves and their own ideas and opinions, and to write for a more practical purpose e.g., to learn the skills of letter writing, completing forms etc.

Neatness of handwriting and general presentation of all work is considered to be very important. Nelson Handwriting is used from Primary 3 – Primary 7. In Primaries 1-3, children learn to form letters with “tails” through the Jolly Phonics programme and Active Literacy. Resources used to support skills progression in writing include: - Active Literacy ; Read, Write Inc., Literacy World, Write to the Top, Scholastic materials and tasks linked to the class inter-disciplinary learning theme.

Spelling: The school uses Active Literacy at all stages to introduce phonics and spelling rules. It also includes common or tricky words which do not follow the usual spelling rules. In Primaries 1-3 Jolly Phonics is used to introduce and reinforce children’s knowledge of phonemes (sounds). A variety of homework based on spelling rules is given throughout the year.

Modern Languages

The school participates in East Ayrshire's 1+2 language development programme. All pupils in Primaries 1- 7 are taught French. Our third language which is taught in the upper stages is German. This may change depending on the languages offered at Secondary or any joint working with international schools. For example, children have also learned Maltese, Gaelic and Sinhalese over the past few years.

Mathematics

For young children Mathematics is embedded in their play and everyday situations. In Ochiltree Primary School we build on and extend these experiences in a structured way through planned programmes of study based on the outcomes. Mental maths skills are developed through interactive activities. As well as other basic number, the children learn about shape, measurement, money, information handling and calculator work. Problem solving and enquiry strategies are taught systematically across the school. The emphasis is on activity and practical examples. This is then followed by consolidation practice.

Ipads and computers are a valuable resource and learning tool in mathematics. As well as teaching the skills of information handling, database and spreadsheets, children can develop their coding and direction skills through route planning for a robot and use QR codes.

Financial education is an important life skill for children to learn and our mathematics programme and enterprise activities encourage children to develop skills in handling money, costing items on a budget and in the upper stages gain an understanding of different types of bank accounts and interest rates.

Our programme of study aims to support our pupils to:

- Develop essential numeracy skills, including arithmetical and financial skills which allow them to participate fully in society
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- Establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future

The main lines of development in mathematics will be:

Information handling

Exploring, understanding and developing secure skills in using

- Data and analysis
- Ideas of chance and uncertainty

Number, money and measurement:

Exploring, understanding and developing secure skills in using

- Basic arithmetical and other number processes, including estimation
- Measurement for length, weight, volume

Patterns and relationships
Equations and expressions

Shape, position and movement

Exploring, understanding and developing secure skills in using

- Properties of 2D shapes and 3D objects
- Symmetry, angles and transformations

The school uses the following published schemes: -

Primary 1 - 7 New Scottish Heinemann

Additional maths resources may include Heinemann, Rapid Maths and TJ Maths

HEALTH & WELL-BEING

Ochiltree Primary is a recognised Health Promoting School. Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style. Health Education aims to enable pupils to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues. Parents will be notified by the school via the app or by letter of any forthcoming health education relating to sexual health, relationships, parenthood and drugs awareness.

The Health Education programme is planned to develop the physical, emotional and social health of pupils, by looking at; physical activity and development, safety, food and health, resilience, substance misuse and relationships. The School Nurse is also involved in working with pupils, either individually or in groups.

The school is involved in health promotion activities throughout the session and receives regular visits from the Dental Health Team and the School Nurse. Parents are invited to join in with some of the planned activities.

Children are encouraged to walk, cycle or use their scooter to come to school. Pupils also participate in walking a mile a day.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school)
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- Make informed decisions in order to improve their physical, emotional and social wellbeing
- Apply their physical, emotional and social skills to pursue a healthy lifestyle
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We take a holistic approach to health and wellbeing and our skills progression aims to promote learning about:

- Health – mental, social, emotional and physical
- Physical education and physical activity including sport
- Eating for health, and, hygienic practices
- Personal safety/ road safety
- Drugs, alcohol and tobacco
- Relationships and parenthood
- Planning choices

Physical Education

All aspects of Physical Education are covered through a planned yearly timetable. The school uses East Ayrshire's PE framework and the Borders PE pack to support this area. At the moment, the current guidance is for all PE to be held outdoors and some activities are limited due to guidance, group size and availability of individual equipment etc.

Primary 7 pupils may receive swimming lessons as part of their transition to secondary school.

All classes in the school receive additional coaching sessions from East Ayrshire's Vibrant Communities Activity Motivators during the year. These sessions may include active play, rugby, football and dance, dependent on stage. At certain times during the year, the pupils also receive training in athletics. Visiting sports clubs may also hold taster sessions in sports for pupils including judo and tennis.

Please note that **earrings or other body piercing jewellery should not be worn for any PE- related activity**, due to health and safety. However, your child will never be deprived of any educational benefit as a result of not conforming to the dress code.

Expressive Arts

Expressive Arts play an important role in the education and development of all pupils. Children are given opportunities to develop their artistic and creative abilities through Music, Art, Dance and Drama. Wherever possible these areas are linked to class themes and current areas of study to enhance the child's learning. They encourage the exploration of values, foster imagination and creativity and develop practical and perceptual skills. Through involvement in the expressive arts, children develop powers of self-knowledge, self-satisfaction and enjoyment. All pupils regardless of gender and disability will have an equal access to learning opportunities throughout the school.

Pupils will:

Express themselves in different ways and be creative

Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation

- Develop important skills specific to expressive arts and also transferable skills
- Develop an appreciation of aesthetic and cultural values and ideas

Music

The main priority in music is enjoyment. The children are given experiences of rhythm, pitch and melody. Usually, children are given opportunities to sing, to listen to a wide variety of music, to be critical of music and to create their own. The school uses the Music Express scheme which is planned to develop skills from Primary 1 to Primary 7.

Normally, Woodwind tuition is available to interested pupils in Primary 6/ 7, depending on available spaces. The school also takes part in the East Ayrshire Strings initiative where all primary 4-7 pupils will receive tuition on a string instrument. However, at this time of publication, this has been restricted to certain class bubbles due to Covid19 guidance.

Art/Design

Art is taught through planned programmes of study which ensure progression and development of skills in each area of art/design from Primary 1 to Primary 7. The school has a variety of published materials to support this development which includes Borders Art. Please ensure that your child brings their own painting shirt in a plastic bag which should be taken home for washing regularly. Arrangements are in place to ensure that any shared resources are cleaned appropriately before use by different pupils.

Drama

The aims of the teaching of drama in the primary school are to develop imagination, expression, understanding and co-operation. The drama curriculum is delivered through group activities, roleplaying, mime and improvisation. The school uses East Ayrshire's Drama Resource as well as activities linked to inter-disciplinary learning themes.

Dance

Pupils are given the opportunity to cooperate and evaluate their performance in dance in a variety of contexts at every stage of the school. The school uses the Border Resource. Visiting dance specialists and dance groups may work with specific classes for specific topics at various times throughout the school. Online dance lessons and activities may also be posted on TEAMS.

Social Studies

Children have to interact with their environment all of their lives and will be better able to cope with it if they have an understanding of it. We aim to provide the skills to allow them to do this. We believe that HOW children learn is as important as WHAT they learn. Children are encouraged to learn by being

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involved – the key words here are activity and enquiry. Topics have been selected which are age and stage appropriate and which allow our pupils, through investigative, creative and critical thinking, individually and in groups, to:

- Learn to access and use information from different kinds of sources, and think critically about evidence and arguments in order to arrive at their own conclusions.
- Learn to justify these in discussion and debate.
- Develop their skills in literacy and numeracy
- Learn about their community and country's past and present so that they develop an understanding of the political and social changes which have shaped Scotland
- Develop their own values
- Gradually build up a framework of historical, geographical, social, economic and political knowledge and understanding.
- Learn about the values, beliefs and cultures of societies at other times and in other places so that they can become more willing to question intolerance and prejudice, and to develop respect for other people.
- Learn about and apply concepts that stimulate enterprise and influence business, and allow them to gain an understanding of Scotland's contribution to global economy.
- Be challenged to consider how they can contribute to the wellbeing of society
- Develop informed values and attitudes towards the environment through relating their learning to the world they live in and to themselves.

Pupils' experiences will be grouped in the following way:

People, past events and societies

People, place and environment

People in society, economy and business

Technologies includes craft, design, engineering, graphics, food, textile and information

Technologies. We aim to develop our pupil's skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life
- Gain the confidence and skills to embrace and use technologies
- Take responsible, ethical actions to improve their lives, the lives of others and the environment
- Become informed consumers and producers of services
- Make reasoned choices for the environment and sustainable development
- using ICT to enhance learning

For each of these technologies, the main lines of development will be:

Investigating and designing:

Learning about technologies and their effect on society
Investigating resources and materials

• Developing design skills and knowledge **Producing:**

• Using technologies effectively

• Planning and organising **Evaluating:**

• Evaluating and improving products and solutions

• Evaluating the impact of products, systems and processes

The school participates in various **STEM** (Science, Technology, Engineering and Maths) activities throughout the year, working with engineers and participating in competitions.

Information and Communication Technology

The skills of Information and Communication Technology permeate the whole school curriculum and are taught through East Ayrshire's planned programme of study in order to have skills progression and development from Primary 1 to Primary 7.

As well as using computer hardware, children are introduced to the ipads, tablets and the digital camera at the appropriate stage. All children have supervised access to the Internet, within the closed environment of East Ayrshire's Intranet. The Internet is a valuable source of reference for the school. The P7 children will have an ongoing responsibility for updating our website.

Microsoft Teams and GLOW were used as the main way of communicating with and setting work for pupils during the lockdown. They will continue to be used should there be a shift to blended learning and to set homework.

Sciences

Our programme of study in science includes experiences and outcomes in biological, chemical, physical and environmental contexts, which aim to enable our pupils to:

- Investigate their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific way
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
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- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science

Our programme of study will be grouped in the following way:

- **Planet Earth**, including: the diversity of living things and interdependence, energy sources and sustainability, processes of the planet and Space
- **Forces, electricity and waves** including: forces, magnetism, batteries, vibrations, sound

and light waves

- **Biological systems**, including body systems, cells, inherited traits,
- **Materials**, including properties of materials, dissolving solids, earth's materials, chemical changes
- **Topical Science**- recent scientific discoveries and famous scientists, ethical research issues

Religious and Moral Education

Religious and Moral Education outcomes will develop children's knowledge and understanding of Christianity and Other World Religions including their values, practices, traditions and beliefs through stories, music, visits and religious observance. Personal and Social Development permeates the whole of the curriculum.

A programme of study in religious and moral education has been agreed to help our pupils to:

- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the response which religion can offer to questions about the nature and meaning of life
- Develop skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- Develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Assemblies were normally held weekly and were led by the Primary 7 children. This has moved to an online format whilst class bubbles are required. Parents and friends are invited to share in our celebrations at certain times throughout the year. Our school chaplain is from Ochiltree Parish Church.

Parents have the right to withdraw their child from religious education and / or religious observance. Any parent who does not wish his or her child to take part should contact the Head Teacher so that alternative arrangements may be made for the child. (SOED Circular 6/91 Education (Scotland) Act 1980).

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES.

Religious Education is seen as an integral part of the general school education and not as separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of other major faiths. Pupils have a need to understand how important religious faith is to the believer

and to develop sensitivity and tolerance to the belief of others, especially where they differ from one's own.

Extra-Curricular Activities

Normally football matches are organised within the school and within the Learning Partnership. Football training is available for senior pupils after school, subject to guidance. Each year we hold a Cross Country event as well as our Sports Day.

Classroom Assistants normally train pupils in Primary 6 in Cycling Safety through the I-Cycle programme. Our after school swimming club ran on a Wednesday. Other after school clubs offered, dependent on staffing, included Netball, Basketball and Sports.

East Ayrshire Pipe Band Academy (EPIC) offer an online after- school Chanter Club for pupils from P57. This has continued online for enrolled participants.

A Community after- school club, run by East Ayrshire Leisure in conjunction with the Parent Council, offered sessions for all school aged children at Ochiltree Community Hub. It is hoped that this will be able to re-start this session.

Parents are encouraged to share their expertise in a variety of ways.

Each year boys and girls submit entries to the local Cattle Show handicraft section. Pupils are also encouraged to take part in a variety of competitions within East Ayrshire and also in the wider context.

A residential visit for P6 and P7 pupils is usually offered each year.

Day educational visits usually take place during the year. These are arranged to support a particular development that has been going on in the classrooms and outdoor learning in the local environment. All visits are subject to risk assessments.

Please note that pupils cannot participate in such visits or activities unless the appropriate consent form has been returned to the school.

Learning Community

Ochiltree Primary School is a member of the **Robert Burns Learning Community**. Other establishments within the community are:

Auchinleck Primary and Early Years Establishment, Dalsalloch Road, Auchinleck **Catrine Primary**, Fourfields, Catrine **Drongan Primary and Early Years Establishment**, Millmannoch Avenue, Drongan **Mauchline Primary and Early Years Establishment**, The Loan, Mauchline **Muirkirk Primary and Early Years Establishment**, Burns Avenue, Muirkirk **Sorn Primary School**, 14 Main Street, Sorn

Robert Burns Academy, Cumnock

SCHOOL/COMMUNITY LINKS

The school encourages links with the community in a variety of ways: -

- Involvement in local annual Cattle Show.
- Working with the Ochiltree Community Hub Committee to represent children's views on the local community facility
- Organising a Burns Poetry and Song competition which is judged by members of the community.
- Fund raising for local and national causes.
- Having 'open' afternoons and fayres to which the community is invited.
- Inviting people from the community into school to talk to the pupils e.g. Police, Nurse, Community Councillor, Business owners, farmers etc.,
- Links with the local church and minister to develop children's understanding of religious Festivals and artefacts
- Maintaining and developing business links with local businesses
- Developing reading through Bozzy's Book Buzz and the Boswell Book Festival
- SSPCA , Donkey Sanctuary, RNLI and other charitable organisations