



Welcome to
Newark Primary School

Primary One Induction
Thursday 4th June 2026

Please complete all your forms and return to the table before you leave:

- Medical/dietary requirements
- Photo Permission
- Internet Permission
- Free School Transport (school bus)
- Scottish National Entitlement Card (bus pass)
- Parent Pay
- Parent Portal information (take home)
- Transition Evaluation & All About Me will be sent as a MS FORM.



If anyone would like to ask about completing the forms, please see a member of staff.

The Newark Family

Mrs Lauren O'Hagan- Head Teacher

Mrs Lisa McGroarty-Depute Head Teacher

Miss Sarah Neilson- Principal Teacher

Mr Daire Coyle- PEF Principal Teacher





Our Vision

#Together We Shine. At Newark Primary we are building a vibrant, inclusive school community where every child feels safe, respected and valued. We celebrate diversity, listen to children's voices and help every learner reach their full potential.



Our Values

N

Nurture ❤️
Care & support

E

Enjoyment
Exciting & fun learning

W

Welcoming
Everyone belongs

A

Ambition 🚀
Aim high & achieve

R

Respect 🤝
Kindness & understanding

K

Kindness 😊
Positive relationships



Our Aims



Empowering Young Voices
(Shape learning)



Celebrating Diversity
(Value cultures & identities)



Creating a Brighter Future
(Confident, caring, successful)

Davie Adams
Janitor



School Uniform at Newark

Our uniform consists of:

- White shirt with Newark tie
- White polo shirt (with or without Newark logo)
- Red or grey sweatshirt (with or without Newark logo)
- Grey skirt/ trousers or tartan pinafore
- Grey blazer
- Waterproof jacket
- Outdoor shoes & welly boots

We are outdoor learners so please make sure your child is comfy.



School Uniform Suppliers:

Smiths

36 West Blackhall Street Greenock

PA15 1UU





Tel (01475) 888555

Baru

7b Moss Street Paisley

PA1 1BG

Tel (0141) 848 5755

| | | |
|--|---|---|
| <p>Breakfast Club</p>  <p>From August 2019 breakfast clubs will be £1 per child, per day. However, if your family receives other education allowances, breakfast clubs will remain free.</p> | <p>Free School Meals</p>  <p>From August 2019, all children in Primary 1 to Primary 4 will be eligible for a free school meal.</p> | <p>ParentPay</p>  <p>From August 2019 primary schools will no longer accept cash in school for school meals, school trips or breakfast clubs.</p> |
| <p>Q How do I make payments to the school?</p> <p>A Payments should be made via the ParentPay system. Payment methods are as detailed in the ParentPay section.</p> | <p>Q Do I need to submit an application for a Universal Free School Meal?</p> <p>A No application form is required - this will be awarded automatically.</p> <p>Q Do I still need to submit an application for a clothing grant if my child is in P1-4?</p> <p>A You will still need to make an application if you meet the eligibility criteria for a clothing grant. An application form will be sent home in your child's school bag before the beginning of the summer holidays. You can also download a form from the schools section of www.inverclyde.gov.uk or collect a form from your child's school or from Inverclyde Council Customer Service Centre.</p> | <p>Q How do I make payments to the school?</p> <p>A There are two methods of payment available:</p> <ul style="list-style-type: none"> • Online via the online school payments system called ParentPay. You can pay securely online 24/7 using a debit/credit card. If you don't have a ParentPay account, please contact the school office and an activation letter will be issued. • Cash payments can be made using the PayPoint facility at local convenience stores for school meals. Please contact the school office to request the option to paying via PayPoint. A plastic card will be issued to you to make cash payments for school meals at local PayPoint stores. Payment cards take about two weeks to arrive but we can issue a barcode letter as an interim measure. School trip and Breakfast Club information letters will carry a unique barcode which will allow you to make cash payments at your local PayPoint store. |
| <p> www.inverclyde.gov.uk Inverclyde council</p> | | |

Cost of the school day

Information on school transport and how to apply

<https://www.inverclyde.gov.uk/education-and-learning/schools/transport-to-schools>

Information on for clothing grant and free school meals and how to apply

<https://www.inverclyde.gov.uk/education-and-learning/schools/clothing-grant-and-free-school-meals>

Child Protection



- Responsibility of all adults

If a child alleges they are being abused or you have concerns the child is being abused or is at risk of abuse:

- Note what has been said, or note your concerns
- Report the allegation or concerns to the school or SWS if after school hours.
- When the school is advised of these concerns they will make a decision about whether this should be reported to social work or the Police. If the line manager is in any doubt about the significance of the concern they will phone social work for advice.

For more information:

<https://blogs.glowscotland.org.uk/in/newarkprimaryschool2/child-protection/>

School Bus Route and Times

Monday to Friday

| School Times | Preferred | Acceptable |
|--------------|-----------|-------------|
| Arrival | 08:40 | 08:35/08:45 |
| Departure | 15:00 | 14:55/15:05 |

PA14 5SU

Tel. 01475 715600

Estimated Number of Pupils for School: 49

Constraints on Contract: VEHICLE MUST BE SINGLE DECK AND FITTED WITH SEATBELTS. VEHICLE MUST BE STATIONARY IN SCHOOL BUS BAY BY PRIOR TO CLOSE OF SCHOOL DAY.

| | Proposed Boarding/Alighting Points/Areas | Estimated Number of Pupils | Boarding Times | | Alighting Times | |
|---|--|----------------------------|----------------|-------------|-----------------|-------------|
| | | | Preferred | Acceptable | Preferred | Acceptable |
| 1 | LITHGOW WAY (KINGSTON DOCK) (BUS BAY) | 13 | 08:25 | 08:20/08:30 | 15:15 | 15:10/15:20 |
| 2 | LANSBURY ST AT POPLAR ST (bus stop) | 3 | 08:30 | 08:25/08:35 | 15:10 | 15:05/15:15 |
| 3 | BIRKMYRE AVE AT LILYBANK RD (bus stop) | 12 | 08:32 | 08:27/08:37 | 15:08 | 15:03/15:13 |
| 4 | GLEN AVE AT WILLIAM ST (bus stop) | 14 | 08:33 | 08:28/08:38 | 15:07 | 15:02/15:12 |
| 5 | SPRINGHILL RD (opposite Car Park) | 5 | 08:35 | 08:30/08:40 | 15:05 | 15:00/15:10 |
| 6 | ARDMORE RD (bus stop) | 2 | 08:36 | 08:31/08:41 | 15:04 | 14:59/15:09 |

Good Attendance means...

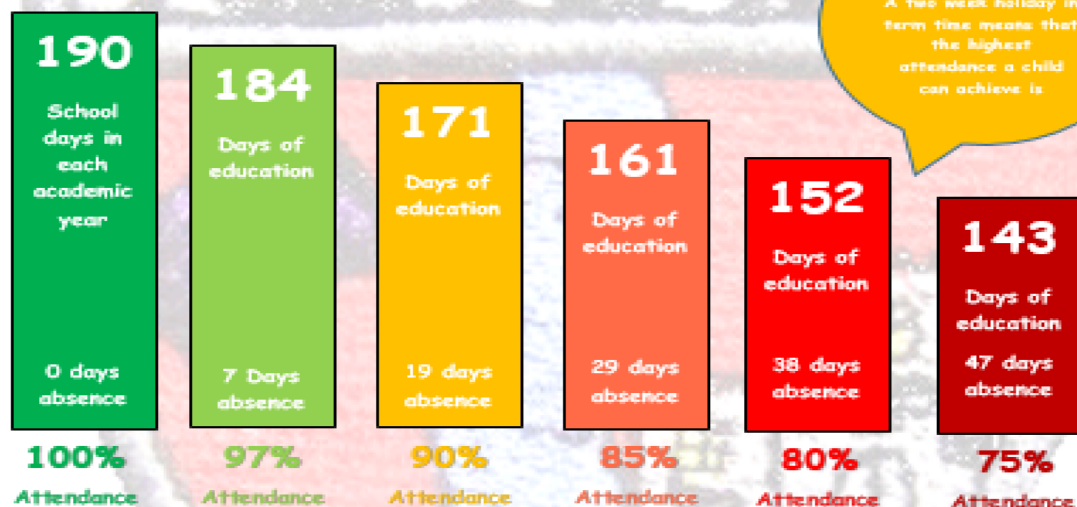
Being in school at least 97% of the time or 184 to 190 days

Remember

Your education is important – don't miss out!

Did you know?

A two week holiday in term time means that the highest attendance a child can achieve is



Well done

A good attendance gives you the best chance of success

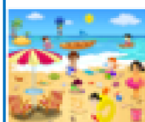
I'm concerned

A poor attendance gives you less chance of success

Seriously worried

Very poor attendance has a serious impact and reduces life chances

There are only 190
School days each year



That leaves **175**
days not
at school for shopping and holidays!



Did you know?
When pupils attend school they:

- ✓ Can achieve their full potential
- ✓ Have better career prospects
- ✓ Learn how to look after themselves and be healthy
- ✓ Grow in confidence
- ✓ Keep up with work & homework
- ✓ Make new friends

Attendance Policy



- Step 1 – attendance drops below 90% within 6 weeks, parents are informed of Attendance Record
- Step 2 – No sustained improvement in attendance within 4 weeks, or no improvement at all within 2 weeks, parents are invited/called to a maximising attendance meeting
- Step 3 – no sustained improvement in attendance within 4 weeks, or no improvement at all within 2 weeks, a referral/case conference held and a possible referral to Children's Reporter

Barnardo's Family Support Worker

Caroline Mullen and Amanda McClung

Work with Families



Family Support

Barnardo's Family Support Services work with vulnerable children and families and are based at the heart of their local communities.



Partnership with Parents

Strengthening parent-child relationships and improving the lives of children and families



Family Welfare Conference


Child-centered family meetings to discuss concerns about a child's welfare.

Canteen

- School lunch menu- 3 week rota
- ParentPay
- Allergies
- WE ARE A NUT FREE ZONE



Inverclyde Primary School Visual Lunch Menu 2021-2022

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|--|---|
| Option 1 (Red) | Chicken Curry  | Quorn Burrito wrap(v)  | Spaghetti Bolognese  | Sausages with mash potato  | Sweet chilli chicken with savoury rice  |
| Option 2 (Blue) | Quorn Dippers with Mash(v)  | Homemade cheese and tomato pizza(v)  | Fish fingers with mash potato (f)  | Macaroni Cheese (v)  | Fish and Chips(f)  |
| Option 3 (Yellow) | Tuna Mayo Sandwich  | Chicken Sandwich  | Cheese Sandwich (v)  | Chicken Sandwich  | Egg Sandwich (v)  |
| Option 4 (Green) | Baked Potato with Cheese (v)  | Baked Potato with Cheese (v)  | Baked Potato with Tuna Mayo  | Baked Potato with Tuna Mayo  | Baked Potato with Cheese (v)  |



UNCRC Art 6 & 24



November 2018 Safe Driver Charter

I am a child friendly driver and I agree to:

- ✓ Park in a safe and appropriate place, avoiding zig zags or double parking
- ✓ Park where I do not obstruct corners and driveways around our school
- ✓ Park safely on the road and not on the kerb so children can see
- ✓ Not to drop off or pick up in the staff car park at any time including breakfast club
- ✓ Only enter the staff car park if you have a blue badge displayed
- ✓ Use the Park and Stride on Clune Brae or North Road
- ✓ Cross the roads with school crossing patrol officers
- ✓ Be respectful to the Junior Road Safety Officers or Safe Parking Officers who are monitoring the roads to keep our children safe

NEWARK PRIMARY SCHOOL

PORT GLASGOW

PARENT'S GUIDE TO P1 RSHP

(RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD)

OUR SCHOOL VALUES ARE OUR FOUNDATION

NURTURE
GROWING TOGETHER

ENJOYMENT
LEARNING IS FUN

WELCOMING
EVERYONE IS INCLUDED

AMBITION
REACHING HIGH

RESPECT
TREAT OTHERS WELL

KINDNESS
BEING CARING

OUR SAFE RELATIONSHIPS

WELCOMING KINDNESS



MAKING FRIENDS.
TAKING TURNS & SHARING.
GENTLE TOUCH.
IDENTIFYING TRUSTED ADULTS.

OUR BODIES & HEALTH

RESPECT NURTURE



NAMES OF OUR BODY PARTS.
SIMPLE HYGIENE.
STAYING SAFE AT HOME.

MY FEELINGS

KINDNESS NURTURE ENJOYMENT



RECOGNISING HAPPY, SAD,
ANGRY, SCARED.
HOW I FEEL IN MY BODY.

PERSONAL SPACE & SAFETY

RESPECT WELCOMING



GIVING MYSELF SPACE. SAYING
'NO' TO UNCOMFORTABLE TOUCH.
SAFE RULES.

MY FAMILY & BEING A BIG BROTHER/SISTER

WE: COMING RESPECT NURTURE AMBITION



PEOPLE WHO CARE FOR ME.
TAKING CARE OF A NEW
PET OR DOLL.

HELP & COMMUNICATION

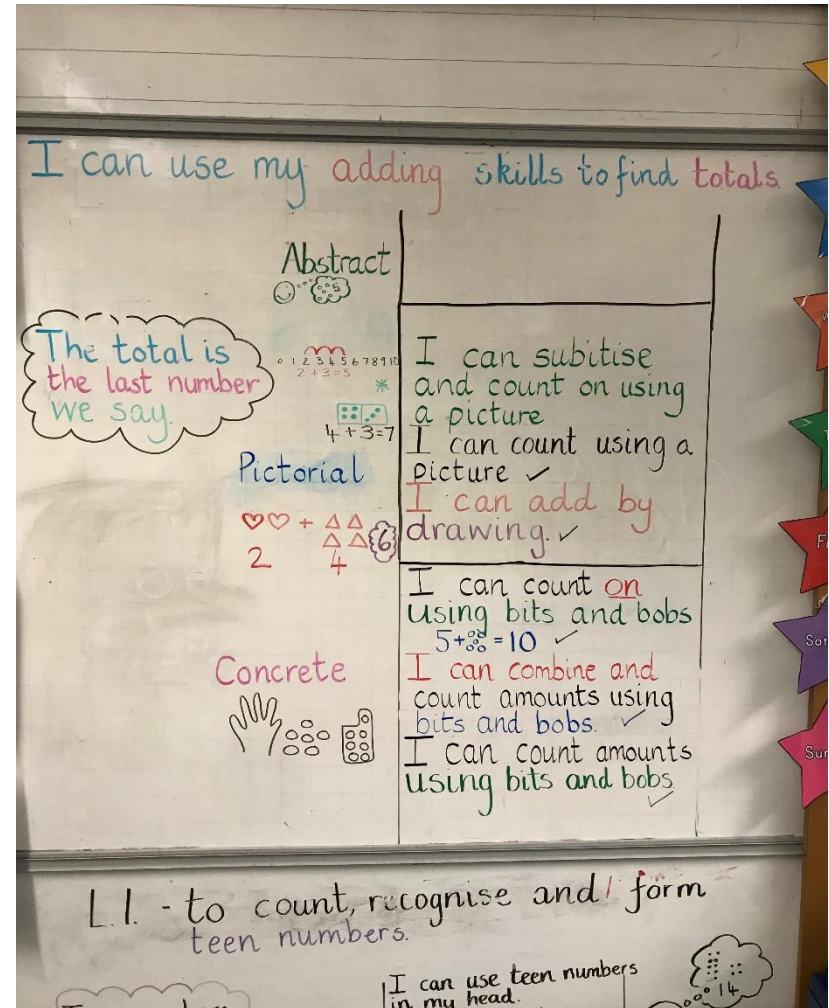
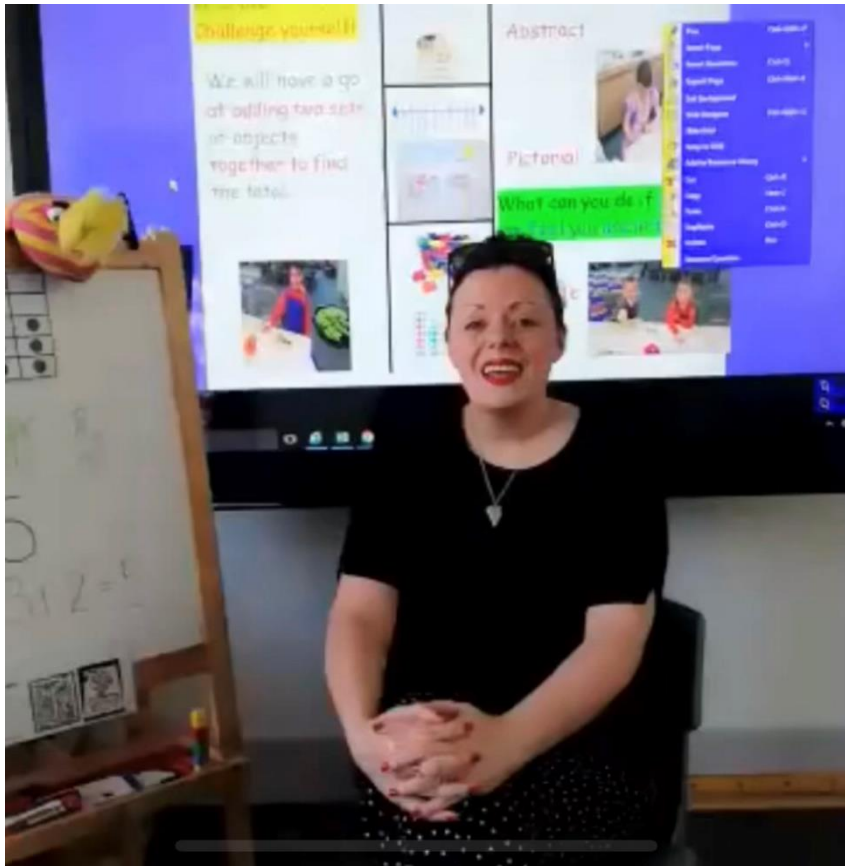
https://rshp.scot/faq/**
SCHOOL NUMBER: 01475 715600
UNCRC ARTICLES: 12, 13, 24, 28, 29

RSHP (Relationships,
Sexual Health &
Parenthood)

Miss Sarah Neilson
(PT)

Mrs Heron explains SEAL & Numeracy at Newark

<https://youtu.be/yfFE4wYV-ho>



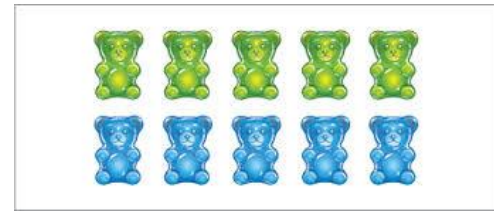
Numeracy

SEAL- Stages of Early Arithmetical Learning

| | | | | |
|--------------|-------------|--------------|---------------|---------------|
| • Red | Blue | Green | Yellow | Orange |
| Nursery/P1 | | P2 | P3 | P4 |

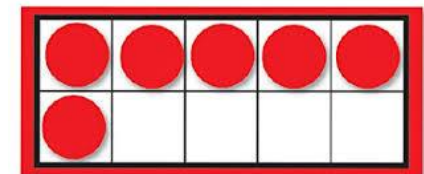
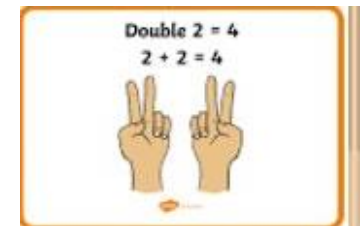
- Attempts to count 1- 10 /20
- May not understand all counting tasks - social counter
- May not know all number words
- May not have 1:1 correspondence
- May not have organisational skills

Moving from Phase 1 to Phase 2?

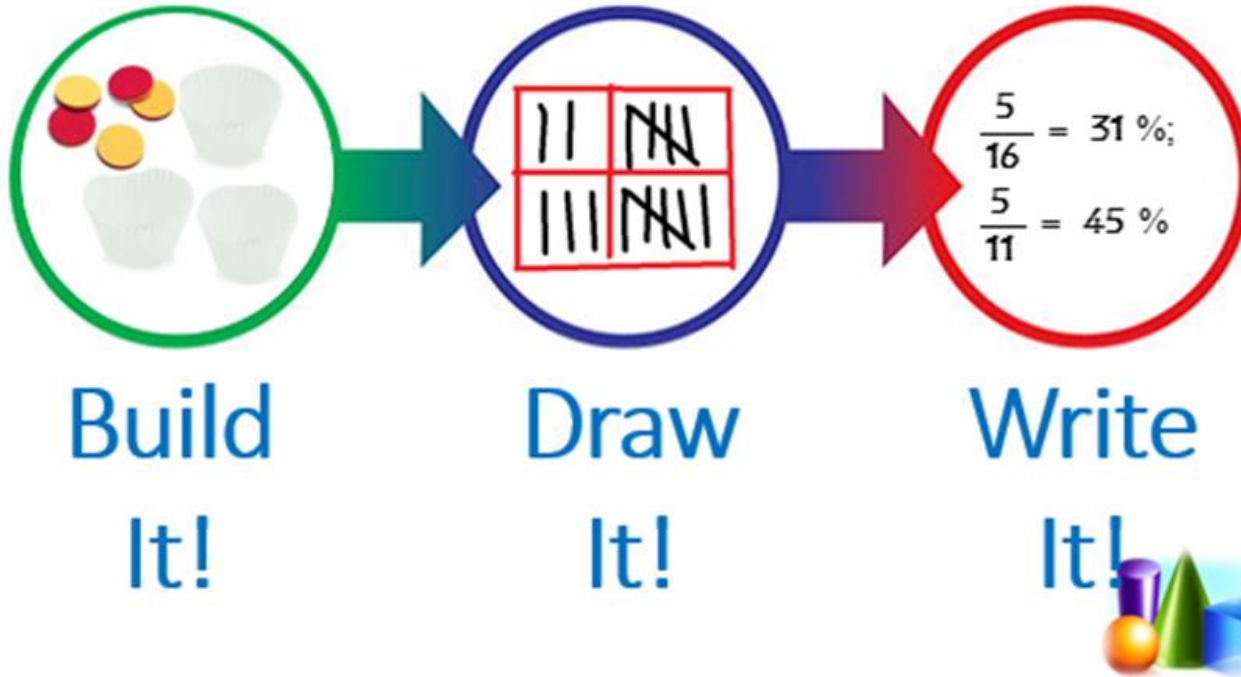


- Saying Forward Number Word Sequence (FNWS) to 20
- Saying Backward Number Word Sequence (BNWS) to 20
- Sequencing, recognising and identifying Numerals to 10
- Engaging with concrete items (counters, rows of dots)
- Feeling, seeing, hearing items as they count
- Opportunities to count items in one and two collections
- - can you count these?
- - give me.....
- Lots of practice organising
- Recognise (subitize) patterns and random arrays
- Finger patterns 1-5, seen and unseen
- double finger patterns 1-5

- Using fingers to keep track of temporal sequences of movement and sounds
- Copying and counting temporal sequences



Concrete Pictorial Abstract

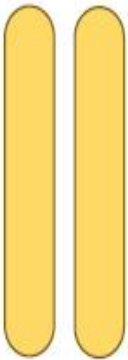
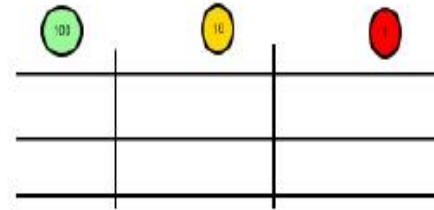
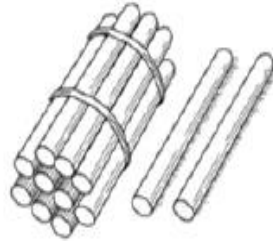


Build
It!

Draw
It!

Write
It!

Resources



Helping at Home

- Play- songs and rhymes, puzzles and maths games, especially those with dice.
- Look for opportunities to develop numeracy in every day situations.
- Mistakes are OK!
- Speed does not always mean sound understanding. Praise effort.
- Stay positive, don't share any negative feelings you may have about numeracy.
- Everyone can be good at maths

Parent Action Group
Chairperson - Lori Messenger

Contact/Follow the Parent Action Group on...

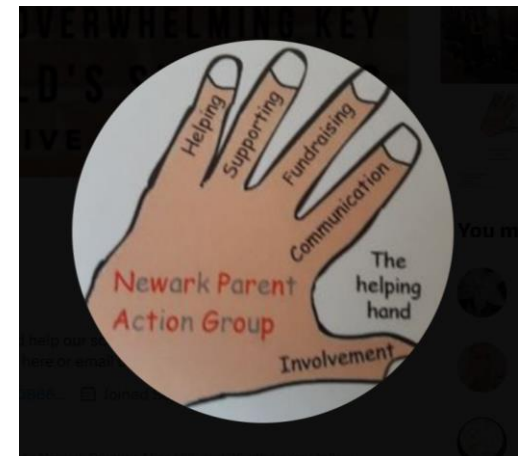
Twitter: <https://twitter.com/PAGNewark>

Facebook:

<https://m.facebook.com/profile.php?id=209296669161646>

Email:

newarkprimarypag@gmail.com



Questions...



<https://wakelet.com/wake/ssAdGpsKQlkckMZx7JhZJ>

Remember to check the Transition Wakelet for information



Welcome to
Newark Primary School

Primary One Induction
Friday 5th June 2026
Day 2

Childsmile School and Nursery. Fluoride Varnish

- ❖ Can reduce instances of caries by up to 40%
- ❖ Encourages remineralisation of enamel
- ❖ Applied twice yearly in school setting and twice yearly at dentist
- ❖ ***Consent required and strongly encouraged***



Tooth decay is the most common disease in children, and accounts for the highest instance of hospital admissions in Scotland

Provide Healthy Snacks

Playtime Snacks

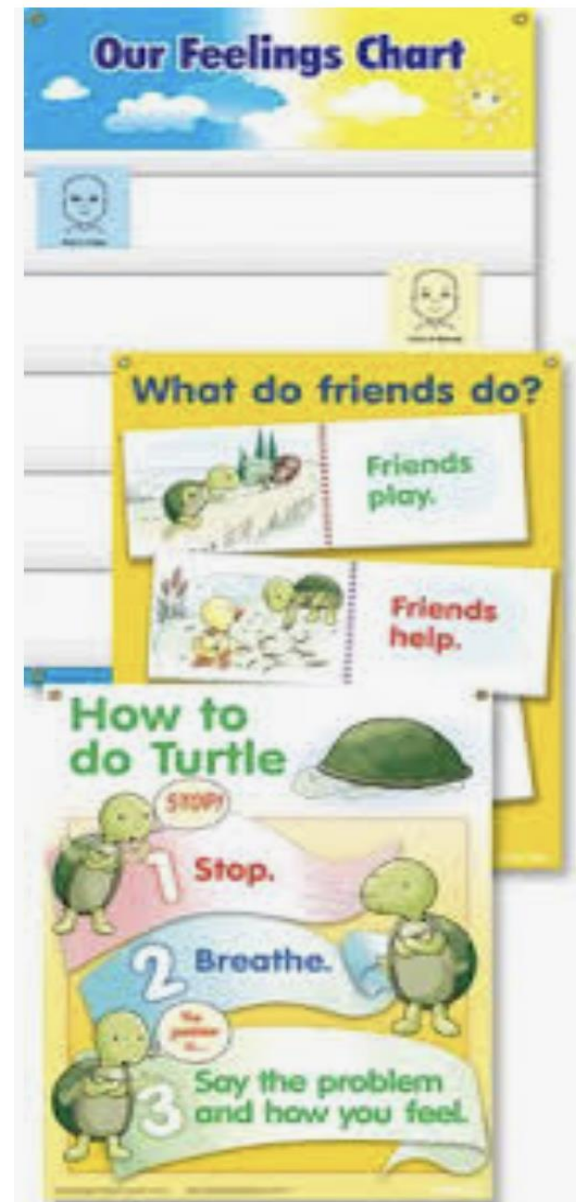


Only at Mealtimes

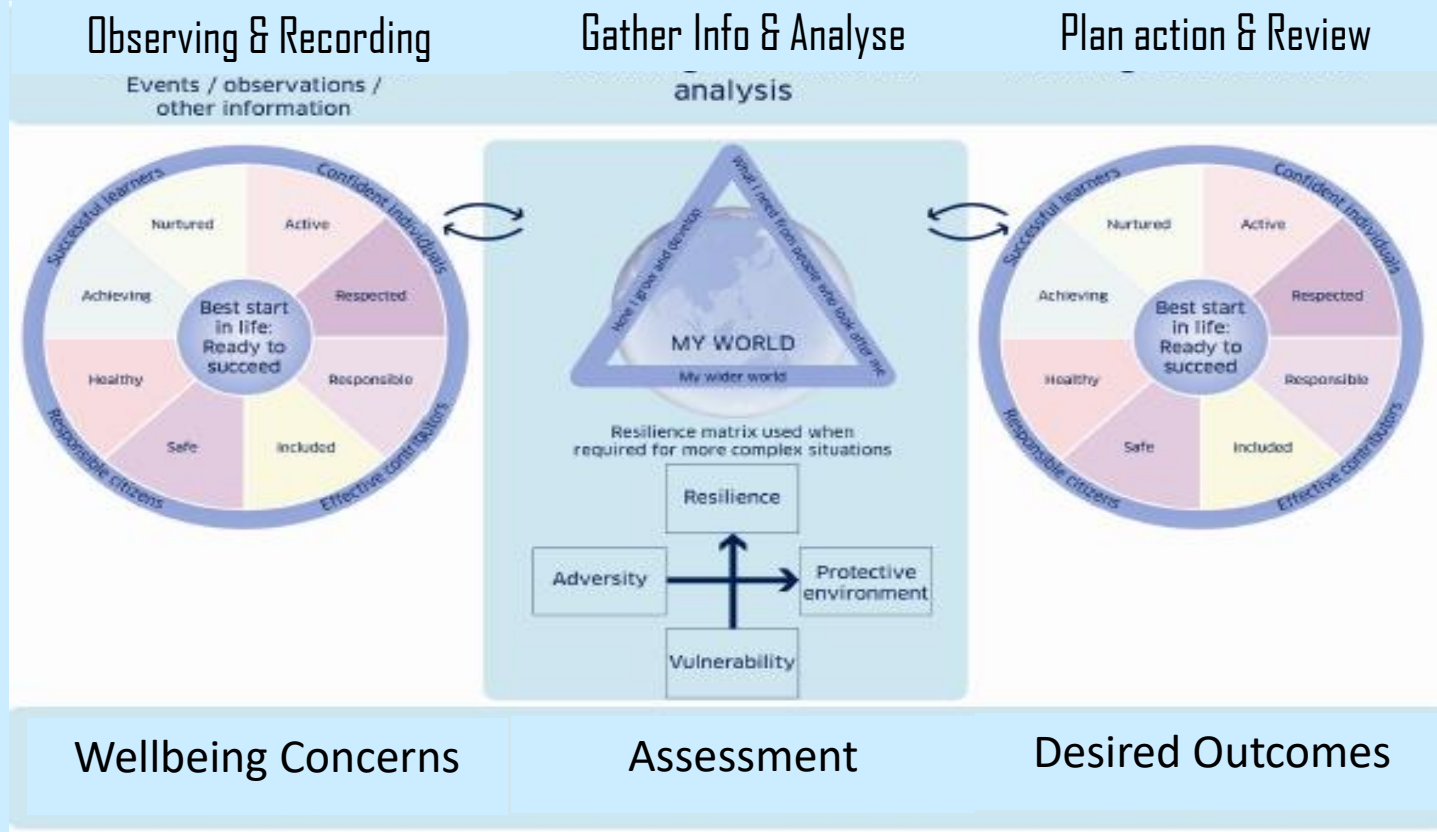


Miss Hall explains PATHS (Promoting Alternative Thinking Strategies) at Newark

<https://youtu.be/-GNNgG-2p88>



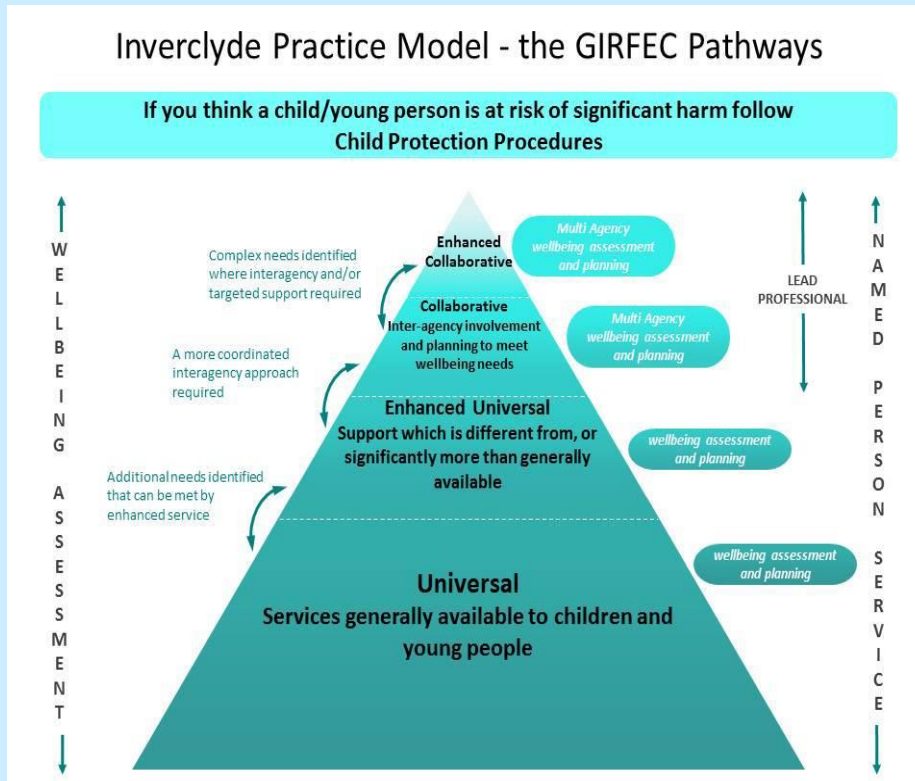
GIRFEC National Practice Model



GIRFEC National Practice Model- Wellbeing Wheel



Throughout their lives children and families may experience a range of different needs at different times. As their needs are met through support services and as new needs are identified universal services will remain involved with children and their families regardless of their Pathway. There is a presumption that children will follow the Universal Pathway unless an unmet need is impacting upon an individual's wellbeing outcomes.





Dyslexia Friendly Strategies- Pupil Voice

- An alphabet line and number square on the wall
- Dyslexic pupils sitting within easy eye contact of the teacher
- Spend time finding out if there is a particular colour the child prefers for copies whiteboard background
- Classroom labels with visuals
- Colour photocopies/ copy on to buff paper
- Coloured wallets for use with white paper/ text books.
- Whiteboard should have coloured background to soften glare
- Change colour of text on each line to allow child to follow instructions more easily
- Do not ask the pupil to copy from the whiteboard. Give typed notes
- Do not ask the pupil to take notes. Give copies
- Ask the child beforehand if they would like to read aloud in class-never force it
- Mark work for content rather than spelling/presentation
- Provide ICT for extended pieces of writing
- Make use of Clicker 6 dyslexia friendly software on laptops when available
- Allow extra time for all tasks, especially written work
- Ensure instructions have been understood by the pupil
- Provide support to organise work/framework
- Be aware that their memory may be affected – they may genuinely forget to do homework/bring gym kit
- Pictorial visual timetable
- Monitor the amount of homework given and write the pupil's diary for them
- Use peer support
- Provide a subject specific glossary
- Have easy access to the Dyslexia Friendly boxes for children-these include pens grips, rubbers, number & alphabet squares, common word lists, rulers, spellcheck etc.
- Ear defenders available for any children who wish to use them
- Use font most like handwriting e.g. Sassoon Primary
- Use multisensory spelling approaches
- Encourage mnemonics to help spell tricky words
- For some children linking pictures to words can help them remember
- Some children can't read quietly- need to whisper words as reading quietly

Adapted from
www.inverclyde.gov
 In consultation with Abigail and
 Reviewed August



What Teachers Can do to Support Children with ASD- Pupil Voice

- The child must have a structured, organised and predictable environment
- Rules must be clear and consistent
- Provide seating arrangements in consultation with the pupil.
- Provide private spaces to which any pupil can retreat – all members of the group have said that they would prefer for this space to be outside the classroom, however, acknowledge that other children prefer to have a space inside the room.
- Create stimulating activity areas to which a distractible child can be directly
- Seated near the teacher's desk
- Seated next to good role models
- Avoid proximity to distractions such as doors, windows and high activity areas
- Clear the desk of everything not related to the task
- Forewarn the child of any changes in staff/outline and explain why.
- Visual timetables
- Provide a task board and build in planned breaks
- Named instructions and do not overload with information
- Avoid confrontations
- Use social stories to teach writing and turn-taking skills
- Avoid negatives – don't run = walk
- Accept that progress may be slow
- Evaluate which events trigger certain behaviours
- Transitions must be planned to alleviate stress
- Physical exercise reduces aggressive behaviour
- Immediately reward desired behaviour
- Liaise frequently with parents, sharing successful strategies
- Inconsistent responses to inappropriate behaviour cause confusion (eg sometimes ignoring, sometimes scolding or sometimes bribing) tend to make the behaviour worse
- Know what they're interested in and use that as a teaching tool
- Diffuse the inappropriate behaviour by involving them in another activity
- Do not tease/ use sarcasm
- Alternative playtimes can be offered if the child feels they would be beneficial
- Consider referring to Nurture Anxiety Management or social skills group if beneficial
- Allowing us to have access to our fidget toys and Calm Boxes.
- Knowing my triggers – the group identify that they each have different things that make them anxious. Crisis Curve and 5 Point Scale can be used to support this.

Adapted by the Grampian EarlyBird Team
 In consultation with T, Logan, Ruzicka, Arran and Skye
 Reviewed August 2022



What teachers can do to support pupils with ADHD- Pupil Voice

- Provide consistent seating arrangements
- Provide private spaces (inside & outside the class) to which any pupil can go for some space to concentrate
- Seated near the teacher's desk
- Seated next to good role models
- Some children prefer to avoid proximity to distractions such as doors, windows and high activity areas
- Clear the desk of everything not related to the task
- Use visual timetables
- Limit the length of tasks and make the child aware how long they have
- Break down tasks into small chunks and give credit for each component completed
- Repeat named instructions frequently
- List processes involved in tasks – use an individual task board if needed
- Give clear and precise directions for tasks and check for understanding
- Have clear and realistic rules, expectations and consequences
- Be consistent with routine and feedback
- Give as much responsibility as possible to the pupil
- Be aware that pupils with ADHD are more likely either to be bullied or to become bullies themselves
- Liaise frequently with parents, sharing successful strategies
- Accept that progress may be slow
- Recognise each pupil's unique qualities and look for things to enjoy about the pupil
- Allocate a 'go to' person for playtime if need be for support
- Have the option for an alternative playtime if child feels they would benefit
- Have regular check in with class teacher/ support staff/ SMT about school
- Incorporate computers into the class to help concentration
- Evaluate which events trigger certain behaviours

Adapted from www.adhdmatters.co.uk
 In consultation with Skye and Max August 2022



Universal strategies being used (highlight all applicable). Staff can add specific strategies if agreed by SMT or SFL teacher

| Environment | Learning Tools | Sensory/ Mobility | Social/ Emotional |
|--|--|--|--|
| <ul style="list-style-type: none"> ○ Seat close to teacher ○ Seat close to board ○ Use of PSA support ○ Individual visual timetable ○ Pace adjusted ○ Content simplified ○ Buddy allocated ○ Check for understanding | <ul style="list-style-type: none"> ○ Paper copy of board work ○ Numeracy support chart ○ Literacy support chart ○ Spellchecker ○ Personal dictionary ○ Use of laptop ○ Dictate software ○ Large print ○ Coloured overlay ○ Reading ruler ○ Work 'chunked' | <ul style="list-style-type: none"> ○ Angled wedge ○ Pencil grip ○ Wiggle cushion ○ Ear defenders ○ Screen ○ Easy grip pen ○ Specialist scissors ○ Fidget toys ○ Movement breaks | <ul style="list-style-type: none"> ○ Groupings arranged ○ Personal targets ○ Additional adult support ○ Maintain a routine |
| | | | Other |
| | | | |

Social Stories for Enhanced Transition



My new teacher and class.

In August, I will be in Primary 2



My next class will be P.3/2.



My teacher will be Miss Doyle.



I will be in the front playground with P1 and P2.
This is the same.



I will use the toilets in the top corridor. This is the different but it is ok.



My coat peg will be in the first cloakroom in my corridor. This is the different but it is ok.



I will go to the dinner hall for my lunch. This is the same.



Everyone feels nervous and maybe excited when they are starting something new.



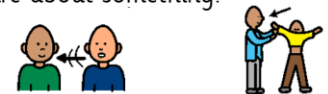
It is ok to ask questions.



It is ok to not know what to do all the time.



Your teacher and classroom assistant will help you. You can ask them for help or ask them a question if you are unsure about something.





GIRFEC Pathway Concerns Form



Child's Name: _____ Class: _____
 Teacher's Name: _____ Date: _____

Please tick appropriate Wellbeing Indicators



Description of Concerns
 (please list concerns under appropriate wellbeing indicator)

List any strategies you have tried from the Universal Strategies Checklist

Response

CT to monitor Support Assistant 1:1 Sfl to assess/support SMT further action

Signed:

Date:

Relationships Policy and Fun 31 at Newark





Newark Primary Relationship Flowchart

At Newark Primary School, we follow Inverclyde Council's PRPB and Anti Bullying Policies. All staff members are familiar with these policies

We have collated the voices of staff, pupils and parents in order to create our Newark Way Flowchart for children who become dysregulated. Embedded throughout The Newark Way are The Principles of Nurture, The Rights of the Child, Trauma Informed Practices and Relationship Based Approaches.

- Non Verbal Warning
- Verbal Warning
- Verbal 5 minute reflection as a natural consequence discussed in a restorative manner with a solution focussed approach as close to the incident as possible i.e. when the child is regulated.
- Written Reflection with a trusted member of staff as close to the incident as possible and record on the table above.
- STAR Chart completed to identify possible triggers and class teacher to call parent(s) - PT to be informed via email of the outcome for the Pastoral Note
- HT or DHT(s) invite parents to a solution focussed meeting. HT – Early Level, ADHT – First Level, DHT – Second Level.

Where children are consistently dysregulated teaching staff will be asked and supported, if needed, by PT(s) to complete an Environmental Checklist.

Staff members who have been informed of, or whom have witnessed violence have the duty to complete a B1 form and discuss with a Principal Teacher. The Principal Teacher will then carry out a full investigation and decide whether the incident should be recorded as an Internal Incident or a Bullying one on SEEMIS.

Incidents where a staff member has been hurt due to a dysregulated child should be reported to a member of the Management Team immediately. Following a debrief the incident will either be logged on ICON as an incident of violence or logged as a Critical Incident. Critical Incident paperwork will be completed with a member of the management team. Staff members who have been hurt should be offered time out and given the opportunity to complete the Health and Safety Paperwork.

Where the HT or a DHT has called for a Solution Focussed meeting, the class teacher should be present. It is likely that a Target Sheet will be agreed and issued for a period of time.

Our most dysregulated pupils will move towards an enhanced universal approach, Team Around The Child Meetings will be organised and a pathway opened on SEEMIS. There will be a wide range of strategies discussed at this point to support emotional regulation.

Connection before Correction at Newark Primary

The 6 key principles of Nurture are at the heart of all we do in the Butterfly Room

- All behaviour is communication
- Learning is understood developmentally
- Classroom is a safe base
- Recognising the importance of nurture in the development of wellbeing
- Language is a vital means of communication
- The importance of transition in a child's life

Butterfly Room Referral Process

Initial concerns raised by class teacher and communicated to nurture teacher and management, via email.

(Article 3 – Best Interest of the Child)

(Article 28 – Right to Education)



'Strengths and Difficulties' assessment form to be completed by class teacher.



Nurture teacher will carry out an in class observation of identified child.



On completion of agreeable observation, the class teacher should complete a full Boxall Profile with the assistance of nurture teacher if required.

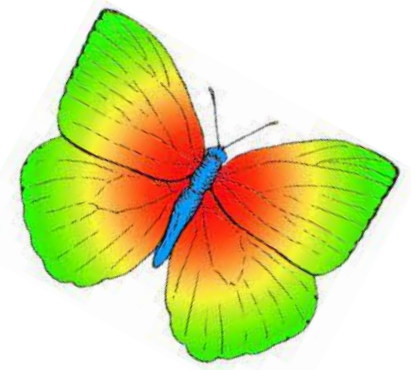


Management team consulted on the outcome of Boxall Profile, and a place within the nurture room will be agreed upon, if appropriate at this time.



The nurture teacher will gain consent for child's attendance and provide additional information to parents where necessary.

(Article 29 – Goals of Education)



Rainbow Room Testimonies

- 'The Rainbow Room is very fun and it helps me put my worries away, when I'm worrying about P4.' (Primary 3 pupil)
- 'The Rainbow Room is very safe and calm, and it makes me feel happy.' (Primary 3 pupil)
- 'I like coming to the Rainbow Room because I get to do fun maths.' (Primary 2 pupil)
- 'I like the mouse puppet, we sing Hickory Dickory with him. The Rainbow Room makes me feel happy. I get to cuddle the babies.' (Primary 1 pupil)

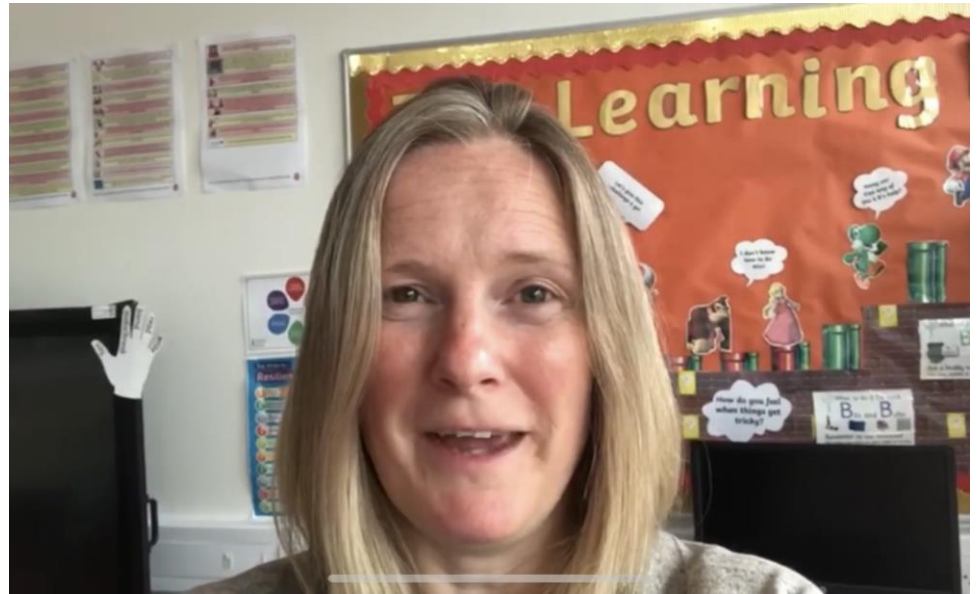
Mrs McLaughlan explains Literacy at Newark

What is Literacy?

Reading

Writing

Listening & Talking



We learn through play at Newark.

<https://youtu.be/dZinVEdFy84>

Literacy How can parents help?

Listening

Auditory discrimination



Following instructions



How can parents help? Rhyme

nursery rhyme
completion



rhyme
judgement



rhyme
production



Awareness of syllables

Clapping or beating
children's own
names













































Clapping or beating
syllables in songs
and chants

Syllable counting
and sorting games



Sounds

Scottish Standard English

| | | | | | | | |
|---|---|---|---|--|---|---|---|
| /b/ | /k/ | /d/ | /f/ | /g/ | /h/ | /j/ | /v/ |
|  |  |  |  |  |  |  |  |
| /m/ | /n/ | /p/ | /kw/ | /r/ | /s/ | /t/ | /v/ |
|  |  |  |  |  |  |  |  |
| /w/ | /ks/ | /y/ | /z/ | /zh/ | /ch/ | /ch/ | /sh/ |
|  |  |  |  |  |  |  loch |  |
| /shn/ | /th/ | /th/ | /wh/ | /ng/ | /a/ | /e/ | /i/ |
|  |  |  them |  |  |  |  |  |
| /o/ | /u/ | /ā/ | /ē/ | /ī/ | /ō/ | /ū/ | /oi/ |
|  |  |  |  |  |  |  |  |
| /oo/ | /ou/ | <p>Basic Scottish phonemes</p> <p>Use pure sounds</p> | | | | | |
|  |  | | | | | | |

Where can you hear the sound?

Beginning

Somewhere in the middle

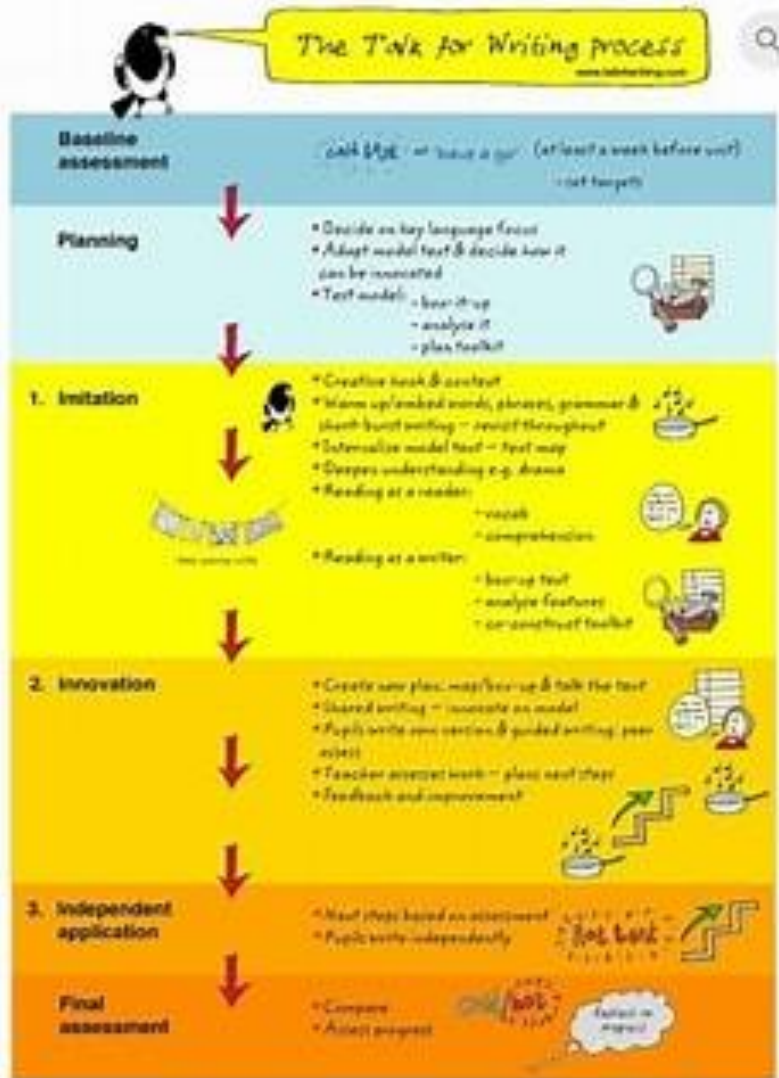
At the end



Where do you hear the 'a' in car?



Talk For Writing



Ross Stewart
Active Schools Coordinator





Newark Buddy Bear

Hi! I'm your Newark Buddy Bear and I'm so pleased to meet you!

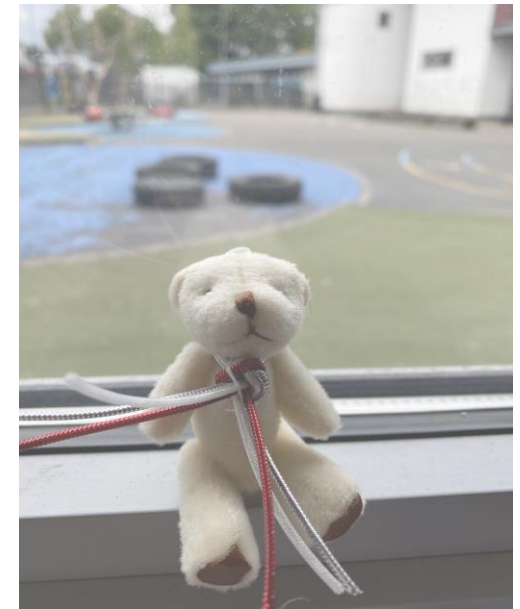
I'm from Newark Primary School, but get lonely over the Summer holidays, can I come to stay with you at your home?

I would love for you to show me around your house, garden, Port Glasgow...anywhere you think I would like! I know my #NewarkFamily would love to see too, so your grown up could Tweet the photos and tag @NewarkPrimary

I love Newark, and I know you are going to start P1 there in August. I can tell you all about it so you don't need to worry. I'll be your buddy.

We are going to have so much fun! Love, Buddy x

#TogetherWeShine
#NewarkFamily



Welcome to Primary One!

Essential Quick-Start Guide for P1 Parents • Session 2026/27

Our Leadership Team

Head Teacher: Mrs Lauren O'Hagan

Depute Head: Mrs Lisa McGroarty

Principal Teachers: Miss Sarah Neilson and
Mr Daire Coyle

The First Days – Timings and Gates

Day 1: Tuesday 18th August 2026

9.15 am Arrival and Photos: Come to the playground to take photos of your child settling into class.

9.30 am School Starts: Our P1 day officially begins!

2.30 pm Hometime: Collect your child from the blue circles behind the benches.

Day 2 Onwards (Normal Routine)

8.50 am Morning Bell: Drop off at the infant playground. Staff will guide lines safely inside (Breakfast Club opens at 7.45 am).

2.45 pm Hometime: Teachers hand over children one by one from class doors to a parent.

Keeping Everyone Safe and Dry

- **Rainy Days (Days 1 and 2):** If it rains, you are welcome to bring your child straight to their classroom through the infant playground doors.
- **Rainy Days (Day 3+):** Drop your child at the gym hall door on the main path. Staff look after them in the gym hall until the bell goes.
- **Safe Parking:** Our car park is only for staff and children with blue badges. Please park safely at the park and stride on the Clune Brae.

P1 School Uniform Checklist

Suppliers: Smiths (Greenock) and Baru (Paisley). Please label absolutely everything!

- White shirt with a Newark tie OR white polo shirt
- Red sweatshirt or grey pullover
- Grey skirt, tartan pinafore or grey trousers
- Grey blazer or waterproof school jacket
- **Welly boots** (for outdoor play and learning)

For PE (Gym) Days:

- Plain T-shirt, shorts and indoor gym shoes (please bring **Velcro shoes** to help them change independently).
- **Jewellery:** No jewellery during PE. Please get ears pierced in June so studs can be left at home by August.

Snacks, Lunches and Illness

- **Allergy Aware:** Do not send items containing nuts (like Nutella, peanut butter or Kinder Bueno).
- **Healthy Snacks:** Please swap sweets and fizzy drinks for fruit, veg sticks or crackers.
- **Free Meals:** Lunches are completely free for all children in P1 to P7. Look at the menu online together!
- **Absences:** Phone the office by **9.15 am** or report via **ParentPortal** if your child is unwell. Send a quick written note when they return.

Fun Ways to Practise at Home

Help your child build independence with these habits before school starts:

- ✓ **Bathroom:** Using toilet paper on their own and washing hands well.
- ✓ **Dressing:** Practising zips, buttons, coats and changing shoes.
- ✓ **Mealtimes:** Using a knife and fork and opening lunchbox packets.
- ✓ **Asking for Help:** Practising phrases like "Can you help me please?"

Let's get started! August 2026 arrangements- hard copy in your induction pack.

Remember gym kit won't be needed at the start of P1. Staff will tell you the gym days in Term 1.

If it is raining on day 1 or 2, the children will come into class through the infant playground. From day 3, they will enter through the gym hall door if it is raining.



PI Wakelet- All the links to
information you might need



<https://wakelet.com/wake/ssAdGpsKQlkckMZx7JhZJ>

Questions...



Thank you for coming along to
our induction sessions for
Newark Primary.



Please feel free to contact us if
you have any questions.

<https://wakelet.com/wake/ssAdGpsKQIkckMZx7JhZJ>

Remember to check the Transition Wakelet for information