

Maidenhill Primary School & Nursery Class

Handbook 2025





Maidenhill Primary & Nursery Class

2 Maidenhill Grove

Maidenhill

Newton Mearns

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Head Teacher: Mr Alasdair McDonald

Depute Head Teachers: Ms Alison Shaw, Mrs Jannette
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Welcome to Maidenhill- a school in a class of its own!

Maidenhill Primary School and Nursey Class opened in August 2019 in a purpose-built, state-of-the-art building which offers our children a learning environment second-to-none. It serves the new Maidenhill catchment located to the south of Newton Mearns.

The school is at the very heart of the Maidenhill community and it is that continued sense of community that ensures our success. This handbook will be of interest to prospective pupils, parents/ carers and staff members who I am sure will share my excitement about the fantastic opportunities Maidenhill provides.

With or overarching vision of **'Learning Now and Forever'** we have clearly set out our stall. A relentless focus on learning and the pedagogy of how children learn informs all of our professional dialogue, collegiate working and improvement activity. We aim to create a culture where learning is valued as an ongoing, life-long process. Learning is never just the means to an end; it is the pathway to ever-new horizons and the ongoing process by which we continue to develop as informed, well-rounded, capable and confident human beings throughout the course of our lifetimes. Our vision is also aligned to our core values of 'Curiosity', 'Ambition' and 'Nurture'.

We are committed to working with a range of stakeholders in developing our learning culture as well as the key policies which continue to shape our school and nursery class. We strive for true collaboration as we continue to build a school that puts our learners, families and practitioners at the heart of our decision-making.

Thank you for taking the time to read our handbook and for wanting to find out more about our school and nursery class. We are extremely proud of our school community and everything we have achieved since 2019. We are excited to share our story with you.....

Alasdair McDonald

Head Teacher

Privacy Notice – East Renfrewshire Education Department

Who will process your information?

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock, G46 6UG for the administration of Education and any additional support you or your child may require.

Why do we process your information?

Your information is processed to help us administer education provision and related functions within East Renfrewshire. Your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

What is the legal basis for us to process your information?

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

Do you have to provide your information?

Education needs your information to allow us to carry out public tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

How do we collect information about you?

Most of the information the council holds about you will come from you as an individual and it provided at your first encounter with education whether it is applying for a place in an early learning and childcare establishment, support in the early years or applying for a place in one of our schools.

Such information includes:-

Child's Forename

Child's Surname

Child's gender

School Stage

Details of child's medical condition

Any other name child is known by

Child's date of birth

Address including postcode

Mother's/Carer's Name

Father's/Carer's Name

Mother's/Carer's address including postcode

Father's/Carer's address including postcode

Mother's/Carer's telephone number

Father's/Carer's telephone number

Mother's/Carer's email address

Father's/Carer's email address

Single Parent/Carer family

Name of Brother/Sister

Date of Birth of Brother/Sister

School stage of Brother/Sister

Additional Information Support Application

School applying for

Preferred Alternative School

Early Learning and Childcare place applied for

Council Tax Evidence

Mortgage Statement

Rental Agreement

Rental Agreement End Date

Landlord Registration Number

Birth Certificate

Baptism Certificate

Date of Baptism

Name of Church venue

Child Benefit Statement

Utility Statements

Other Catchment Evidence

How long will we keep your information?

The council will hold your information from when your child first has contact with one of our services through to five year beyond them leaving school.

Who is your information shared with?

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information will be shared with SEEMiS, CRB, ParentPay, the Diocese of Paisley (in Roman Catholic schools), Scottish Government including their Analytical Services, Education Scotland, Glow (Scotland's national education network), SQA, 2Cqr, BAM FM (Carlibar Primary, Barrhead Mearns Castle, Williamwood, Woodfarm High Schools), Bellrock FM (Mearns Primary and St Ninian's High), Skills Development Scotland, Scholar (Heriot Watt University) and East Renfrewshire Culture and Leisure Trust.

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Do we transfer your information outside the UK?

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

Profiling and automated decision-making

The Education Department does not use profiling or automated decision-making for administration.

Your rights

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

Access personal data held about you

You have the right to access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

1. Request rectification of your personal data

You have the right to request that the council corrects any personal data held about you that is inaccurate.

2. Request that the council restricts processing of your personal data

You have the right to request that the council restricts processing your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

3. To object to the processing of your data

You have the right to object to the council's use of your personal data. The council will have to demonstrate why it is appropriate to continue to use your data.

Complaints (information handling and processing only)

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer

East Renfrewshire Council

Council headquarters

Eastwood Park

Giffnock

G46 6UG

or by email at DPO@eastrenfrewshire.gov.uk

You have the right to complain directly to the Information Commissioner's office (ICO).

The address of their head office is:

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF

Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at www.ico.org.uk

The ICO also have a regional office at:

45 Melville Street, Edinburgh EH3 7HI

Telephone: 0303 123 1115 e-mail: scotland@ico.org.uk

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

Section 1 School Information



1.1 School Admissions Arrangements

Each year (usually Dec-Jan) the process for applying for a Primary 1 place is advertised on social media and in early years establishments (the deadline for Session 2025/2026 applications is January 19th 2025):

<https://www.eastrenfrewshire.gov.uk/apply-for-p1>

Before a child enrolls in Maidenhill Primary School, the Education Department will seek documentary evidence to validate any entitlement to a catchment place at this school. If appropriate evidence is not submitted, the Education Department will withdraw the offer of a place. Further detail on required documentary evidence is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

[East Renfrewshire Council's School Admissions and Transfers Policy](#)

Parents/ carers who wish to enrol children at any other stage during the course of a session should contact our school office for further information on the documentary evidence required to be considered for a catchment place.

When a child who has been enrolled in the school as a catchment pupil ceases to reside within the Maidenhill Primary delineated catchment area and his/her parents wish the child to continue to attend the school, the parent must submit a placing request to remain.

Where it is found that a child is no longer entitled to a catchment place in Maidenhill Primary since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which

may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from Maidenhill Primary School. If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to surveillance in cases where it is necessary and proportionate to do so.

Parents wishing to apply to enrol their children in our **nursery class** for Session 2025/ 2026 should follow the link below (prior to January 31 2024):

<https://www.eastrenfrewshire.gov.uk/article/6218/Apply-for-a-nursery-place-for-3-or-4-year-olds-2024-25-new-session>

For applications made during the course of a session please contact the Early Years Admissions Team at East Renfrewshire Council Education Department.

1.2 Classes, School Roll and School Capacity

The maximum number of children per teacher at each stage of the primary school, as advised by the Scottish Government, is shown below:

Primary	Number of pupils
P1	25
P2	30
P3	30
P4	33
P5	33
P6	33
P7	33
Composite classes	25

Our school continues to grow with at least 2 classes at each stage from P 2-7, 3 at primary 6 and an additional Primary 4/5 composite class. We run one large P1 class with 3 + teachers.

When operating at our usual **working capacity**, we have space for 420-434 children from P1-P7 and 120 children in our nursery class. We currently have approximately 470 children in our school from P1-P7 and 90 children attending our nursery class. A 4-class extension is planned for Session 2025/2026 to increase the working capacity. Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way in which classes are organised.

1.3 Our Nursery Class

Children are able to attend our nursery class from the age of 3 onwards. Our nursery class operates during term time from its own dedicated wing of the Maidenhill building and features its own office, ancillary facilities and areas for outdoor play. All children currently have daily

access to 2 qualified teachers, supported by a team of Child Development Officers. The emphasis is very much on child-led learning and the importance of play. We aim to ensure that children are able to move from indoor to outdoor learning environments without any barriers.

1.4 Our Staff

Head Teacher	Alasdair McDonald
Depute Head Teachers	Alison Shaw and Jannette Black
Principal Teachers	Lesley Barr and Scott Russell (Acting)
P1	Rebecca Busby, Lee Dickson, Nicola Johnstone, Sammy McLauchlan
P2alpha	Bilal Ahmed and Hannah Watson
P2bravo	Amy Itcovitz, Alexander Johnston and Collette McNulty
P3alpha	Janet Brockhurst
P3bravo	Jennifer Mercer
P4alpha	Frazer Keir
P4bravo	Natalie Lees
P4/5	Fiona Baird
P5alpha	Louise Murphy
P5bravo	Catriona Connelly
P6alpha	Michael McFadden
P6bravo	Niamh Lamb and Leeanne Wood
P6victor	Sharon Livingstone
P7alpha	Owen Cummins
P7bravo	Sophie Major
Teachers- Nursery Class	Claire Ionta-Fowdar, Julie Burns
Teacher	Lesley Menzies
Teacher	Audrey Grubb
Teacher	Kirsten Waddell
Senior Child Development Officer	Cassie Smart
Child Development Officers	Helen Maberly Ciara Duffy Claire Brown Sehba Ali Maria Skamagka Jade Toner Paula Moore Debbie Heron Sinead Stewart Sophie Greer Jillian Russell Amera Ali
Early Years Playworkers	Lynne Stoll, Tina Alston, Louise Campbell
Pupil Support Assistants	Rosaleen Waters, Dorothy Roarty
Senior Business Support Assistant	Annie Fraser
Business Support Assistant	Lesley Robertson, Ruby Bonner, Olga Porfyri
Janitor	Ashleigh Brown

Facilities Staff	Stuart Mclaughlan Lorna Aitken Ilona Wegloliska-Babicz Halina Paszke
Catering Staff	Charlene Jamieson Claire Houston Alma Jenkins Kathy Ma Ying Chen Emily Leong Joy Wan Mandy Lau Caroline Murray Rada Kaur

1.5 The School Day

The school day runs from 8.55am-3.00pm. There is a morning interval from 10.35am-10.50 am. Lunchtime is from 12.30pm-1.20pm. Supervision for children is provided by education staff from 10 minutes before the morning bell.

Our nurse class operates different hours with children currently attending one of two patterns of attendance (5 days of 9am-3pm or 3 days of 8pm -6pm). Children on extended hours contracts are allocated to specific days during the week from 8am-6pm. In addition, for session 2024-2025, limited places may be available for children to attend from 8am-6pm, 5 days a week.

1.6 Playground Supervision

An adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In addition, an adult presence will be provided in the playground from 8.45am each morning.

1.7 School Meals

Children from P1-5 are all currently entitled to a free lunch from our cafeteria. For children currently not entitled to a free lunch and for tuck-shop provision for all children, Maidenhill has a cashless cafeteria system which allows children to have their choice of a hot meal or sandwich. Parents can top-up their account balance via East Renfrewshire's online ParentPay portal. Pupils may bring packed lunches if this is preferred.

The aim of the cafeteria is to provide your child with a lunch which is enjoyable, well balanced and nutritional. Information on menus is available on East Renfrewshire's website. Special dietary needs can be catered for. Parents should inform the Head Teacher of any needs on enrolment and if necessary a meeting will be arranged with our catering manager.



Some children in P6-7 may be entitled to a free school meal. Information and application forms for free school meals may be currently obtained from East Renfrewshire Education Department or council offices.

1.8 Mearns Castle Cluster

Maidenhill Primary is located within the Mearns Castle Cluster. This means that most children who live within the boundaries of the catchment area will apply to make the transition from Maidenhill to Mearns Castle High School at the end of Primary 7. All establishments within the Mearns Castle Cluster will take account of and build upon the experiences of children and young people to ensure continuity and progression across the broad general education. Robust cluster arrangements are in place to provide support for all children and young people as they move within and across establishments.

These have the following aims:

- information received from the previous learning experiences informs our transition planning
- transition practices are well planned and focused on the learning experiences of our children and young people, they promote effective partnership working between pupils, parents, school staff and other agencies
- all of our children and young people are given every opportunity to reach their full potential in attainment and achievement in an inclusive environment
- there is equality in terms of opportunity, social background, race, religion, gender, sexual orientation and disability.
- parents are actively involved in the transition process and their views in relation to this are valued as part of continuous self-evaluation process

Transition timelines are reviewed each year to ensure they continue to meet the needs of all children and young people across the cluster.

1.9 Suggestions and Complaints

We welcome all suggestions for improvement from our service users and aim to act on concerns promptly and efficiently before the need for a formal complaint arises. However we respect the right of all service users to make a complaint about the service they receive and we aim to respond to any complaint in a professional and sensitive manner.

Suggestions for improvement and complaints may be made in the following ways:

- ***Directly to the Head Teacher (or Depute Head Teacher) for the school and nursery class***

Complaints to the Head Teacher (or his Depute) can be made in writing, by telephone, by e-mail or in person. If making a complaint in person, it is always advisable to arrange an appointment in advance. We aim to acknowledge any complaints made directly to us within 3 working days or sooner. If the complaint requires further investigation we will set out a timeline for this and explain when and how we will get back to the complainant. Our preferred method of responding to any complaints will be through a face to face meeting or via a telephone call.

We will be clear in letting complainants know whether their complaint has been upheld, not upheld or partially upheld.

If the complaint is upheld or partially upheld, we aim to work in collaboration with the complainant to identify actions and a timeline for improvement.

- ***To East Renfrewshire Council Education Department***

If you are unhappy about the service you receive or the response to any complaint made directly to the Head Teacher (or his Depute), a complaint may be made to East Renfrewshire Council Education Department. The Education Department aims make an initial response to any complaint received by the education department within 5 working days.

Section 2 Policies

2.1 Child Protection

At Maidenhill Primary School we aim to take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our child protection policy and procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. This has been designed to ensure that children get the help they need when they need it.

Every staff member will undergo a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential concerns.

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is the Head Teacher, Mr Alasdair McDonald. If you wish to discuss this important matter further, please make an appointment to speak Mr McDonald.



2.2 Attendance

We believe it essential that children maintain excellent attendance at school and nursery sessions to ensure they achieve their potential. East Renfrewshire Council Education Department has a clear policy on attendance:

“Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register in four different ways:

- authorised, i.e. approved by the authority; this includes sickness, religious observance, bereavement etc. (very maximum 5 days if overseas travel required)
- extended leave with parental consent, i.e. when the family moves abroad for a short time, most usually for work reasons.
- unauthorised, i.e. unexplained by the parent (truancy) or family holidays during term time.
- temporarily excluded from school.

From time to time however, children may not be well enough to attend. If your child is unable to attend school or nursery, please contact our school office on 0141 570 7090 from 8.30 am to let us know. Please maintain daily contact until such time as you are able to indicate a definite return date for your child.

The following link provides additional guidance from the NHS on treatment and exclusion periods for a range of conditions:

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

If your child is absent from school and we have not heard from you by 9.30 am, we are obliged to make contact with you. If we are unable to reach you we will then try to reach all other contact numbers you have provided us with on your child’s annual data return. In the event that their absence remains unexplained, the Head Teacher may make the decision to raise a concern with East Renfrewshire Children and Family Services or with the Children’s Reporter.

Please note the Head Teacher will not authorise any term time holidays or family visits and every effort should be made to avoid holidays and trips during term time. A meeting will be arranged to discuss any extended absence of more than 20 days (ie. 4 school weeks) within a rolling school year.

2.3 Equal Opportunities and Social Justice

Equality and Diversity

Our school is committed to the educational and social values of sustainability, equality and justice. We seek to support our community through fair, transparent, inclusive and sustainable policies and practices in relation to age, disability, pregnancy and maternity, gender and gender identity, race, religion or belief, and sexual orientation.

We take a values based approach to our work with children, staff, parents and the wider community. We respect all learners' rights and our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). Our well-established Equalities Committee plays a leading role in school improvements and initiatives and we were delighted to receive our UNCRC Rights Respecting Silver Award this session.

The school regularly gathers and reflects upon the views of children, families and community partners in order to continually improve our approaches to promoting equality and equity. We work to remove or minimise all forms of disadvantage suffered by our learners, including economic disadvantage.

We value the diversity of the Maidenhill school community and wish for all parents to be involved in the life and work of the school.

In accordance with the Equalities Act 2010 we seek to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

The school's Equalities Coordinator is the Head Teacher.

He can be contacted by telephoning or emailing the school.

In addition, East Renfrewshire Education Department has a specific duty to gather information on the effect of policies and practices on education opportunities available to disabled pupils and on their achievements. It also has this duty in relation to race and gender. It is for this reason that pupils and their parents and carers may be asked to respond to questions, which require them to share information that may be personal and sensitive.

2.4 Home Learning

We believe that home learning is of most value when it involves a rich learning-focused interaction between a child and their parent/ carer. Our class teachers set children and families home learning tasks which will help provide a stimulus to this discussion. Tasks are given regularly at all stages of the school. Generally these are issued on a Tuesday for return on the following Monday, but this may vary depending on the proposed duration of the task. We actively avoid home learning tasks which involve the child working in isolation or which limit discussion. Home learning, at all times, should be an opportunity for families to share and to become involved in promoting a love of and enthusiasm for life-long learning.



From P1-P7 we use Google Classrooms to organise our home learning programme. This online portal allows teachers to set a range of tasks for our children and for children to submit their responses electronically. Each child from P1-P7 has a log-in to enable them to access their Google Classroom and the home learning that has been set.

2.5 School Uniform

Following consultation and a review in 2021/ 2022, East Renfrewshire Education Committee has developed a policy on school uniform entitled 'Dressing for Excellence'. This is to encourage the wearing of school uniform across all East Renfrewshire schools, although account must be taken to prevent any direct or indirect discrimination on the grounds of race or gender.

We strongly believe that the 'Dressing for Excellence' policy helps establish the appropriate culture, ethos and aspirations for our community. It is instrumental in helping us form the identity for our school. It should be noted however, that school uniform is not a requirement for education in East Renfrewshire and that no child will be denied any educational provision on the basis of not wearing uniform (providing that their alternative wear does not pose a potential hazard to themselves or others or does not potentially cause offence).



The uniform for Maidenhill is:

Grey blazer (optional) + Maidenhill Badge

Grey jumper or cardigan

White shirt or blouse

Maidenhill tie (silver grey and sky blue)

Grey trousers, skirt or pinafore

Grey checked pinafore

Sky blue and white checked summer dress

Black shoes or plain black trainers

There is an expectation that all children from P4-7 will wear the items above, including a shirt and tie, every day.

Younger children (P1-3) may wish the following options, particularly on PE days:

Grey sweatshirt (plain or branded with the Maidenhill badge)

Sky blue polo shirt (plain or branded with the Maidenhill badge)

(Although there are no requirements for children in our nursery class to wear a uniform, parents may wish their children to wear a sweatshirt and polo shirt as described above).

PE kit:

Sky blue polo shirt (plain or branded with the Maidenhill badge)

Black shorts

Suitable training shoes for physical activity indoors and out

Canvas/ fabric gym kit bag (colour optional)



2.6 Anti-bullying

East Renfrewshire Council has a policy for investigating, reporting and recording allegations of bullying behaviour and this is aligned with our Promoting Positive Relationships Policy. Bullying behaviour can be categorised under the following headings: written, physical, verbal, damage to property, incitement, cyber-bullying or exclusion.



Any parent who believes their child may be experiencing bullying behaviour can report this directly to the school for investigation and the outcome will be reported back to the parent promptly. Issues around bullying behaviour and a strong anti-bullying message will permeate our Health and Wellbeing curriculum at all stages and will be reinforced by our class charters. Our regular assembly programme also reinforces the value of positive relationships. Each incident is looked at individually but the value of restorative approaches is always emphasised. Our Promoting Positive Relationships Policy will set out our approach, making links to the East Renfrewshire policy as appropriate.

Section 3 Learning and Achieving



3.1 The Curriculum

Curriculum for Excellence (CfE) provides a unifying set of purposes and principles for all Scottish schools and for children from 3-18.

The Curriculum encompasses learning through:

- The ethos and life of the school
- Curriculum areas
- Inter-disciplinary studies
- Opportunities for personal achievement

Curriculum for Excellence encourages schools and parents to work together to help all children become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

At Maidenhill we aim to design our curriculum on the basis of the following principles:

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

We design our curriculum to provide children with the essential skills required to engage in and value life-long learning. We encourage children to recognise that learning should be embraced beyond their formal school years and that the skills they develop through our curriculum can be applied to a wide range of contexts throughout their life.

3.2 How is Curriculum for Excellence Organised?

Children’s learning progresses through 6 Levels or Stages from the age of 3 to 18. Each of the Levels or Stages generally spans three years. However, children progress at different rates and some may need support, while others will achieve confident learning skills sooner.

Curriculum for Excellence Level	Stage
Early Level	Early years in nursery and Primary 1
First Level	P2 , P3 and P4 with increasing depth
Second Level	P5, P6 and P7 with increasing depth
Third Level and Fourth Level	Secondary 1 to Secondary 3
Senior Phase	S4 to S6 in school and college, or other means of study, up until the age of 18.

The curriculum offers breadth and balance across the 8 key subject areas:

- Expressive Arts
- Health & Wellbeing
- Literacy & Languages
- Numeracy & Mathematics
- Religious & Moral Education
- Sciences
- Social Studies
- Technologies



(Please note: In general, when enrolling a child at Maidenhill a parent accepts that their child will receive the curriculum offered providing this meets national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular aspects of the curriculum or specific activities forming part of curriculum learning. Parents do, however, have a legal right to withdraw their children from religious instruction and observance (Section 8, Education Act 1980) and this can be put into effect by notifying the school in writing of their decision.)

We place a strong emphasis on contextual learning, making clear and relevant links between subjects. This is carefully planned by teachers to maximise engagement. It is important that learning in school relates to real life and helps our children to be effective participants in society with well-developed skills for learning, life and work.

Our 'Can-Do Curriculum' was launched in 2023 and was based on the 'big ideas' and 'big questions' children themselves raised in each class. The Can-Do Curriculum provides opportunities for our children, from nursery to P7, to lead their own learning within a series of progressive skills 'pathways' with a shared whole-school focus. With the emphasis on meta-skills, children engage in workshops which look beyond the usual class and stage organisation to explore issues and questions of particular significance to them.

With further work ongoing, we have so far developed 3 Can-Do pathways from Early Level to Second/ Third Levels:

- I can take action on a local or global issue of concern
- I can value and celebrate the diversity of my school and community
- I can confidently and capably perform and present

The school also features a dedicated Exploration Suite and outstanding facilities for sports, Physical Education, Art and Design, Drama, Music, Dance and Digital Technologies. This is enhanced by carefully planned and designed outdoor facilities for both the school and the nursery class.

There can be no doubt that the environment at Maidenhill plays a key part in driving forward the curriculum and learning for our young people. We encourage all our professionals, working in tandem with the children, to take responsibility for designing a learning environment that is both stimulating and flexible. In this way we hope to encourage enquiry-based, interactive learning at all stages.



3.3 Our Pedagogy of Learning and Teaching

The fundamental role of social constructivism in child development has been widely discussed and recognised for many years. Current research and thinking indicates that children are best equipped to learn when they are given opportunities to make sense of the world through exploration, investigation and interaction. This happens naturally for children through their play and it is a play-based approach that underpins learning in Maidenhill within our nursery class and the early stages of primary school. As children progress through the school, opportunities for interactive, constructivist learning approaches are built upon.

Each day involves a balance between teacher-led, teacher-initiated and child-led activity with appropriate emphasis placed on the latter. Teachers use observation techniques to assess progress and make skilful interactions and provide carefully thought-out provocations to take learning forward in line with a Curriculum for Excellence.

Through our 'integrated day'/'semi-integrated day' approach and use of daily 'targets', children learn how to follow a work programme and are encouraged to take responsibility for structuring aspects of their own learning in a way that best suits their learning style. In this way our child-centred approach to learning and teaching permeates throughout our curriculum.

3.4 Assessment

Assessment is the starting point that allows our children and staff to identify their next steps and to plan progressive, meaningful learning experiences.

Assessment occurs in each classroom on a daily basis, most usually through observation and dialogue between child and professional. This assessment is formative in nature and forms an integral component in the learning and teaching cycle. All of our staff plan using a Planning for Assessment approach. This means that every time they create a learning experience their starting points are always what they want the children to achieve at the end of the experience and how the children will be able to demonstrate that they have been successful.

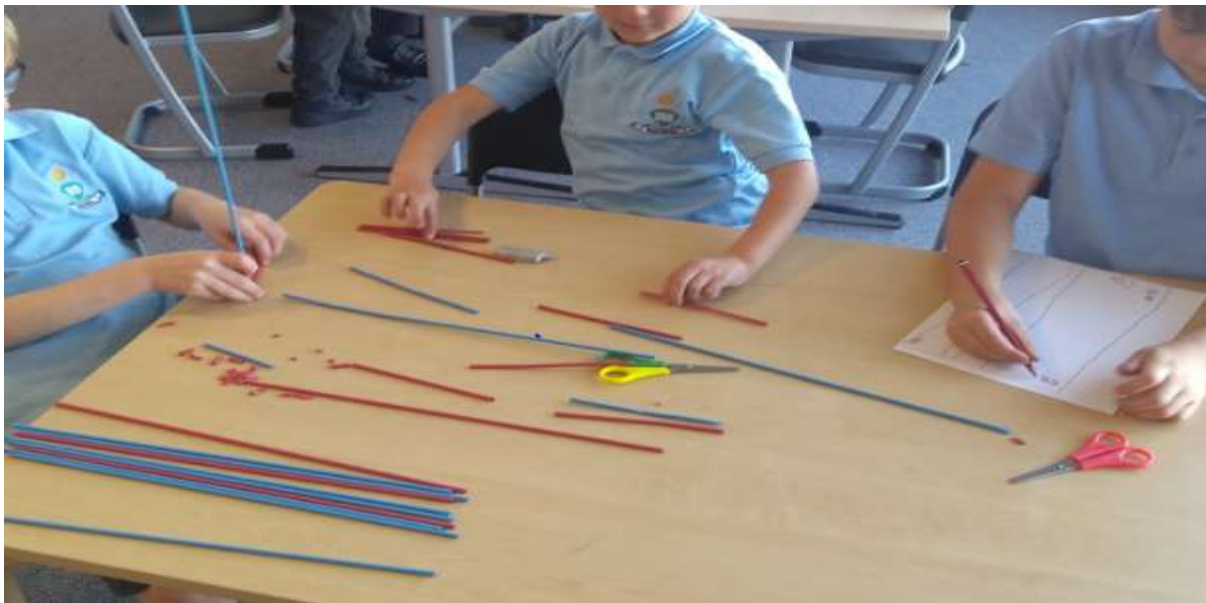
In addition, all children in Primaries 1,3,5 and 7 undertake East Renfrewshire's Standardised Testing programme in Reading and Numeracy/ Mathematics. This provides us with highly valuable data on each child's progress and provides a starting point for professional dialogue at tracking and attainment meetings. From time to time, children may undertake further diagnostic or summative assessments, for example screening of reading progress in Primary 2.



"Think left and think right
and think low and think high.
Oh, the things you can think up
if only you try!"

- Dr. Seuss

In August 2017 the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework. These assessments have been designed to provide teachers with information about children's progress in reading, writing and numeracy and, as such, they help inform teachers' professional judgements. The SNSAs are undertaken by all children in P1, P4, P7 and S3 and assess aspects of reading, writing and numeracy.



3.5 Reporting on Progress

Reporting to parents/ carers takes many forms throughout the course of session, all designed to involve parents in the learning process of their child:

- 'Learn With Us' afternoons
- Class blogs
- Open afternoons
- Information events
- Parent Consultation Evenings
- Samples of work

- ASN review meetings
- Summative written reports
- Learning Journals/ see-Saw in the Nursery Class

At Maidenhill, we schedule twice-yearly Parent Consultation Evenings with class teachers from P1-7. Our summative written reports are issued in June of each session.

Parents of four year-old children in our nursery class will have a scheduled appointment with one of our nursery class teachers, usually in February or March. In addition all parents/ carers of nursery class children will receive regular care-plan update phonecalls or meetings from a keyworker throughout the course of a session.

Should we have any concerns about a child's progress, we will endeavour to contact parents/ carers as soon as possible. Similarly parents/ carers are encouraged to contact us should they have any concerns or questions and not feel they need to wait for the next Parent Consultation Meeting.

3.6 Support for Pupils

We aim to provide a supportive and nurturing environment for all our pupils. Using the national GIRFEC (Getting It Right for Every Child) model our priority is always to ensure our children are safe, happy, achieving, nurtured, active, respected, responsible and included and our curriculum pathways are designed to promote and support this.

We aim to value all learners by:

- creating an ethos that sets high expectation and fosters opportunities for all learners to achieve.
- recognising, valuing and celebrating the diversity of achievements of all our children.
- promoting positive relationships based on a climate of mutual respect and nurturing principles.
- fostering self-esteem and resilience.
- being proactive in removing barriers to learning.
- taking targeted action to ensure equity and to prevent discrimination.

The principles of Universal Curriculum Design are advocated. If practitioners focus on designing a curriculum that meets the needs of their 'most marginalised' learner, then all children (and indeed, wider society) will benefit.

3.7 Additional Support for Learning

At any time, and for a variety of reasons, any child may benefit from a degree of additional support. This may be for only a short time or for a longer or ongoing period.

In most cases, the class teacher has responsibility for identifying children who may require a degree of additional support. The class teacher will meet with the Depute Head Teacher to share the child's learning profile and to discuss the appropriate interventions being planned for. In a few cases interventions may involve additional support from a pupil support assistant, an additional member of teaching staff, our link Educational Psychologist or from other agency partners.

In collaboration with parents/ carers and the child, as appropriate, it may be decided to record and evaluate any intervention strategies using a Child's Wellbeing Plan, organised according to the GIRFEC framework. The stages of the Child's Wellbeing Plan reflect the level of intervention and coordination required to meet identified pupil needs and should not be considered as a linear process:

Universal Support: Delivered by a class teacher as a result of differentiated planning for groups and individuals

Stage 1: Individual/ small group targeted support, possibly involving an additional adult.

Stage 2: Monitored by the school's Joint Support Team (including Head Teacher, Depute Head Teacher, Educational Psychologist; possibly involving input from other agencies such as physiotherapy, speech and language therapy, social services etc.)

Stage 3: Complex multi-agency involvement

In line with the Additional Support for Learning (Education) (Scotland) Act of 2009, East Renfrewshire Council has a duty to provide support and advice for parents and children with an identified additional support need. The following websites may be useful:

<http://www.gov.scot/Topics/Education/Schools/welfare/ASL>

<http://enquire.org.uk/publications/>

3.8 Transitions

Children encounter several transition points throughout their school career; from home to nursery, from class to class and from establishment to establishment. We aim to ensure that children feel well-prepared for each transition, that continuity of experience is prioritised and that each new step builds on and enhances the learning that has gone before. The transitions process should always be child-centred and individual needs should always be taken into account. The last few years have presented many challenges when it came to preparing our children for the transition to a new stage in their education. Even still, liaison with previous establishments, visits for children and parents and specific transition groups ensured our children were able to settle extremely well in August.



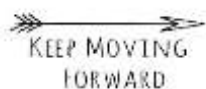
Given that now restrictions are in place, the following practices are planned for 2023:

- ***From home to nursery***

Children and their parents will be invited to an open afternoon prior to enrolling in our nursery class. Two members of our nursery team will visit each child in their home environment, taking time to gather information from parents/ carers and answering any questions they may have. A 'starting date' and a settling-in plan will be identified at this meeting- children may attend up to two days for part of the session, with or without parent/ carer accompaniment..

- ***From nursery to Primary 1***

Parents should make an application to enrol their child in Maidenhill Primary by January. Children and their parents will then be invited to our P1 induction events in May/ June before enrolling in Primary 1 in August. A member of our P1 team will visit each child in their early years environment, taking time to gather information from key workers and answering any questions the children may have. Pupil Profiles, planning and summative reports will be shared with us. A collaborative approach between Maidenhill and all early years establishments will always be sought to ensure continuity and progression.



- ***From class to class***

Most children will be informed of their next teacher for the new session in June. They will spend some time in class with their new teacher and will have an opportunity to ask questions and prepare for any new routines. Teachers will all be involved in transition meetings where planning, attainment and pastoral information will be shared. Teachers regularly engage in moderation activities to ensure continuity and progression.

- ***From P7 to S1***

In December, East Renfrewshire Education Department usually writes to all parents/ carers of children currently in Primary 7 to advise of transfer arrangements in order that parents may make an application to enrol their child in a secondary establishment. The transition programme for moving on to Mearns Castle High School is already firmly established and through our extensive cluster working, we are already ensuring a common methodology and consistency across the curriculum. All children with a place at Mearns Castle will make several visits there during their P7 year and will have the opportunity to meet key staff members as well as their peers from different feeder primaries. Maidenhill staff will liaise with pastoral and subject teachers at key points throughout the year.

It will be expected that children living outwith the Maidenhill catchment area will move on to their local catchment secondary school unless a placing request is made to enrol at Mearns Castle. A placing request will also be required in order to transfer a child from a non-denominational school to a denominational school (or vice versa).

3.9 Extended Transitions

Some children benefit from an extended transition programme, which may include additional visits, resources or opportunities to meet and work with key staff. We will work with pupils, parents and staff to identify a bespoke transition programme that alleviates any anxiety or uncertainty that moving on can sometimes bring.

3.10 Extra Curricular Activities

Mrs Black, Depute Head Teacher, coordinates extra curricular activities for our school, working closely with volunteer teachers and our Active Schools Coordinator to ensure children have the opportunity to engage in a range of experiences. So far, this session children have had opportunities to participate in football, running, rugby, dance, choir, chess and art clubs. As restrictions around extra curricular clubs have relaxed we are hoping to build upon our future provision with the help of parent volunteers. A visiting music instructor also provides strings tuition to selected children in Primary 4 and Primary 5 whilst other children attend the Music Tuition Service's Saturday school.



3.11 Celebrating Achievement

We are keen for our children to have a wide range of opportunities in which to participate and achieve through the curriculum, their extra-curricular activities and through their community involvement. We will regularly track each child's wider achievements in addition to their curricular attainment.

Children's achievements are celebrated within class, through Learn With Us afternoons, blogs, our Twitter feed, assemblies, learning journals in our nursery and through our regular Maidenhill All-Stars Awards.

Section 4 Leading Improvement

4.1 Pupil Voice

As a growing school and nursery class, pupil leadership and participation are areas of key emphasis. Our local cluster primary schools all have a wide range of pupil groups, extra-curricular activities and have built strong links with the local community and we continue to learn from their successes. For the children of Maidenhill, is a key opportunity to play a leading

role in shaping their school and the learning experiences and pathways that will impact upon their daily lives. Pupil voice is always be our starting point as we develop and grow.



Already in our classrooms, we encourage all children to play a full role in developing class charters, planning the learning environment and making choices about their next steps in learning. Our focus on an 'integrated day' approach allows our children to meet clearly identified targets by structuring their day in a way that best suits their learning.

Our Maidenhill Parliament is formed from representatives from each class (MMPs), elected by their peers as well as our

Equality Reps, House Captains & Vice Captains and teacher representatives. Already our Parliament has explored the key questions for improvement with children put forwarding several pertinent proposals and deciding on how they plan to take action. From time to time, we plan to co-opt parents and community members to our parliament as appropriate. The role of the parliament will continue to evolve and grow as the school grows.

In addition, our Equalities Committee meets regularly to take forward whole-school initiatives and has been responsible for helping us to achieve our recent UNCRC Rights Respecting Schools Silver level accreditation. This session we are developing a Curriculum Forum which will allow our children the opportunity to contribute to curriculum design.

Children are organised in family groups into one of four 'houses':

Blair (blue)

Culzean (yellow)

Eilean Donan (red)

Stirling (green)

Our House System not only encourages positive relationships and teamwork amongst our children, but also allows children further opportunities to play a leading role in shaping school improvement, ethos and culture.

4.2 Parental Engagement

Parental engagement is key to the learning experiences we create at Maidenhill and there are many ways that parents/ carers are encouraged to get involved in the life of the whole school. Our home learning tasks are specifically designed to help involve parents/ carers in their children's learning.

Our parents have already helped establish our school library, led workshop sessions for our children during Maths Week Scotland and World of Work Week, set up parent coffee mornings and a Nursery Class Parents' Forum, attended open afternoons and our Learn With Us

sessions and organised Hallowe'en discoes and a Christmas Fayre. Our Parent Council continues to organise fundraising events and community events for our children and their parents.

Mr McDonald and Mrs Black are the Parental Engagement Coordinators for the school and nursery class- do not hesitate to get in touch if you have any ideas, suggestions or you would like to get involved.

In addition, the Scottish School (Parental Involvement) Act 2006 makes provision for all parents to be members of the Parent Forum and to have their views represented to the school, education authority and others, through a representative **Parent Council**. The legislation supports parental involvement in a much wider sense than before.

It aims to help all parents and carers to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers. The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council and have the right to speak although not being members of the Parent Council, have no right to vote.

The Parent Council for Maidenhill Primary School was established in October 2019. Most current office bearers were selected/ re-selected in October 2024:

Co-Chairs- Mrs D Wilson and Mrs W Nixon

Treasurers- Ms L O'Donnell & Mrs S Hamill

Secretaries- Mrs F McKie

The Parent Council has a key role in supporting all areas of school improvement. Members have also been particularly active in fundraising for our school fund. Their efforts have already allowed us to provide children with a range of vital outdoor learning resources.

Currently, our office bearers and council members may be contacted via the school office or via maidenhillparentcouncil@gmail.com

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



4.3 School Improvement Planning

Every year the Head Teacher, in collaboration with various stakeholders, will formulate a School Improvement Plan (SIP). This plan details the school community's improvement priorities for the forthcoming year and will be based on a rigorous cycle of self-evaluation involving pupils, staff, parents/ carers and partners. Our SIP for 2024-2025 includes the following strategic aims:

- To continue to design and implement a curriculum that meets the needs of all learners
- To ensure excellence in learning, teaching and assessment by building the capacity of our practitioners
- To improve attainment and achievement in Numeracy and Mathematics
- To enhance emotional wellbeing by building the capacity of our learners to promote and sustain positive relationships

