



Aileymill Primary School

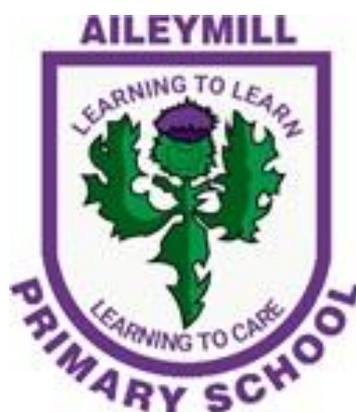
and Nursery Class



Handbook 2021-2022

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Goals and Values

Building Inverclyde through excellence, ambition and regeneration.

The core values of Inverclyde Council are: **RESPECT, HONESTY and TOLERANCE**

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

- **Safe:** protected from abuse, neglect and harm by others at home school and in the community.
- **Healthy:** enjoy the highest attainable standards of physical and mental health with access to healthy lifestyles.
- **Achieving:** have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.
- **Active:** active with opportunities and encouragement to participate in play and recreation including sport.
- **Respected and responsible:** involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.
- **Included:** have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.
- **Nurtured:** educated within a supportive setting.

Inverclyde Council

**Greenock
PA16 0JG**

Telephone: 01475 715647
Fax: 01475 715648
E Mail: INCAM108@glow.sch.uk
Website: <http://aileymillprimary.inverclyde.sch.uk>

Dear Parents and Carers,

Welcome to Aileymill Primary's Handbook. We are pleased to welcome your family to our school. Aileymill Primary is a bright, spacious and well- resourced space, in which your child will be nurtured and encouraged to reach their full potential; academically, physically and socially. We offer a huge range of experiences for our pupils and are very proud of their many achievements.

Aileymill prides itself on being a safe and nurturing place for your child to achieve in. We recognise that each child is unique and strive to meet the individual needs of all our pupils. This is summed up in our vision statement: Learning to Learn, Learning to Care. This vision ties in with our school values of Honesty, Ambition, Caring, Respect, Responsibility and Tolerance.

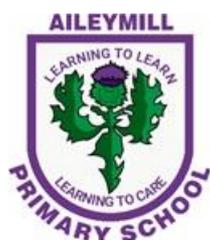
In order to do this, we believe that links between home and school are vital and there will always be a warm welcome for any parent or carer who visits the school. We aim to overcome any concerns in a mutually supportive way, always seeking the best outcomes for your children.

Please take the time to read through this document- it contains a wealth of useful information! All week to week information is published in a weekly newsletter (which will be emailed home every Friday) and on our school Facebook page (Aileymill Primary School).

I look forward to working with you and your children in the coming years.

Catriona Miller

Head Teacher



OUR SCHOOL VISION AND VALUES

At Aileymill, we believe that our pupils will be **LEARNING TO LEARN, LEARNING TO CARE**

Our core values are:

RESPECT **HONESTY** **RESPONSIBILITY** **CARING**
AMBITION **TOLERANCE**

These key values underpin everything that we do.

OUR EDUCATIONAL AIMS

Working within 'A Curriculum for Excellence' we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the contemporary world.

We aim for our pupils to become:

- **SUCCESSFUL LEARNERS** by providing the highest quality learning and teaching to ensure all our children achieve their potential
- **CONFIDENT INDIVIDUALS** by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child's attainment and achievement.
- **RESPONSIBLE CITIZENS** by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland, our language and our culture and to explore the culture of other countries.
- **EFFECTIVE CONTRIBUTORS** by encouraging an enterprising attitude, resilience, independent learning skills and the ability to work as part of a team.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

SCHOOL INFORMATION

Aileymill Primary
Norfolk Road
Greenock
PA160JG
Telephone 01475 715647
Fax: 01475 715648
E Mail INCAM108@glow.sch.uk

COVID 19

Due to Covid 19, we have made a number of alterations to the way school operates.

- Pupils enter the school on a staggered basis beginning at 8.50am and line up in designated entrances to the school
- Pupils dismiss on a staggered basis beginning at 2.50pm
- Pupils eat their lunch in class
- Pupils will wash their hands at several key points throughout the day
- All adults are required to wear a face covering in all communal spaces, including family members dropping off children
- All pupils remain in their class 'bubbles' at all times

COVID 19 (Nursery)

- Children are in three bubbles A B and C
- Children enter the nursery at staggered 15 min intervals beginning 8.45am - 9.15am and leave between 2.45pm- 3.15pm.
- All children eat their lunch in the playroom within their bubbles
- Children will wash their hands at several key points throughout the day
- All adults are required to wear a face covering in all communal spaces, including family members dropping off children
- All children remain in their 'bubbles' at all times

SCHOOL ROLL

The present roll of the school is 323 and we have a capacity for 429 pupils. Parents should note that the working capacity of the school may vary dependent upon the numbers of pupils at each stage and the way in which the classes are organised.

At 2020-21 our numbers at each stage are:

- P1 - 42
- P2 - 33
- P3 - 45
- P4 - 48
- P5 - 49
- P6 - 56
- P7 - 60

Denominational Status :non-denominational co-educational

ACCOMMODATION

Aileymill Primary is on two levels. Our nursery has its own entrance and facilities but is part of the school.

There are 13 classrooms in the school with activity areas outside each classroom. The school is bright and airy with superb resources, including facilities for the disabled.

On the ground floor, classes can use the space outside their classrooms for outdoor learning activities.

Also on the ground floor is our Rainbow Room, which is a calm and welcoming space.

SCHOOL IMPROVEMENT

Up-to-date information on current school priorities, achievements and plans for improvement can be found in The School Strategic Plan and Standards & Quality Report. These are located on the school website.

Website <http://aileymillprimary.inverclyde.sch.uk>

PUNCTUALITY

We strive to achieve a high standard of punctuality and expect all pupils to be on time. Every child should be in the playground for the bell ringing at 9.00 a.m. and 1.15p.m. This allows the classes to settle to learning immediately with no time wasted in the repetition of instructions.

Pre-covid Times

Opening	9.00 a.m. - 10.35a.m.
Interval	10.35 a.m. -10.50 a.m.
Lunch	12.30p.m. - 13.15 p.m.
Afternoon	13.15 a.m. - 15.00 p.m.

ARRIVAL AT SCHOOL

To prevent congestion, we encourage the use of our Park and Stride area at the Cumberland Rd entrance to the school.

Entry to the school playground on Norfolk Rd by car is prohibited.

Double parking and parking within the no go areas, is also prohibited.

We need to ensure that each and every one of our children is safe.

Please be responsible drivers and park sensibly with consideration for other drivers and with your child's safety in mind.

INCLEMENT WEATHER



Before School Starts

School starts at 9.00a.m. When the weather is bad i.e. torrential rain or snow or very high winds, children are invited in by staff at 8.45a.m. One door only is opened. The children proceed straight to the gym hall.

There will be staff, and a sing-a-long, in the hall from 8.45 - 9.00a.m.

Break time and lunch time

We like to get the children outside if at all possible. Support staff who are outside with the children make the call as to a wet or dry play. An announcement is made to let all staff know what is happening. Children may only go outside if they have a coat.

From October to Easter all children must bring a coat to school. This is a school rule.

From April - Easter children choose whether they have a coat.

CONCERNS

Aileymill operates an open door policy, there will always be someone available to discuss your concern about any aspect of your child's education. If your concern is urgent please contact the school by phone on 01475 715647. Information about Inverclyde Council's complaint handling procedure can be found at <http://www.inverclyde.gov.uk/council-and-government/complaint>

Any complaints should be addressed to Mrs Miller either in person or by phone call. Alternatively, please contact Inverclyde Council Customer Service on 01475 717171

SCHOOL STAFF

Teaching Staff	
Mrs Catriona Miller	HT
Mrs Angela Ferrier	DHT
Mrs Jaclyn Pavia	PT/P7C
Mr Grant Anderson	P7B
Mr Ross Boag	P6B
Miss Rebecca Mitchell	P6C
Miss Stephanie Roy	P5B
Miss Emma Morris	PT P5C
Miss Lynette McLaughlin	P4B
Mrs Elaine Welsford	P4C
Mrs Ashley Bell	P3
Miss Clair Donnachie	P3/2
Miss Kimberley Cameron	P2
Mrs Laura McGilp	P1B
Miss Nicola Mitchell	P1C
Mrs Nicola Bonnar	Support For Learning
Mrs Karolyn McGeehan	Support For Learning
Mrs Angela James	Support for Learning/ RCC
Mrs Louise Quigley	Nurture Teacher
Miss Katie Ellis	RCC
Miss Claire Spence	RCC
Mrs Clair Radford	RCC

Support Staff	
Miss Lynne Anderson	ASNA
Mrs Donna Ballingall	ASNA
Mrs Janice Boyle	ASNA
Mrs Elizabeth Campbell	ASNA
Mr Graham Carson	ASNA
Mrs Donna Cooke	ASNA
Mrs Yvonne Doyle	ASNA
Mrs Elaine Gallacher	Classroom Assistant
Mrs Lynsey Griffiths	ASNA
Mrs Alison Haughey	ASNA
Mrs Lorna McVey	Classroom Assistant
Mrs Jeanette Munro	ASNA
Mrs Audrey Brain	ASNA
Miss Lynne Anderson	ASNA
Mrs Jackie Carson	ASNA
Mrs Lisa More	ASNA
Mrs Patricia Wilson	ASNA
Miss Amanda Holden	Family Support Worker Barnardo's

OFFICE STAFF	
Mrs Janice Henderson	Office Manager
Mrs Lorna Gorman	Clerical - Nursery
Mrs Lynn Rattray	Clerical
Mrs Kirsten McInnes	Clerical

Nursery Staff	
Mrs Kay Anderson	Lead Practitioner
Suzanne McMinn	Senior EYECO
Tracey Tearle	Early Years Graduate
Val McKay	EYECO
Dawn McGoldrick	EYECO
Sophie McCormick	EYECO
Jo-Anne Stewart	EYECO
Joanne Gavin	EYECO
Sofia Demelas	EYECO
Yvonne McLean	EYECO
Arleen Ptolemy	EYECO
Julia Keen	EYECO
Michael Young	Modern Apprentice
Amanda Jeffers	Support Assistant
Barbara Jacher	Support Assistant
Michaela Dougan	Support Assistant

Visiting Specialists	
Nicole Robertson	Active Schools
Mr Stuart Tate	Brass Tuition
Mr Gillis	Flute Tuition
Mrs Wilson	Vocal Coach



Inverclyde Council ~ Education Services

2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	S
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September 2021						
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November 2021						
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December 2021						
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January 2022						
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February 2022						
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March 2022						
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April 2022						
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May 2022						
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June 2022						
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July 2022						
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31						

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- School Open

In-service days – 5
 Teacher days – 195
 Pupil days – 190

INFANT ENROLMENT

Legislation has given parents freedom regarding the choice of school for their children.

It is however, necessary for children to be registered for education, at the school which serves their area. Thereafter parents may, if they wish, make a placing request to have their child enrolled in a school other than that which serves their area.

Children due to start school in August 2021 and who reside in Aileymill's catchment area, register in January. Notice will appear in the local press intimating the date and time for enrolment. Information regarding parental rights and all other matters concerning registration and enrolment will be given to parents on registration or indeed at any other time on request.

New entrants are invited to visit school during the summer term. This visit allows the children to meet their teachers and for parents to ask questions and hear about the start of school. An invitation to attend will be sent out at the beginning of May.

Placing Requests

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with Council policy.

TRANSFER TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The school to which children from Aileymill normally transfer to is:

Inverclyde Academy



Cumberland Rd.

Greenock

Tel: 01475 - 715100

Headteacher - Denise Crawford

Parents should be advised that if they wish their child to transfer to this school they must live within the catchment area otherwise a placing request must be submitted.

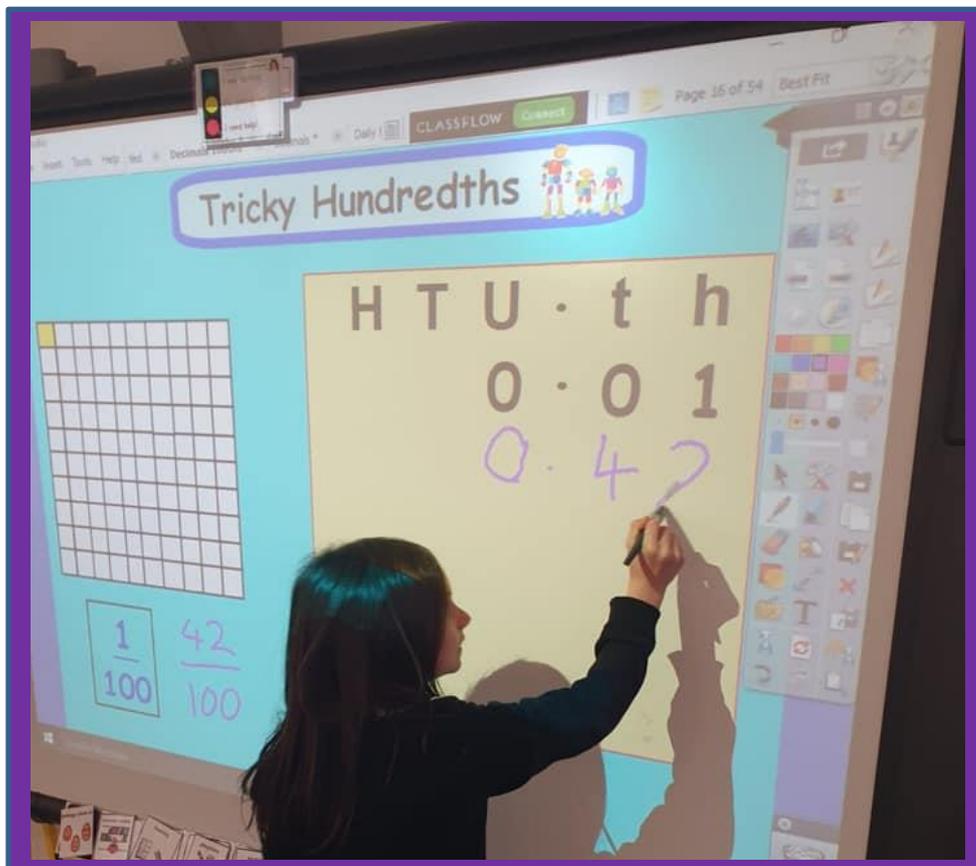
TRANSPORT

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Parents who consider they are eligible should obtain an application form from the school or Education Services at Wallace Place, Street, Greenock, PA15 1JB. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.



Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.



CURRICULUM FOR EXCELLENCE

The curriculum framework for all Scottish educational establishments 3 - 18, called Curriculum for Excellence, aims to offer better educational outcomes for all young people and provide more choices and more chances for those young people who need them.

The aims of Curriculum for Excellence are that every child and young person should:

- Know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen;
- Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

Early Level	-	the pre-school years and P1 or later for some
First level	-	to the end of P4, but earlier for some
Second level	-	to the end of P7, but earlier for some
Third and Fourth	-	S1 to S3, but earlier for some
Senior phase	-	S4-S6 and college or other means of study.

All pupils should experience a balanced curriculum in their seven years in primary school. The curriculum should also offer challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

*Further information can be found by visiting:
<https://education.gov.scot/parentzone/>*



ORGANISATION OF THE CURRICULUM

The curriculum is now organised under eight headings but every effort is made to link areas of the curriculum together to make learning more real and relevant.

The eight areas are **Languages, Mathematics, Health and Well Being, Social Studies, Technologies, Expressive Art, Religious and Moral Education and Science.**

As a whole school, we have developed a curriculum calendar which ensures appropriate coverage of the curricular areas by having curricular focus weeks throughout the school year. These include Science, Scots Language, Health and Wellbeing, RME and World of Work.

In the next few pages we have a brief description of the curricular areas.

Central to all areas of the curriculum is the methodology used by the teacher and the need to engage our pupils in their learning.



LANGUAGES & LITERACY

Language is at the core of thinking and at the centre of our learning. Through language our pupils gain much of their knowledge and many of their skills across the curriculum. The four main components of language are:

- Talking , Listening , Reading, Writing



The importance of **Spoken English** is emphasised at Aileymill.

From Primary 1 children are encouraged to develop their skills in talking and to articulate their learning

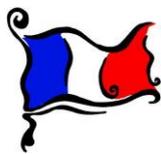
At the early stages of reading we are using the North Lanarkshire programme of Active Literacy.

A wide range of reading texts is used in all classes.

Reading for pleasure, as well as for information, is encouraged throughout the school and we have a well-stocked library. Accelerated Reading is embedded throughout the school and has been highly successful in raising attainment in reading.

At the early stages of writing we build on drawing and scribing sentences and introduce punctuation, vocabulary, sentence construction as the children progress.

We encourage children to develop a **legible, fast, cursive style of handwriting**.



As part of the Scottish Government's 1+2 Languages Programme, **French** is taught throughout the school.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.



MATHEMATICS & NUMERACY

Mathematics provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be solved. Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. All children are encouraged to be able to explain their learning and builds strong number sense.

Furthermore children need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society.

The mathematics outcomes in A Curriculum for Excellence are outlined within the following organisers

Number, money measure

- Basic number processes
- Measure
- Patterns and Relationships

Shape, position and movement

- Properties of 2D and 3D objects
- Angle, Symmetry and Transformation

Information Handling

- Data and Analysis

- Ideas of Chance and Uncertainty
- Mental Maths is a feature at all stages of the school.

READ, WRITE, COUNT

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

FIRST MINISTER'S READING CHALLENGE

The First Minister's Reading Challenge is an inclusive, exciting programme for all children - fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

HEALTH & WELL BEING

Health and Wellbeing Education is an important part of the work of Aileymill Primary. It is concerned with all aspects of mental, emotional, social and physical wellbeing now and in the future.

Health and Well Being is subdivided into the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse

- Relationships, sexual health and parenthood.

Pupils are given well planned opportunities to learn about their own health and well-being, relationships and health and safety in the environment. **We encourage PE and with our two halls ensure that pupils have 2 hours quality Physical Education per week.**

We request that snacks sent for play pieces should be healthy and only unflavoured water is permitted.

Parents should note that pupil activities may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing.

SEXUAL HEALTH AND RELATIONSHIPS EDUCATION

Sex Health and Relationship education is an integral part of a school's health education

Programme. It focuses on the physical, emotional, moral and spiritual development of all children. Teachers are central to the delivery of sex education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals.

Parents/carers should be fully informed and consulted on the content and purpose of sex and relationship education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff (as per Inverclyde Council's Policy "Sexual Health and Relationship Education").

SOCIAL STUDIES

In Social Studies pupils look at societies at different times (history) in different places (geography) and also people in society, (modern studies) This will, for example, involve them in studying important people and events in the past, investigating transport and communication networks at home and further afield; and in looking at the ways our communities are run.

Visits to places of educational interest are arranged whenever possible to allow the children the opportunity of seeing things at first hand.

The experiences are designed to encourage links with other areas of the curriculum so that learners have deeper, more enjoyable and more active experiences.



TECHNOLOGIES

As pupils study aspects of Technology, they learn about its impact in the home, in schools, in industry and in the wider community. They should also be given the chance to use their own skills and offer solutions to design problems, using different materials and resources.

Information Technology should involve pupils in, for example, using and learning about audio-visual equipment (such as CD and DVD), digital cameras, digital microscopes, computers and a variety of computer 'applications". At Aileymill Primary we have an ICT suite equipped with 30 laptops. All of our classrooms have computers and interactive whiteboards.

EXPRESSIVE ARTS

- Art
- Dance,
- Drama
- Music

Each of the above subjects has its own body of content to be studied and a range of skills and techniques to be learned. All produce some emotional response and encourage creative expression, all of which are important in the education of every child. These subjects help to stimulate awareness of senses and the acquiring of attitudes and power of discrimination.

The social aspects of recreation activities are especially important in times of greater opportunity for leisure. They touch directly and indirectly on each individual's health and well-being.

At Aileymill Primary, all children are encouraged to take an active part in all areas of the Expressive Arts.

Religious and Moral Education

Religious and Moral Education helps children and young people to explore the world's major religions and views which are independent of religious belief, and to be challenged by these different beliefs and values.

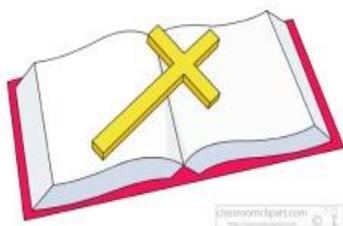


The Curriculum for Excellence outlines areas to be studied namely **Christianity, Other World Religions, Beliefs, Values and Issues and Practices and Traditions** are explored in both Christianity and Other World Religions.

Aileymill enjoys close links with St Andrew's Primary, sharing worship at key times throughout the year.

Religious Observance

Harvest, Christmas, Easter and Closing Festivals are all held in Church where parents are encouraged to join the school in their worship.



We have a weekly P1-7 Assembly.

Children play a very important part in all school assemblies, taking part in instrument playing, reading, narrating, dance etc.

Reverend Fraser Donaldson is a frequent visitor to our school assemblies.

It is normal practice for parents who wish to withdraw their child from religious observance to make suitable arrangements with the Head Teacher. Where Religious Education is integrated with other topics and withdrawal is more difficult, parents should consult the Head Teacher.

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 proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.



SCIENCE

The new science curriculum within Curriculum for Excellence challenges us to ensure that all children must develop a secure understanding of important scientific concepts and that their experience of science in school should kindle a lifelong interest in science.

The science outcomes have been developed into seven areas

- Planet Earth
- Energy in the Environment
- Communication
- Forces and Motion
- Life and Cells
- Materials
- Topical Science



Further information is available on the following website:

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

ASSESSMENT AND REPORTING

Assessment is the term used to describe the process of evaluating a child's progress. We continue to develop formative assessment at Aileymill Primary. This is assessment which directly affects the learning and teaching that takes place. To this end we are involving our pupils in sharing what is to be learned. We are involving pupils in self and peer evaluation and we are concentrating on meaningful feedback for our pupils.

Assessment is an important part of learning and teaching.

Class and group tests are part of our summative assessment programme. This type of assessment comes at the end of a piece of work. Our assessment procedures fulfil three purposes

- To diagnose areas of difficulty
- To provide reliable information on pupil progress
- To provide the basis for communicating to parents areas of strength and concern

Assessment will include:

- Scottish National Standardised Assessments at P1, P4 and P7
- Class based assessments on spelling, reading, writing and maths

REPORTING

You will be invited to attend two Parents' Evenings per school year, in October and in March. Formal appointments will be issued for every parent. There will be two formal report cards issued, in November and in May. In addition to this, each child will have their own Learning Log which will be sent home monthly and which highlights individual targets in Literacy, Numeracy and Health and Wellbeing.

SCHOOL IMPROVEMENT

We are very proud of the improvements made in attainment across the school. These can be examined in detail in our Standards and Quality Report 2018-19 which can be found on our school website. Aileymill, in line with other schools in Inverclyde plan for improvement on a three yearly cycle. Again, this can be read in detail in our School Improvement Plan 2020-22, which can be accessed via the school website, from the end of January 2020. We believe that high quality interventions from properly trained staff are the most effective way to narrow the poverty related attainment gap and our PEF spend reflects this. In consultation with staff, parents and pupils, our spend has been on additional teaching staff, additional ASN staff and on high quality play therapy for those individuals who may have an unmet need which requires this intervention. Further details are included in the School Improvement plan as before.

<https://blogs.glowscotland.org.uk/in/aileymillps/>

EXTRA CURRICULAR ACTIVITIES

A variety of clubs are offered throughout the school year run by school staff and Active School coaches such as:

- Multi-skills
- Athletics
- Football
- Basketball
- Netball
- Art
- Dance
- Hockey
- Tennis



Pupils are also actively encouraged to participate in local community events and activities e.g.

- Inverclyde Music Festival
- Family Home Learning Club
- Benchball Tournaments
- Sportshall Athletics
- Rugby Festival
- Hockey
- Netball
- Country Dancing



HOME – SCHOOL LINKS

A key way of keeping in touch is our Friday Folder. This includes a detailed account of the week to come and any other letters to be distributed. The school Facebook Page will also have copies of the Friday Folder should a pupil be absent. All pupils are set weekly targets in Literacy and Numeracy. The targets booklets go home at the end of each week for parents to discuss with their child. Some pupils will be encouraged to use glow blogs and e-portfolios to enhance their learning and to share their learning with those at home.

Parents are always welcome to visit the school to meet with the Headteacher or Depute Headteacher and by appointment to meet with class teachers. At the start of term we have a Meet the Teacher session which allows parents to meet staff and hear what is outlined for the session ahead. Primary 1 Parents are also invited to come and dine with their children during their induction days.

Home Learning

Home Learning activities are designed to involve parents, carers and families in their children's learning and to give them a clearer understanding of what is happening in the classroom. It is varied in nature, providing opportunities for challenge, personalisation and choice and the practice of basic skills including Reading, Spelling and Maths.

Home Learning is issued on Mondays and discussed on Fridays. It is not a choice activity and should be undertaken by all pupils. While it is appreciated that parents/carers may not be able to participate in all the activities, their encouragement is crucial if the children are to gain maximum impact from the tasks set. To support children in completing home learning tasks, every Tuesday we run a P1-3 Family Home Learning Club.

Family Support

Through funding from the Scottish Attainment Challenge, we have access to a Family Support Worker, Amanda Holden. Amanda is a friendly face, on hand to offer a wealth of support. She can help you work through your concerns in a supportive and non-judgemental way. Amanda is always available on a Friday morning from 9 - 10.30 for a cup of tea and a chat. She can be contacted at any other time through the school.

Crafternoon

Our Crafternoon group meets every second Wednesday afternoon. It is open to any parents, carers, grans, granddads, etc. of children in the school.

Family Week Workshops

Each term, we endeavour to organise a variety of class workshops on curriculum, teaching methods and new initiatives. We hope that you will take the opportunity to attend these.

OUR PUPIL VOICE

At Aileymill we give all our pupils a chance to have an active role in the development of the school. Through our Pupil Council, Fairtrade Group, Eco Committee, Rights Respecting Steering Group, Parental Involvement Team and monthly newsletter, our pupils have a real voice in the school community.

Pupil Council



Junior Road Safety Officer

Our current Junior Road Safety Officer have the responsibility to encourage all Aileymill pupils and adults to stay safe on the road.



Dyslexia Friendly School

Aileymill Primary School is a dyslexia friendly school. Parents are fully involved in the diagnosis of dyslexia should it be felt that this is appropriate. Once a diagnosis has been made parents are kept up to date with the strategies we use to help pupils access the curriculum.

Eco School Status

Aileymill Primary is an eco-school and we promote eco ideals. Our Eco Group encourages pupils and staff to look after our environment.

Children's Right Group

Our Children's Rights Group work very hard to promote the United Nations Convention on the Rights of the Child (UNCRC) to ensure that all children receive their rights. We are working towards Rights Respecting Schools award Level 1.

Fair Trade Group

Pupils and staff work together to raise awareness of issues surrounding fair trade. We gained Fair Trade Status in August 2011 and we try to purchase Fair Trade where possible.



PARENTAL INVOLVEMENT TEAM

This includes staff, pupils, and parents working together to help understand and develop the school curriculum. In this way we hope to engage parents in their child's learning at school. In the past four years this team has organised and run our wonderful Sports Day. This will be repeated in 2020.

SUPPORT FOR PUPILS

Getting It Right For Every Child underpins everything that we do at Aileymill. Your child's wellbeing is considered in terms of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and/or our Nurture Room, and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed. When a teacher or parent is concerned about any aspect of their child's progress, a Wellbeing Assessment may be undertaken.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate

supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those whose family circumstances impact on attendance and learning.

If a parent considers that his or her child has additional support needs and wishes to make enquiries about this, they should contact the head teacher.

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a Co-ordinated Support Plan. The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

As with all local authority schools in Scotland, this school operates under the terms of the [Additional Support for Learning Act \(2009\)](#) and its accompanying [Code of Practice](#).

These procedures have been strengthened through the [Children and Young People Act \(2104\)](#).

Inverclyde's Mediation Service may be accessed by contacting Michael Roach, Head of Education, or Tony McEwan, Head of Inclusive Education, who may be contacted through Inverclyde Council's service desk on 01475 717171

Further advice may be available from **Enquire**, the Scottish advice service for additional support for learning. Operated by Children in Scotland, **Enquire** offers independent, confidential advice and information on additional support needs.

telephone helpline - 0845 123 2303

email enquiry - info@enquire.org.uk

websites:

- www.enquire.org.uk - for parents,
- www.enquire.org.uk/yp - for children
- www.siaa.org.uk
- www.sclcl.org.uk/



INCLUSION & EQUALITY

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion.
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner.
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.
- In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

EQUAL OPPORTUNITIES and SOCIAL JUSTICE

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct and indirect, and aim to eliminate all discriminatory practices. We will ensure that, in all our schools and other establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.

POSITIVE RELATIONSHIPS POLICY

Our school ethos: Learning to Learn, Learning to Care highlights the importance which we place on relationships at Aileymill Primary. We firmly believe that meaningful, respectful relationships, between every person in the school, child and adult alike, underpin our successful school. Your child will be nurtured and educated in an environment which places huge value on good relationships. Children are explicitly taught, through our PATHS programme, how to relate to each other and to the adults in their lives, how to care for themselves, each other and the environment. Everything we do at Aileymill is underpinned by Inverclyde Council's policy: Promoting Positive Relationships. A link to this policy can be found on the school website.

The aim of the school is to foster a respect for each other. Parents, staff and pupils have agreed that this is the most important quality. We also actively promote self-discipline, a sense of responsibility, honesty, confidence and a caring attitude. Children respond to kind, courteous, and considerate treatment by adults and will work with concentration and diligence at tasks which are suitable to their abilities. There are certain school rules which are insisted upon and we hope to have the cooperation of all parents in ensuring that these rules are kept.

The aim is to create an atmosphere of order and purposefulness throughout the school; of trust and respect between pupil and teacher.

Where discipline problems arise Aileymill will aim to resolve these using Restorative Practice, which aims to encourage children to take personal responsibility for their actions and make good any hurt caused in a supportive and non-judgemental atmosphere.



Clothing and Uniform

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform account is taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with the parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, or clothing made from flammable material for example shell suits in practical classes;
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco;
- could be used to inflict damage on other pupils or to be used to do so

Or could be used to inflict damage on other pupils or be used by others to do so.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Parents of children receiving one or the following benefits will normally be entitled to Monetary grants for footwear and clothing for their children:

- Income Support;
- Employment and Support Allowance (ESA)
- Income based Jobseekers Allowance (JSA)
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (as assessed by the Inland Revenue)
- An asylum seeker receiving support under Part VI of the Asylum and Immigration Act. 1999
- Universal Credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement
- Any income related element of Employment and Support Allowance
- Parent or carer in receipt of Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit (currently income below £11,288)

- An Asylum Seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education, Communities and Organisational Development.

Information and application forms may be obtained from schools and from Education Services, Wallace Place, Street, Greenock, PA15 1JB .

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

At Aileymill Primary, purple sweatshirts and white polo shirts are worn with grey or black trousers or skirts. Tartan skirts and pinafores are available for girls. For formal school wear and special occasions white shirts with our school tie are worn.

Names on jackets are essential. It is also helpful to have names on jumpers, ties and shirts. Please just write on the labels in P.E.



RIGHTS RESPECTING SCHOOL

We work in a value based culture where rights are respected and responsibilities accepted. From P1 through to P7 pupils learn about children's rights as stated in the summary of The United Nations Convention on the Rights of the Child (UNICEF) and as a result realise their responsibility to respect the rights of others. Positive behaviour is reinforced through the language of rights and pupil responsibility to be a rights 'giver'.



SUPERVISION OF PLAYGROUND

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

CHILD PROTECTION

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

MEDICAL & HEALTH CARE

Routine medical care given to all school children is detailed below.

- The school dentist examines P1 and P7 pupils' teeth.
- Height, weight and vision screening of all children in P1 and P7
- P7 children are also tested for colour vision.
- Children selected for medicals by school doctor and nurse.
- Children with Additional Supports Needs are reviewed annually by the school doctor.

Parents are always informed in advance if their child is to have an examination by health practitioners.

EMERGENCY CONTACT

If a child is unwell or has had an accident the parent or emergency contact is informed and asked to collect the child. Appropriate first aid will be given in school as soon as possible.

If no one is available the child is kept comfortable in the medical room or in a real emergency taken to Inverclyde Royal Hospital.

It is essential that we have up to date contact numbers so that we can keep in touch.

It is very important that parents inform the school if a child has any particular medical requirements so that arrangements can be put in place.

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption.

Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such

cases we shall do all we can to let you know about the details of closure or re-opening.

We shall keep you in touch by using letters, texts messages and updates on our school Facebook Page or website.

MEDICATION

Parents of children requiring medication during school hours are welcome to come in for this purpose. Should this be impossible we require the parent to complete a Medication Form (available from the school office). Please check with your doctor that the medicine must be given during school hours. Often these times are flexible.



INHALERS

If your child has been prescribed an inhaler, please ensure that he/she has it with him/her at all times. This is especially important when children are leaving the building to go on outings or to take part in sporting events.

From time to time, please ask your child to bring their school inhaler home to allow you to check that it is still working properly.

ALLERGIES/PEANUT FREE ZONE

As some of our pupils are allergic to peanuts and peanut products and could suffer an anaphylactic reaction if exposed to them, we ask that children do not bring peanuts/peanut products to school



SCHOOL MEALS

Meals are provided by Inverclyde Council Environmental & Consumer Services, Catering Division, whose mission statement is:

"Our aim is to provide a menu system, freshly prepared with health and cost a priority".

Meals are available in the dining room each day, all set menus being the same price. Pupils have a copy of the three-week menu rota and can choose from this. Payment for meals is made through Parent Pay. Parents will be given an online account which will enable them to pay for meals whenever they want. All primary 1, 2,3 and 4 pupils are entitled to a free school meal.

Those children who bring packed lunches have their meals along with the other children who remain at school during the lunch hour.

Every effort is made to encourage children to choose their food sensibly. Vegetarian dishes are also available.

Parent Pay

Inverclyde Council now operates ParentPay in all primary and secondary school. This is a cashless system which allows parents to pay for schools meals and trips online using a debit or credit card.



For parents/carers who do not wish to set up an online ParentPay account, PayPoint can be used to pay for school lunches/snacks and trips. PayPoint is a system which allows parents to make cash payments at their local shop. The school can issue a barcoded letter or order a PayPoint card to allow you to make payments - the payments will feed through to the school's Parentpay system within 48 hours.

All trips in primary schools will be required to be paid online, either using ParentPay or PayPoint, unless there are exceptional circumstances.



Clothing grant and free school meals

How do I get them?

To apply for a clothing grant/free school meals your child or children must attend an Inverclyde school and you must receive one of the following:

- Income Support;
- Income based Job Seekers Allowance (JSA);
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/19) as assessed by the Inland Revenue;
- An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999;
- Employment and Support Allowance (income related) (ESA);
- Parent or carer who is in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income under £8,420;
- Universal Credit – where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.

Please note: only one application form should be completed per family.

All children who will be in P1-3 from August 2018 are entitled to receive a free school meal. However, if you wish to apply for a clothing grant, an application form will still require to be completed and the appropriate household income evidence submitted. If a pupil is over the school leaving age the application for clothing grant and free school meals will be processed when it is confirmed that the pupil has returned to school.

How can I get an application form?

Apply to the school that your child attends or, if your child is starting school, the school that your child is enrolled at. You can also apply to Customer Service Centre, Municipal Buildings, Clyde Square, Greenock for an application form or download from the Council's website.

An application form will be sent home with your child before the beginning of the summer holidays.

When can I get a form?

The forms will be available from schools and Customer Service Centre, Municipal Buildings, Clyde Square, Greenock from end of June.

When can I apply?

You can apply at any time between June 2018 and 31 May 2019.

How will I receive my clothing grant?

The clothing grant will be **paid directly into your bank account**, once we have received the relevant household income evidence for the **current** year.

Please note: Inverclyde Council can no longer issue cheques.

When will I receive my clothing grant?

Clothing grants applied for before or during the summer break will generally be paid in early August. Payments will be paid directly into bank accounts. You should ensure that the bank account you hold accepts payments by BACS transfer - if not, your payments will be delayed.

If you delay making your application until August you may not receive your grant in time for the start of the new school session. Please note, at peak times over the summer period, your application may take up to 21 days to be processed due to the volume of applications received.

What is the value of the clothing grant?

Each year the council decides how much the grant will be. This year the grant will be £100 per child. In addition a top up payment from the Scottish Government will be made towards the end of the first school term.

What if my circumstances change?

You should immediately notify Customer Service Centre, Municipal Buildings, Clyde Square, Greenock, or call 01475 712893.

Where do I send the form?

The form must be returned to Customer Service Centre, Municipal Buildings, Clyde Square, Greenock, Inverclyde PA15 1LY together with the appropriate household income evidence.

If you are in receipt of:

- Income Support;
- Income based Job Seekers Allowance (JSA);
- Any income related element of Employment and Support Allowance (ESA);

Collect a **FREEPOST ENVELOPE** for your application form to be processed from either of the following:

- Customer Service Centre at Municipal Buildings, Clyde Square, Greenock
- Job Centre Plus;

Please ensure the school has correct address details as conflicting information may delay processing your application. Please allow up to 21 days for your application to be processed.

All other application forms and enquiries should be directed to:

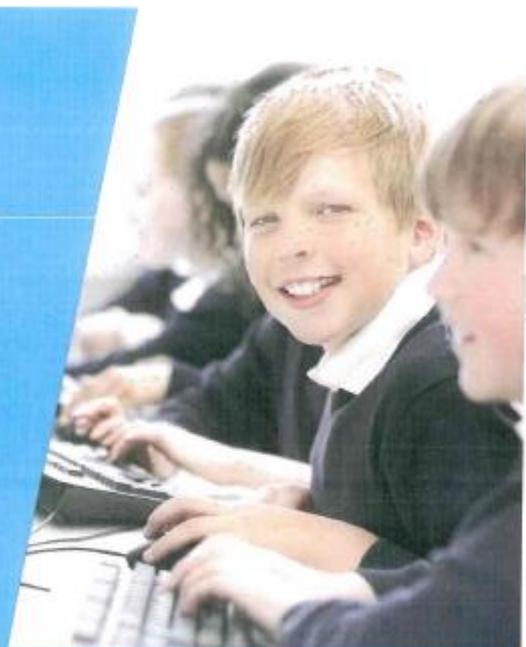
Phone: 01475 712893

Email: comments@inverclyde.gov.uk

Write to: Customer Service Centre,
Municipal Buildings, Clyde Square,
Greenock, Inverclyde PA15 1LY

If you are claiming free school meals due to being in receipt of appropriate Child Tax Credit or Working Tax Credit we would ask that you bring your most up to date Tax Credit Award Notice with you as evidence when handing in the form, showing estimated household income for 2018/19.

We can produce information on request in large print, Braille, tape and on disk. It is also available in other languages. If you need information in any of these formats please contact us on 01475 717171.



Inverclyde Council

Clothing grant and free school meals

2018/19

Inverclyde
council

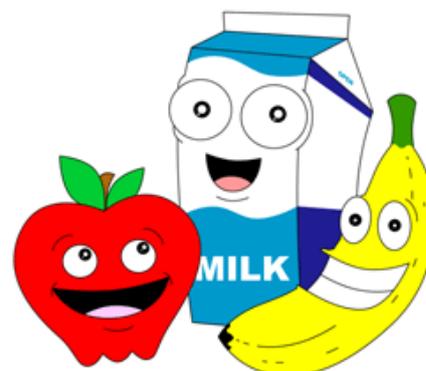
Playtime

Play pieces may be brought to school. E.g. A biscuit or apple.

If your child wishes a drink, it should be brought in a clear plastic bottle.

Only unflavoured water may be brought.

There may be an occasional Fair Trade Tuck Shop.



Please remember that Aileymill Primary is a peanut free zone

ATTENDANCE

Parents should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10.am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence.

Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

On returning to school, parents should provide a note explaining the reason for absence.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

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 as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication included, Engaged and Involved-part1: Attendance in Scottish Schools. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school-holiday leave cannot be

accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge where these circumstances apply and authorise absence, accordingly.

The categorisation of most term time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

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

Procedures to improve attendance

Where non-attendance is a factor affecting a child's learning, support will be initiated through incremental steps when it is established that a pupil's absence from school is without good reason.

Step 1 - Parents/Carers are Informed of Attendance Record

Where attendance is a cause for concern and falls below 90% within six weeks, or earlier if appropriate, parents/carers will be contacted and given clear information about the child's attendance record.

The situation will be fully discussed with the parent/carer and their co-operation sought to ensure that the problem is resolved.

Subsequent absences will be monitored. Where a pattern of absence warrants further action, Head Teachers, or their representative, will arrange for the matter to be investigated.

Step 2 - Maximising attendance meeting

If there is no sustained improvement in attendance within four weeks or no improvement at all within two weeks, the parent/carer will be invited to attend a maximising attendance meeting to be held within the school. This meeting will normally involve a member of the senior management team and other staff as appropriate. At this meeting attempts should be made to establish the root cause of the problem.

Where it emerges that non-attendance may be due to additional support needs arising from the learning environment, family circumstances, disability or health

needs or social and emotional factors, further advice will be sought.

Should the parent fail to attend the maximising attendance meeting, **step 3** will be followed.

Step 3 - Multi-agency planning

If there is no sustained improvement in attendance within four weeks, or no improvement at all within two weeks, parents/carers will be contacted and procedures put in place to involve other appropriate agencies.

In early year's establishments and primary schools this will involve a multi-agency case conference while in secondary schools it will mean referral to the Joint Agency Team.

Should the parent/carers withhold consent for involvement; a referral will be made to the Children's Reporter.

Attendance Figures

Session	Aileymill	Local Average	National Average
2018-19	92.6%	93.3%	
2017 – 18	92.6%	92.8%	
2016 – 17	92.8%	93.4%	94.34%
2015 – 16	93.7%	94.2%	
2014 – 15	93.8%	93.6%	94.63%
2013 – 14	94.3%	94.2%	

PARENT FORUM AND PARENT COUNCIL

All Parents are members of the Parent Forum. Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in the supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:-

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

Aileymill Primary has an active Parent Partnership. The constitution and minutes of the Parent Council are available in the Parents' Room and the Parents' notice board at the front entrance of the school. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.

Aileymill Primary has decided to call our council Parent Partnership or APP for short.

Chair of our Parent Partnership is Frank Smith.

SCHOOL & COMMUNITY LINKS

Aileymill is a school at the heart of its community working closely with other establishments namely, St Andrews Primary, Inverclyde Academy and of course Aileymill Nursery.



NURSERY CLASS

We provide places for 80 children aged between 3 and 5 years of age all children attend 5 days 8.45am-2.45pm

The nursery is part of Aileymill Primary but has its own entrance and every facility to meet the needs of our young learners.

We work hard to promote effective learning. Children are encouraged to develop a positive attitude to learning, making choices and gaining the confidence to tackle challenges. We look forward to getting to know you and hope you will feel welcome and become involved in nursery life.

Opening hours and holidays

Hours of opening: Monday -Friday 8.45am -2.45pm



Wraparound Childcare

Inverclyde Council continues to develop quality, affordable, accessible universal childcare. The Council's strategy is within the Children's Services Plan, with developments being taken forward by Education & Social Care. In accordance with the Scottish Executive's policy, Inverclyde Council's plans focus on meeting the childcare needs of parents in work, training or education and of those who seek to return to work through training or education.

All 3 & 4 year old children are entitled to a pre-school education place from the start of the school term following their third birthday.

Wraparound childcare is designed specifically to support parents in work, training and/or education. If a parent's circumstances require additional hours and where the establishment can accommodate such a request a charge is levied. This charge will rise annually in line with the inflationary amount set by the Head of Finance.

If you require further information on this service please speak to the Lead Practitioner.

Admissions policy

All children are allocated a nursery place in line with Inverclyde Council's Early Years Admission Policy.

Enrolment procedures

When your child has been allocated a place, you will be contacted and asked to come along to the nursery for a visit. When you visit, you will be asked to complete enrolment forms.

This gives us time to get to know your child and for your child to become familiar with the nursery and their key worker. If you are a working parent we will be happy for the child's carer to accompany him/her on this visit. At this time you will be asked to fill out a child profile - a picture of your child's likes and dislikes, the important people and events in his/her life.

Snack fund

Children are offered a snack every day at nursery with the emphasis being on Healthy Eating. The children have a choice of milk or water to drink. A selection of fruit and raw vegetables will be available.

A voluntary contribution helps with snack, special events and small items of equipment.



Safety

In the interest of safety we ask that you inform us in advance if your child is to be collected by someone who is not known to the nursery staff. Please note that your child must be collected by a responsible adult i.e. 16 years of age or older.

Outings

Children, staff and parents all enjoy outings, and they are a valuable part of the children's learning. When enrolling your child, you will be asked to give permission for local outings e.g. for walks to the park or local shops. When outings are planned out with the local area, you will be asked to fill in a separate form stipulating when your child is leaving nursery, where he/she is going and when your child is expected to return. **Children cannot be taken on these planned trips without this consent form being signed by the parent or carer.** As the ratio of children to adults is higher for these outings you may be asked to come along as a parent helper.



Clothing

Sweatshirts and polo shirts, with the nursery logo embroidered on them can be purchased from Smiths in Greenock. Children often take part in messy activities, so it is wise not to dress them in their best clothes!

We ask that the children have soft shoes or to change into when at nursery for safety and comfort. All clothing should be marked with your child's name.

Inverclyde Council's Policy is that **no jewellery should be worn by children when attending educational establishments**. Children will not be able to take part in physical activities indoors or outdoors if wearing jewellery.



The council is concerned at the levels of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this matter by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Birthday Celebrations

On the day of your child's birthday the nursery will celebrate in our special way. This celebration will be at group time, where the children in his/her group will share a small birthday cake (which we supply so every child's birthday celebration is the same) and sing Happy Birthday. This provides an opportunity for the child to share their excitement, news and birthday plans with their friends.



Children's learning

Young children learn in a variety of ways. We provide opportunities for children to explore, observe, listen and talk, respond, think and experiment. Play is an important way of developing these skills. Play is the way in which young children make sense of the world. It allows them to express ideas and feelings in many

different ways, to act out and come to terms with their previous experiences, and to experiment with new ideas without fear of failure.

We encourage the children to plan their own learning, offering open ended resources which allows children to be creative, imaginative and develop problem solving skills.

There is an ethos of praise and encouragement and we celebrate all children's achievements.

Assessment

Assessment is a continuous process. Staff members observe the children at play, socialising and working with adults and other children. This allows us to assess the child's development and plan for the "next stage".

The children also have a part to play in their assessment - we encourage them to discuss the skills they are developing and measure their success.

Supporting children

If a staff member feels a child is in need of help in order to achieve his/her full potential, this will be discussed with all staff and with parents. Strategies would be put in place to support the child. Staff will monitor the progress regularly and continually adapt the programme of activities to meet the needs of the child.

Some children may need more support to achieve their potential, we have a wide network of specialist agencies including Psychological Services and Speech and Language Therapy. Parents/carers will be consulted before any agencies are involved with their child.

Reporting to parents

Our "open door" policy gives parents/carers and staff the chance to keep each other up to date with the child's learning at home and in the nursery. You will receive a monthly newsletter keeping you up to date with events in the nursery. There will be two opportunities during the year to discuss your child's progress. Each child has their own profile which is located in the cloakroom area which you are welcome to look at any time.

A report of your child's progress during their time at nursery is passed onto the P1 Teacher. This report is discussed with you beforehand.

Parents and friends group

Our parents and friends group meet once a term. They are consulted on how best to spend our budget, as well as our nursery funds. They also help us to make decisions about outings and policy development etc.

Our Parents and Friends group support all aspects of nursery life. If you would like to be part of this group please give your name to Kay.

Medical and health

It is important that staff members are informed of any medical condition which requires treatment, or any circumstances which would affect the child's wellbeing or progress. Please let us know about any allergies your child may have. Whilst staff are not required to administer any medicines or treatment as part of their official duties, nevertheless, in the interest of the child, our staff team are willing to administer prescribed medicines.

Only prescribed medicines can be administered by staff to children. Please ask a member of staff for the appropriate form, which should be completed at the time of medicine being passed to nursery staff. **All prescribed medicines, which should have the dispensing label with the child's name and instructions, will be kept in a locked cupboard. Medicines should not be in the child's possession or placed with the child's belongings at any time.**



If your child becomes ill while at nursery a member of staff will firstly try to contact you at home, if unsuccessful we will try one of the emergency numbers on your enrolment form.

Care Inspectorate

The nursery is inspected by the Care Inspectorate, using the Health and Social Care Standards for Early Education and Childcare as indicators of good practice. Parents are consulted during the inspection and your views of the service form part of the report. A copy of the report is available to read within the nursery or is available from the Lead Practitioner.

If at any time you wish to contact the Care Inspectorate personally you can contact them at:

The Care Inspectorate
Central West Regional Office
4th Floor
1 Smithhills Street
Paisley
PA1 1EB
Tel: 0345 600 9527

Useful Addresses and Telephone

Corporate Director of Education, Communities and Organisational Development,
Municipal Buildings,
Clyde Square,
Greenock,
01475 717171

Local Councillors

Mr Ciano Rebecchi Mr Gerry Dorian, Mr Innes Nelson
Municipal Buildings
GREENOCK
Tel 712020

Mr Duncan McNeil MSP
Constituency Office
Union Street
GREENOCK
Tel 791820

Mr Ronnie Cowan MP
20 Crawford Street,
Greenock,
PA15 1LJ
Tel: 721 877

Useful Web Sites

- www.inverclyde.gov.uk - *Inverclyde Council Web Site*
- www.hmie.gov.uk - *School and Local Authority Inspection Reports*
- www.parentszonescotland.gov.uk - *Very useful site for parents*
- www.scottishschoolsonline.gov.uk - *About individual schools*

General Data Protection Regulations

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy>

GLOSSARY

ASN	Additional Support Needs.
EYECO	Early Years Education Childcare Officer.
Assessment	The process by which a pupil's progress is determined. This may be carried out by observation or by formal testing of various types.
Curriculum	<p>The totality of all that is planned for children and young people throughout their education.</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curricular areas <p>In Primary that is,</p> <ul style="list-style-type: none"> • Languages • Mathematics • Health and Wellbeing • Expressive Arts • Science • Technologies • Social Studies • Religious and Moral Education. <ul style="list-style-type: none"> · Learning across the curricular areas i.e. interdisciplinary learning or cross curricular learning.
Non –denominational School	A school which has pupils of all religions and denominations and pupils who have no religious beliefs.
Reporting	The way in which information about each pupil's progress is communicated to parents. This happens at least twice a Year in Autumn and Summer term and is followed by Parents' Nights to allow a discussion of the report.

Although the information in this handbook is correct at time of printing, there could be changes affecting any of the matters dealt with in the document –

- a) Before the commencement or during the course of the school year in question**
- b) In relation to subsequent school years.**