



# Shortlees Primary School and ECC Handbook 2025 / 2026

<b>Telephone No:</b>	01563 523817
<b>Email:</b>	wendy.connelly@eastayrshire.org.uk
<b>School Blog:</b>	<a href="https://blogs.glowscotland.org.uk/ea/shortlees/">https://blogs.glowscotland.org.uk/ea/shortlees/</a>
<b>Twitter:</b>	@shortleesPS
<b>School App:</b>	<a href="https://apps.apple.com/gb/app/school-app-for-parents/id1309721219">https://apps.apple.com/gb/app/school-app-for-parents/id1309721219</a>
<b>Denominational Status (if any):</b>	Non-Denominational
<b>School Roll:</b>	Primary – 331      ECC - 99
	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>



We are delighted to welcome you to Shortlees Primary School and Early Childhood Centre. We hope that you will find this handbook helpful and interesting. At Shortlees our vision is:

***"Every child in the Shortlees Campus will have access to the highest quality education and be given the opportunities to develop each of their talents to support them towards a happy and successful future."***

Many activities are organised throughout the school year, giving parents and carers the opportunity to meet and work with the staff of the school. We look forward to seeing you at various events during the session.

We believe that education involves a close partnership between school and home and we take great care to encourage this bond. Our Parent Council, parent/carer volunteers and various partners work alongside us to provide a full, varied and interesting school experience for our children.



\*Our school mascots, Shorty and Sheree.

## SCHOOL INFORMATION

2025/26

### School Roll - 331 Pupils

P1B	P1H	P2C	P2/3	P3S	P3/4	P4Q
20	20	28	25	27	24	31

P5D	P5T	P6CD	P6KD	P7M	P7D	TLC
26	20	22	26	28	31	9

Families should note that the class structure will vary from session to session.

### Enrolment for Primary 1

Registration of Primary 1 children takes place in January and is advertised widely in local press and on the East Ayrshire Council website. Prospective parent/carers are welcome to arrange a visit with the school office. Throughout your child's pre-school year, termly events are planned with our P1 staff and invitations to families are sent.

Families living out with the catchment area are welcome to make a placing request to attend Shortlees Primary School but must enrol their child at their local school as a first step. Further information is available on East Ayrshire Council's website or from our school office.

## Teaching Staff

Head Teacher	Mrs Connelly
Acting Depute Heads	Mr Ross McKillop, Mrs Chantalle Sutton, Mrs Abbie Bell
Principal Teachers	Mrs Nicola Quigley

Class Teachers	Mrs Bell	P1B
	Mrs Hennedy	P1H
	Miss Colquhoun	P2C
	Miss Howat	P2/3
	Miss Cameron / Miss Smith	P3S
	Mrs Watson	P3/4
	Mrs Quigley	P4Q
	Mrs Dunn	P5D
	Miss Tatlow	P5T
	Mr K. Duncan	P6KD
	Mr C. Duncan	P6CD
	Mrs Minchella	P7M
	Mrs Dalgleish	P7D
	Mrs Stewart	TLC
Gemma Auld	NCCT	

## Classroom Assistants

Mrs Anderson  
Mrs Watt  
Mrs Pollock  
Mrs McQuiston  
Mrs McClung  
Mrs McCulloch

## Early Years Practitioner

Gill Kelly

## Home Link Worker

Jill Telfer

## Office Contacts

Carol Armstrong  
Louise Reid  
Kimberly McGill



## Communication

We use our school app as our main tool of communication although there may be paper letters sent home or text messages sent on some occasions.

If you wish to speak to your child's teacher please email them or call the school office. You can also email or phone the school office if you have any queries, comments or concerns for the management team.

Your children's attainment and achievement will be shared with families at home through Learning Journals, telephone calls, open days, family workshops, parent/carer nights and school reports.

The school SEEMIS messaging system holds one main contact and will send attendance notifications to the main contact only. It is not possible to generate the automated message necessary to inform all parents/carers. However, should a parent/carer have a significant concern that the main contact is not sharing key information regarding attendance, they should contact the school to discuss possible alternative solutions.

## Our Values

- Safe
- Happy
- Achieving
- Respectful
- Persevering



## Family Learning Values

Each month we dedicate events and activities for Family Learning, we recently consulted with our families to update our family values. These values are linked to the school values.

## Family Learning and Parental Engagement

- Respects families of different religions, cultures and beliefs
- Supports parents/carers to actively achieve their goals.
- Encourages volunteers and helpers to help keep everyone happy and safe.
- Includes all so we are happy and safe.
- Helps achieve effective communication.
- Organises support workshops in respect of wants and needs.



## Our Environment

Our school really is the heart and hub of our community. We are very fortunate to have a spacious school site with attractive learning spaces and use a wide range of interventions in order to equip our pupils with the skills they need to be successful learners. We provide good quality teaching and learning and strong pastoral care in our safe and stimulating environment. Our approach offers increased opportunities, encourages and better enables our pupils to become the best versions of themselves.



## The School Day

9:00am - 10:40am

10:40am - 10:55am (Break)

10:55am - 12:35pm

12:35pm - 1:20pm (Lunch)

1:20pm - 3:00pm

## Your role as a parent/carer in Shortlees

We strongly believe that our attainment and achievement will increase with planned partnership with our parents and carers. 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 successful establishment when you start at Shortlees Primary School and Early Childhood Centre, you can become more involved in the life of the campus through taking part in our monthly family engagement activities, these include becoming a school volunteer, attending open days, stay and learn events, workshops, family challenges and becoming a member of our committees.



## Catering

All pupils in P1 to P7 are now entitled to a free school meal. Pupils are also welcome to bring their own packed lunch. The school kitchen provides a range of free fruit for children to have at playtime and toast in the mornings in classes.

We do have some children and staff in establishment that have a severe nut allergy, so we do ask that no food items that contain nuts are brought to school.

We operate a cashless catering system called ParentPay. ParentPay accounts can be topped up online or via PayPoint stores.



## Administration of Medicine

If your child requires short term medicine at school, please contact the school office who will arrange for you to complete the relevant paperwork. If medicine has to be given long term a Health Plan meeting will be arranged in school.

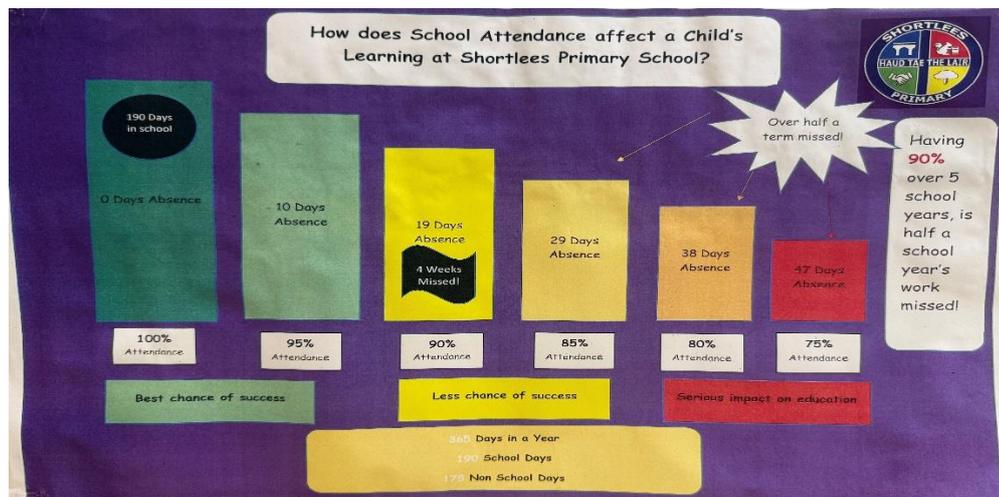
The only medicines allowed to be prescribed are those issued by a doctor or pharmacist - a prescribing label must be present and full administration details provided. Parents will be required to complete a form before medicines can be administered. Forms can be completed in the school office.

## Attendance and Absence

Good attendance is encouraged at all times and the law requires all parents to provide an education for their child. Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential. Class teachers will promote attendance in classes and highlight strategies being used to increase attendance. If a child's attendance is at an appropriate level, an attendance meeting will be called where agencies work together to make achievable goals.

If your child is going to be absent, please call the school office from 8:30am and leave a message on the attendance line. If the school do not know about an absence

you will get a text message to reply to. A follow up phone call will be made if necessary.



### School Uniform

- Purple school sweater/cardigan
- White/purple polo shirt or white shirt
- School tie
- School Hoodie for P7s
- Grey/black school trousers or skirt or pinafore
- Black school shoes



During this session we have gifted our P7 children with Leavers Hoodies and any new children starting with us mid-session a school sweatshirt.

### Classrooms

In our classrooms you will find all staff and children using Inclusion and Communication Friendly strategies, displays and resources to ensure there is inclusive practise in teaching and learning. Shortlees Primary and ECC are ambassadors for 'Respect Me' education and we are a gold Rights Respecting establishment, you will see this in the relationships we have with each other, school visitors and partners.

Each child in the school has access to their own personal laptop device so many lessons are enhanced by digital technology.

East Ayrshire Communication Friendly Environments is built upon five foundations, each considered essential in encouraging, supporting and developing children and young people's speech, language and communication skills.

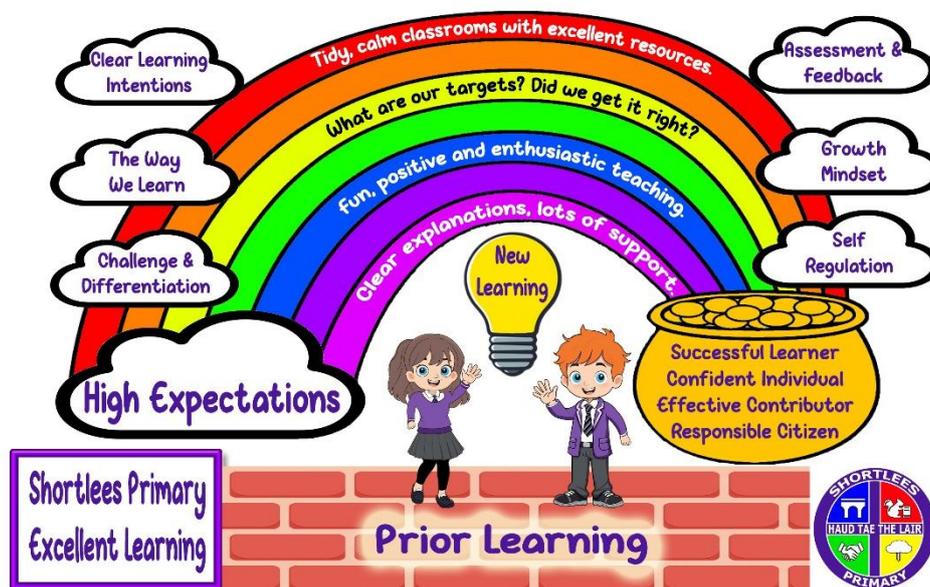
At Shortlees we currently promote this by:

- Using consistent Boardmaker symbols within our visual timetables (including individual timetables), room labelling and task boards (both literacy and numeracy).
- Controlling the light and volume within our classrooms where possible.
- Not using a bell to provide quiet transitions.
- Ensuring every class has a quiet space for children to access, and resources such as ear defenders to support them in doing so.



## Curriculum

We strive for children to have Excellent Lessons everyday



## Literacy

At Shortlees, within literacy we aim to:

- increase attainment in literacy and therefore across the curriculum by keeping up to date with the new literacy programmes issued by the local authority and by working in collaboration with national programmes.
- ensure all staff are trained on delivering EAC literacy at their stage through internal or external training.
- ensure progression of reading, writing and listening and talking through the use of the East Ayrshire Progression Frameworks.
- provide literacy rich environments for all children including; consistent use of vocabulary, easily accessible and engaging materials in a class library and displays which are interactive and useful for the children.
- provide real life and relevant contexts of learning for all children to allow them to value their literacy skills and prepare them for the world of work.
- make the benefits of literacy and the links across the curriculum clear for all our learners.
- specifically build in opportunities to teach literacy skills across wider programmes of learning such as through IDL topics.
- build in opportunities for children to communicate with wider audiences in engaging and relevant contexts through performing poems, being part of class assemblies and engaging with our partners such as our local care home.
- enhance our children's awareness of their culture through engaging with Scots' Literature through our whole school Scottish Week and IDL topics exploring the local environment and wider world.



## Numeracy

In the school we believe that Numeracy and Maths should be delivered within a learning environment that supports discovery, questioning, relevance, experimenting and most of all enjoyment. Our approach supports the East Ayrshire Numeracy and Mathematics strategy and is based on a shared understanding of the Lynda Keith approach. This approach strives to ensure that all children develop high levels of numeracy skills through their learning across the curriculum.

Addition All-Stars (P1 to P3) and Multiplication Masters (P4 to P7) are engaging mental agility programmes aimed at improving mental recall in numeracy. Pupils will have a better understanding of addition / multiplication, have strategies to work out the answers they don't quite know yet and will have increased confidence in applying their knowledge to other areas of numeracy and mathematics.

An example of what an excellent numeracy lesson would look like in Shortlees...

1. A Number Talk challenge
2. Recap on previous knowledge
3. Explicit sharing of Learning Intention and Success Criteria
4. Direct teaching
5. Learning experience and activity
6. Mental agility focus
7. Plenary with reflection on Learning Intention and Success Criteria

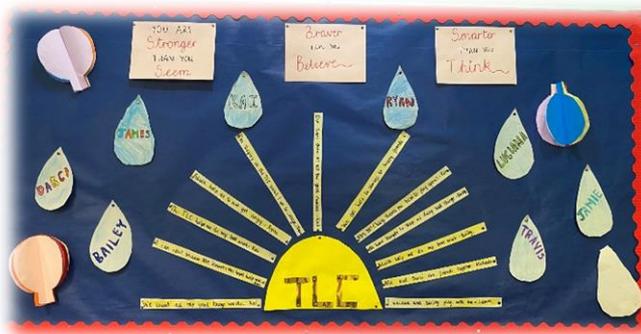


## Health and Wellbeing

- Mental, Emotional, Social and Physical wellbeing
- Planning for choices and change
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood



In the building we provide a happy, safe environment which will enable learners to actively achieve through perseverance. We recognise that our pupils have different life stories and prioritise our bespoke Health and Wellbeing approach to ensure all pupils are ready to learn. We aim to encourage communication, personal development, and positive self-esteem to promote successful learning by committing to follow Paths at every stage from 3years old onwards.



## Developing Community within the School

We work together as a community at Shortlees. Each pupil is allocated a house and they work individually and as a team to earn points.

Caprington - Blue  
Earlston - Red  
Lainshaw - Green  
Treesbank - Yellow

Siblings are kept in the same house and house captains and prefects are elected by their peers and staff each session from Primary 7.

A house reward is allocated each term after the captains count the house points. Each class teacher is encouraged to develop their own rewards system in their class.

Within every class, Respect Me activities are part of the curriculum to help our pupils to understand and develop a respectful school environment. Establishment values underpin this learning.

Shortlees Primary aims to have a positive atmosphere to aid learning.

We aim to achieve this by fostering a nurturing approach throughout the school.

All staff have basic nurture principle training which is refreshed every session.

The nurture principles are the cornerstones of our respectful relationship policy.

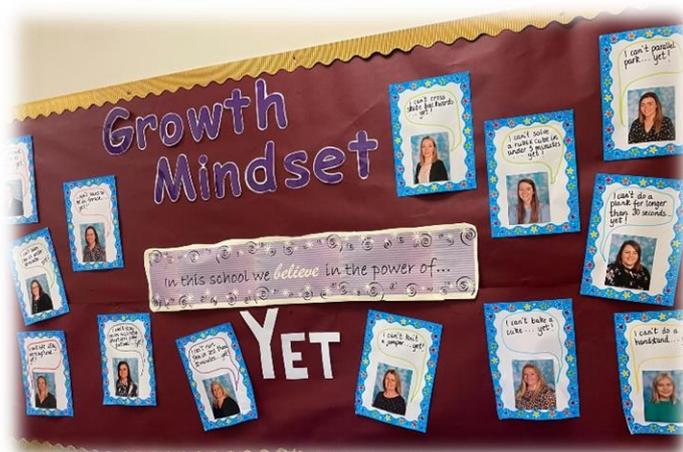


## Target Setting

Our aims;

- For all children to have three clear, agreed and achievable targets for literacy, numeracy and HWB.
- To provide all our learners with frequent opportunities to discuss their learning with a relevant member of staff (class teacher).
- To have a clear, consistent and progressive format for recording the targets.
- For there to be a clarity of purpose and outcome between staff and children.

- For the evidence provided to be relevant, responsive.
- For children to begin to take ownership over their targets and look for their own evidence of attainment.
- The information from the targets about children's learning and achievements is used effectively to ensure continuity in learning.



## COVES

### Collecting Our Views to Enrich Shortlees

During this time, we encourage pupil voice across the school. The children choose an area of the school they are interested in and join together as a mixed age committee that direct the journey of the school. Some of our COVES groups are, Dyslexia Friendly Schools, Eco, Junior Road Safety and Rights Respecting Schools. COVES also form part of our wider achievements programme with pupils working towards developing leadership and decision making skills.



## Wider Achievement

We actively encourage pupils to take part in extra-curricular activities in school and out of school. We record what experiences our children have to help us plan future groups in school and links with clubs in the community.



## Assessment

In Shortlees we have an assessment calendar to aid the process of teachers gathering evidence in ongoing and informal ways. More formal testing will also continue to be part of our commitments to help teachers plan future learning experiences.

Representatives from schools in our Education Group meet to discuss the expectations and standards to achieving levels and look at the evidence gathered by staff, including:

- Observations of learners carrying out tasks and activities.
- Day to day learning and classwork.
- Records of learning (oral, written, audio-visual, digital) created by learners which may include self and/or peer
- Information obtained through high quality discussions
- Written responses, jotter work, workbooks, notes
- Photographs or video clips
- A product, for example, a piece of artwork, digital presentation, poster, project or report.
- Accounts provided by others (parents, other learners, colleagues, partners) about what learners can do.
- Results from SNSA/GL and class assessments.

## Transitions

### Establishments in our Education Group

Grange Academy

Annanhill Primary School

Crosshouse Primary School and ECC

Hillhead Primary School

Park School

Gargieston Primary School and ECC

Flowerbank Early Childhood Centre

Cairns Early Childhood Centre

At Shortlees Primary School and Early Childhood Centre we offer:

- \*Enhanced Early Level Practice - preschool children have termly visits to the P1 classrooms where they learn and play alongside the current P1 children
- \*May transition calendar of events with parent/carers
- \*'Bump-up Day' events for all children moving stage within the primary school, we also include new children joining the school at these events.
- \*P6 ASN early transition meetings for S1.
- \*P7 into S1 transition events.
- \*P7 enhanced transition events
- \*Home link worker connections throughout the year

# TRANSITION

## Calendar of Commitments



### AUGUST

- P7 buddies to assist on first day of school at snack time and in the lunch hall
- My Buddy and I portraits
- Lunch/playground rita up and running

### SEPTEMBER

- Paired reading for enjoyment
- Taught playground games

### OCTOBER

- EELP (Halloween) P6 Helpers to support
- Halloween Party Support P6 Buddies
- P7 and P1 Halloween outdoor learning session

### NOVEMBER

- P7 to run fire safety talk for P1 - end with outdoor learning session

### DECEMBER

- P7 to be the audience of nativity dress rehearsal
- P7 helpers to walk with P1 to post Santa letters
- P7 to help at P1 party
- P6 to help with ECC party
- P6 to be the audience for ECC Christmas concert

### MARCH

- Paired reading for World Book Day for P1 and P7
- P1 to join in with Bonnet Parade
- EELP Easter theme
- P7 to organise Easter egg hunt for P1
- P6 to support playroom themed afternoon
- Shortlees Snoozy Stories School & ECC

### APRIL

- P7 to give training to new P6 buddies
- Make buddy lists and complete profiles

### MAY

3 consecutive transition events

- P6 buddies to organise activities for final parental event
- P6 buddies to make Night Before School story book
- P7s to help look after P1s during transition events

### JUNE

- P1 teachers to attend ECC graduation
- Transition lunch P6 buddies to help
- P6 buddies to be audience for graduation rehearsal
- P1 to sing a thank you song at P7 leavers assembly
- ECC Key Workers to meet with P1 staff members to pass on
- ECC electronic parents form to be submitted and collated for P1 teachers (as per bump up for school)



SUCCESSFUL  
RELATIONSHIPS

# Shortlees Primary School and Early Childhood Centre



## Our Plans to Improve 2025/2026

Thank you for all your help last year helping us identify where we need to get better. The following are the areas we will be working on this year.

We are working on :

- Developing teacher feedback to provide more meaningful next steps for learners by helping them to understand where improvements can effectively be made.
- Improving the quality of teaching and learning experiences in literacy (writing) to improve attainment in writing at key stages, P3, P4 and P5.
- To provide all pupils with strategies through health and wellbeing to help develop self-control, emotional awareness and inter-personal problem solving skills.
- Improve the quality of teaching and learning experiences for all our 'care experienced' children.
- Whole school attendance improvement.

We will continue to work on these priorities for the rest of this session and will soon be asking for your views on our progress.

Thank you  
Wendy Connelly  
Head Teacher



### Family Questions

Shortlees children voted on what questions they preferred being asked about their school day. Please use these at home.

Who made you smile today?

What would rate your day on a scale of 1 - 10?

Who did you sit with at lunch?

What made you feel proud?

What rule was the hardest to follow today?

What new fact did you learn today? What was the funniest thing that happened today?

What are you looking forward to tomorrow?

What made an adult smile today?

If you could change one thing about your day, what would it be?

What challenged you today?

Did anyone do anything really nice for you?

Please download the Safer Schools App for access to the Shortlees App.



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