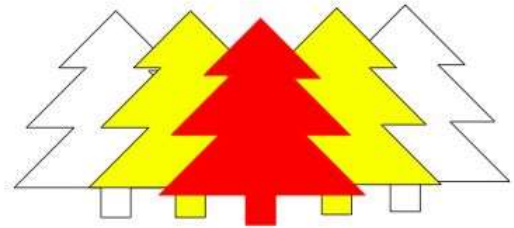


+Corsehill Primary School



Handbook 2020-2021

@corsehillps

www.corsehill.northayrshireschools.co.uk



Head Teacher Introduction

Communities Directorate (Education Services)

- Directorate Aims and Priorities

Section 1: School Information

- School Aims, Values, Ethos
- School Contact Details (Address, Telephone, Email, Fax)
- School Staff
- School Calendar/Holidays

Section 2: School Procedures

- School Security
- Positive Relationships
- Playground Supervision
- Absence from School Premises at Breaks
- School Dress Code
- Dress Code for PE
- Personal Belongings
- Mobile Phones
- Information in Emergencies
- Listening and Learning

Section 3: Footwear, Clothing, Free School Meals and Transport

- Footwear and Clothing Grants
- Free School Meals
- School Transport Policy

Section 4: School Registration, Enrolment and Attendance

- Registration and Enrolment
- Attendance at School
- Structure of Classes
- Transfer to Secondary School

Section 5: Curriculum for Excellence

- Curriculum for Excellence
- The Capacities

- Extra-Curricular Activities
- Assessment and Reporting
- Homework

Section 6: School Improvement

- S&Q Report/Improvement Plan

Section 7: Support for your Child

- Additional Support for Learning
- Dispute Resolution Procedures
- Further Support
- Equalities
- Equality Act 2010
- Child Protection
- Inclusion
- GIRFEC
- Psychological Services
- Data Protection
- Medical and Health Care

Section 8: Parental Involvement

- Parent Council
- Home School Links
- Reports to Parents
- Homework
- School Committees

Section 9: Pupil Data Collection and Protection Policies

Appendix 1: Important Contacts

Message from the Head Teacher

Dear Parent and Carer,

I'd like to personally welcome you to Corsehill Primary. Thank you for choosing our school for your child and offering us the privilege of being able to be a part of your family's life.

We have a really talented and committed staff in Corsehill and together we will ensure your child's every need is met to ensure they achieve their potential. Our staff are caring individuals who will model and encourage our school values of: **AMBITION**, **FAIRNESS**, **NURTURE**, **RESPECT** and **RESILIENCE**

Our vision is to develop your child's curiosity and you will see this for yourselves with the exciting learning opportunities your child will experience. Our Play Zone, Learning Zone, Discovery Zone and Outdoor Zone are the highest quality environments for your child to explore new ideas and challenge themselves while developing skills to help them in the future.

We value you and see you as a key partner in your child's education and look forward to seeing you at the many opportunities we have including Termly Top Target Meetings, Bug Club Hub, assemblies, family groups, Parent Council events or just helping out in our zones.

Your child's learning out of school is important too and we value the time you take to share their out of school achievements with us. There are lots of clubs in school for your child to be involved in too! We will provide you with a sign up form for activities including netball, choir, football, athletics, gardening, dance and multi-sports.

There is lots more for you to find out about our school at this exciting time in your child's life. You can read our recent HMIE inspection report at:

<https://education.gov.scot/inspection-reports/north-ayrshire/8212821>.

Please keep up to date with all our activities on our school website:
<https://blogs.glowscotland.org.uk/na/corsehillprimary/welcome/>

Our twitter: corsehillps

My door is always open if you would like to have a chat about anything else or give me a call on:

01294 552418.

Best regards,

Lorna Marshall

Head Teacher

Communities Directorate (Education Services)

What we want to achieve

Our Overall Aim

Ensuring people have the right skills for learning, life and work.

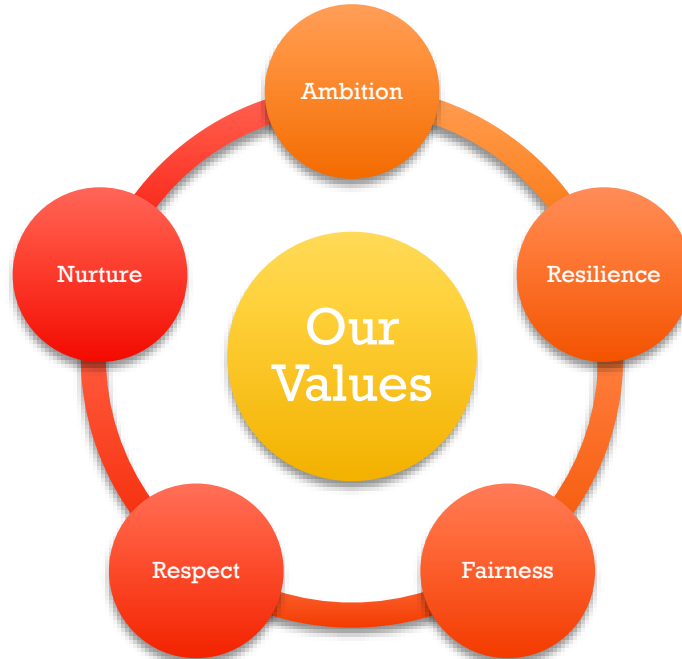
Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people
- High quality learning and teaching is taking place in our establishments
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams
- Levels of attainment and achievement are improving for all learners
- High numbers of our young people are entering positive and sustained post-school destinations

Section 1: School Information

Our Vision, Values and Aims

To develop a curiosity about our world and enable our children to contribute positively now and in the future.



Our aims for our children:

- ✓ To enable our children to become ambitious and motivated life-long learners with a passion to succeed.
- ✓ To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
- ✓ To nurture a sense of wellbeing in our children that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community:

- ✓ To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- ✓ To be engaged in the life of the school in order that they can contribute to school decision making and our Improvement Journey.
- ✓ To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.

Contact Details

Address: Corsehill Primary School,
Fergushill Road,
Kilwinning
Ayrshire
KA13 7GW



Telephone: 01294 552418

Stages taught: Early Years to Primary 7

Present Roll: 78 (Early Years) and 220 (school)

School capacity: 302 (Please note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised)

Associated Secondary: Kilwinning Academy

The school is non-denominational and co-educational. It is a traditional building, built in 1959 for upper primary children and a semi-open-plan wing built in 1975, joined to the original building by a link corridor. There are ramps throughout the school facilitating access to all areas by disabled persons.

School Day

Early Years Class: 8.30-11.45 a.m. 12.30-3.45 p.m.

School:

Breakfast Club	8.00 a.m. to 8.50 a.m. (limited availability)
Primary 1→3	Supervised early entry between 8.50 a.m. and 9.00 a.m.
Primary 4→7	9:00 am
Interval	10:40 am - 10:55 am
Lunch	12:30 pm - 1:15 pm
Close	3 p.m.

At home time we expect that all P1, 2 & 3 pupils will have an adult collect them at the end of the day to ensure their safety. P4 – 7 are released into the school playground. However, all children are expected to make full use of the School Crossing Patrol Officer who is situated on Fergushill Road to assist them in crossing. Bikes and scooters should not be used while crossing the road and pupils should refrain from using them within the playground and should push to the bike or scooter stands. Please encourage your child to adhere to these rules for their own safety and that of those around them.

Our Staff

Senior Leadership Team:

Mrs. L. Marshall (Head Teacher)

To be appointed (Depute Head Teacher)

Mr. G. Kirk (Principal Teacher)

Early Years staff:

Vivianne McWhinnie (Lead Practitioner)

Linda Mortimer (Senior Early Years Practitioner)

Linda Cameron (Early Years Practitioner)

Isobel Hughes (Early Years Practitioner)

Nicole McGoogan (Early Years Practitioner)

Nadine Muir (Early Years Practitioner)

Angela Sloan (Early Years Practitioner)

Hayley Palmer (Early Years Practitioner)

Alaina Williamson (Early Years Practitioner)

Nicola Daniels (Early Years Practitioner)

Teaching Staff:

Mrs. D. Burns

Mrs. R. Smith

Mrs. S. Clark

Miss B. Sproat

Miss N. Kirkwood

Mrs. L. Hogg

Mrs. E. Meechan

Mrs. R. Ennis

Miss L. McNeillie

Mrs. H. Slater

Mrs. R. Grier

Miss K. Duff

Mr. J. Walsingham (Music Tutor)

Education Assistant (Support):

Miss L. Whyte

Mrs. K. Duff

Classroom Assistants:

Mrs. L. McKenzie

Mrs. J. Hill

Mr. C. Frew

Mrs. H. Rennie

Mrs. E. Davis

Mrs. L. McDonald

Mrs. J. Hutton (Nurture)

Janitor:

Mr. M. Fitzpatrick

School Nurse:

Mrs. C. Hodge

School Chaplain:

Mr. A. Young

Deacon I. Beck

Session 2020-2021

SCHOOL HOLIDAYS AND IN-SERVICE DATES 2020/2021 (all schools except Arran)

Pupils on holiday	
Staff only in-service days	
Children in School	

August 2020

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

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October 2020

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November 2020

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29	30					

December 2020

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January 2021

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31						

February 2021

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28						

March 2021

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April 2021

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May 2021

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23	24	25	26	27	28	29
30	31					

June 2021

Su	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

The start date for session 2021/22 for teachers is Tuesday 17 August 2021 with pupils returning Wednesday 18 August 2021

Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days
Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.

Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Normally anyone calling at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

The procedure for this school is that anyone calling at the school will be admitted via the secure entry system and will be met by a member of staff who will determine the nature of the visit and make the necessary arrangements.

Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

We operate a House System in Corsehill Primary. All children from our Early Years Class onwards are assigned a House. Each year the children vote for their House Captains. Throughout the year they can achieve points for their house for demonstrating appropriate behaviour and achievements. The winning house receive rewards throughout the year and at the end of the year we have a House Reward. At the end of the session we hold an Awards Assembly in the Kilwinning Abbey Church where we recognise the achievements and hard work of the children in our school.



Your child's achievements out of school are just as important to us. Please share these with us to celebrate with them and to be included in their profiles.

Playground Supervision

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather. We provide more than the minimum requirement at Corsehill Primary, as we always have at least two adults in the playground during playtime and lunchtime.

We value the opportunity for outdoor play and children will only be kept inside during extreme weather conditions. Our parents and children helped us to fundraise to install a fantastic new fitness trail. We have a good variety of outdoor toys and games and children are able to access an all-weather pitch, a netball and basketball court, a football pitch and an outdoor balancing area. We have 'Activity Huts' organised by our pupil leader group, allowing children to participate in technology, art, craft and literacy activities.



Primary 6 pupils are trained in playground games and lead an outdoor play team called 'Bouncing Bananas' offering younger children the opportunity to participate in a range of activities. Primary 7 pupils undertake 'Sports Leadership' training and assist in the playground.

Our 'Red Caps' are children who are trained to enable them to have restorative conversations with children in the playground and we have a number of children volunteering to be 'Junior Janitors'.

Absence from School Premises at Breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunchtimes when they are going home for lunch and have informed a member of staff.

Parents should encourage their children to follow these rules in the interests of safety.

School Dress

It is the Policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council will encourage each school to adopt its own code, after discussions with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to stick to the chosen dress code. However, some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

Types of clothing which will **not** be allowed include:-

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

It is appreciated that parents and pupils are distressed over the occasional loss of pupil’s clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. It is especially helpful if names are put on all items of clothing.

Our school dress code is:

All children	White polo shirt with school crest	
	Dark trousers or skirt	
	Gingham Dress – Red (P1 – P3) Navy (P4 – P7)	
	Tartan Skirt – Red (P1 – P3) Navy (P4 – P7)	
Sweatshirts	Nursery	Yellow with sunshine crest
	P1 – P3	Red with school crest
	P4 – P7	Navy blue with school crest
Cardigan	P1 – P3	Red with school crest
	P4 – P7	Navy blue with school crest



Black school shoes should be worn in preference to trainers.

At Corsehill Primary school, we like our children to be smart and to take pride in their appearance and our school, so the wearing of uniform is strongly encouraged. Examples of uniform can be seen at the office and orders placed.

It is recommended for Health and Safety reasons that jewellery is kept to a minimum, especially on gym days when all jewellery must be removed. Newly pierced ears should be covered with tape.

Dress code for PE:

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back.

Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons may have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parents. All pupils are requested to turn mobile phones off throughout the day and store them in their bag. Any contact to or from parents or carers throughout the school day should be made via the school office.

Inappropriate use of text messages and/or photographs, recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

Information in Emergencies

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, 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 reopening. We shall keep you in touch by sing letters, texts, notices in local shops and community centres, on West FM and the NAC website.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the SPSO to consider it. We'll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.

Section 3: Footwear, Clothing, Free School Meals & Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimant's monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council's Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

Free School Meals

School meals and packed lunches are served in the dining hall. Children of parents receiving job seekers' allowance or income support are entitled to a free midday meal. Information and application forms for free school meals may be obtained from Educational Services, Cunninghame House, IRVINE, KA12 8EE or on 01294 310000.



All children in Primary 1 to 3 are entitled to a free school meal daily. The cost of a meal is £2.05 which includes two courses and a drink. Children are supplied with a menu in advance and we encourage you to discuss this with your child before school.

You are welcome to provide your child with a packed lunch if you prefer and we encourage children to make healthy choices and eat a balanced diet. We request that children do not bring in cans or bottles of fizzy or isotonic juice to drink and that take-away food is not provided as a packed lunch.

Arrangements for those with special dietary requirements can be made when advance notice and details are supplied to the school from a dietician.

Ayrshire and Arran Health Board supply each child with a toothbrush and toothpaste and children are shown how to clean their teeth by a qualified Dental Hygienist. We encourage the children to brush their teeth once a day within school.

Tuck Shop

Our children organise and manage their own Tuck Shop every interval. Healthy snacks and fruit juices are available at 20p per item.

School Transport

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest suitable walking route or through the link attached below:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc>

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 other times throughout the year but may be subject to delay while 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 places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

Drop off and Pick up Procedures

In the interests of Health and Safety we ask you to adhere to our policy on drop off and pick up procedures. Cars should park sensibly within the community and be mindful of local residents and the school crossing patrol. For security reasons the school gates are locked during the school day and access is only through the main office. Should you require to collect your child during the school day please park within a designated parking bay within the school car park. All pedestrians are asked to use the designated pedestrian walkways when moving around the school grounds.

Section 4: School Registration, Enrolment and Attendance

Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area and parents provided with information about the school and procedures for making a placing request, if necessary.

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms. Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Attendance at School

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by telephone / text before 10am on the morning of their child's absence, giving an indication of how long the absence is likely to last.

If there is no explanation from a child's parents as to why the child is absent from school, we will call home or have unauthorised absences investigated. The authority has the power to write to, interview, or prosecute parents or to refer pupils to the Reporter of the Children's Panel if necessary.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter before going on holiday, of the dates. Holidays taken during term time will be categorised as unauthorised absences.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

Your child's attendance is carefully monitored every 4 weeks by the HT. Perfect attendance certificates will be presented at assemblies for this period.

Structure of Classes

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary. This

means that Head Teacher's are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2 – P3, and 33 in P4 -7. In a composite class, the maximum number is 25.

Transfer to Secondary School

Pupils are normally transferred between the ages of eleven and a half and twelve and a half so that they will have the opportunity to complete at least four 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.

Corsehill Primary School is an associated primary school of:-

Address: Kilwinning Academy, Dalry Road, Kilwinning

Telephone: 01294 551316

Head Teacher: Mr Swan

We try to make the transition from primary to secondary as smooth as possible. Throughout the year there is an excellent transition programme in place with events such as discos and competitions for pupils to meet children from other schools. Visits to Kilwinning Academy are arranged for P7 pupils to give them an opportunity to follow the secondary school timetable. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Parents are invited to a meeting at Kilwinning Academy in June to meet members of the staff of Kilwinning Academy who will give a general talk and answer any specific questions. All P7 pupils in the cluster have the opportunity to go on a residential trip in the summer term.

Section 5: Curriculum for Excellence

Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.

The Capacities



Further information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence

The curriculum

There are currently 8 areas covered under the Curriculum for Excellence:

- Health and Wellbeing
- Languages (English, modern languages, Gaidhlig and Gaelic learners)
- Expressive arts
- Mathematics
- Sciences
- Technologies
- Social Studies
- Moral and religious education

Numeracy, health and well-being and literacy are all recognised to be especially important and are the responsibility of every member of staff, regardless of their specialist subject.

For more information, please see the link below:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

Within Corsehill our learners have access to a range of innovative learning spaces throughout the school including: The Play Zone, The Learning Zone, The Discovery Zone and the Outdoor Zone to complement the learning that takes places within the classroom.



Extra-Curricular Activities

We are very fortunate in that our staff are very dedicated and lead extra-curricular clubs within the school. These include: football (girls & boys teams), athletics, basketball, gardening, choir, guitar, coding, dance, badminton, STEM, tennis and eco-art.

We also have strong links with NAC Sports Development Team who also provide a number of experiences for our young people.

Assessment and Reporting

The 3 – 18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need for life, learning and work.

In each subject, the children will progress through the levels at a pace appropriate to their ability. As a broad guide – all children progress at different rates – the approximate stage of schooling at which pupils can be expected to attain the various levels is as follows:

- Early Level: Early Years Class – P1 (Secure by end of P1)
- 1st Level: P2 – P4 (Secure by end of P4)
- 2nd Level: P5 – P7 (Secure by end of P7)
- 3rd Level: S1+

By means of the continuous assessment, the teacher knows how each pupils is progressing and when he / she is ready to move on to the next level. In order to confirm this in reading, writing and mathematics, the children will be assessed by class teachers on a variety of aspects. This type of assessment is called summative assessment and it sums up a pupil's achievement to date.

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

As your child makes progress throughout the school, you will learn about methods we employ to assist your child to progress. Pupils are assessed on a continuous basis by their class teacher and records of their progress are maintained. You will be invited to Termly Top Target Meetings four times a year to engage in learning conversations with your child and their teacher.

Homework

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher. Parents are encouraged not only to read with their child but also to discuss the story and pictures. You will be issued with a

login for our online reading programme. This will allow your child to access a wide selection of texts at home.

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.

Phonics and Spelling are also an important part of homework. Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

To provide our children with a wide variety of learning experiences at home we use Education City and Bug Club as a resource. You will be provided with an individual login for this.

From time to time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully support their child's learning at home.

We offer a homework club twice a week in school and once in our local library to support families. Here you can make use of technology to support your child's learning.

Section 6: School Improvement

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

Both our School Improvement Plan and our Standards and Quality Report are detailed below and also are available on our website:

Strategic Plan 2019-20: Corsehill Primary School



Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Classroom Assistants (1.8FTE) – early intervention to raise attainment in literacy and numeracy and provide support in wellbeing for our children and their families.

Nurture trained Classroom Assistant (1.0 FTE) – to lead the Talk Boost intervention with identified P1 to P7 children with language and communication barriers by providing whole class and group sessions.

Reading Recovery teacher (0.4 FTE) – to raise attainment in literacy with targeted groups of learners and provide support and training to staff.

Nurture teacher and assistant (0.2 FTE) – to build resilience and positive mental wellbeing for targeted children and families and support the whole school nurturing ethos.

Class teacher (0.6 FTE) – to raise attainment with identified learners focusing on writing and supporting staff development in 1+2.

Detailed Action Plan 2019-20: Corsehill Primary School



EYC P1-3 P4-7

School Strategic Priority:		To raise attainment and achievement for all learners.				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.	HGIOS 2.2 2.3 3.2 NIF 1	No	Numeracy Class teachers who have children working within Second level to attend Numeracy framework training. Review and adapt current planners and consistency guides used within the school to incorporate this training.	Term 2-4 Class teachers Term 4 Class teachers	Consistent practice across the school will assist pupils to make greater progress. Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. Pupils needs will be better met through increased teacher knowledge. Pupils will have increased range of strategies within numeracy.	SLT class observations in Term 1 and Term 3 focusing on Numeracy within P5-7 Staff pre and post confidence questionnaire Pupil pre and post discussion group with SLT
	HGIOS 2.2 2.3 3.2 NIF 1	Yes 0.4 FTE teacher	Writing Review and adapt current writing planners and consistency guides used within the school to incorporate previous training on Slow Writing, Time to Talk and Steve Graham's Creating a Balanced Reader and Writer approach. Using team teaching approach to target identified learners within SIMD 1 and 2.	Term 1 Act DHT and class teachers Term 1-2 Act DHT and PEF teacher	Pupils needs will be better met through increased teacher knowledge. Pupils will have increased range of strategies supporting them to plan, record and undertake writing.	Range of pupil evidence and observations showing depth and application of practice. Pupil focus group (6 of mixed ability per class) to discuss their experience and success with writing. Termly tracking data will identify progress and next steps. Term 1 and 4 baseline assessments.
	HGIOS 2.5 NIF 1 and 4	No	Engaging with Families Read Write Count Bookbug for P1 children and their families Read Write Count gifting for P2&3 and their families Family STEM workshops for identified families supported by FLT- to raise the understanding and profile of STEM subjects and possible careers Family Seasonal Crafts workshops supported by FLT- encouraging engagement within different aspects of the curriculum	Term 1 Act HT and FLT Term 3 Act HT and FLT Term 3 Act HT and FLT Term 1-4 Act HT and FLT	Pupils will be better supported by family members as their understanding of the curriculum will be enhanced. Pupils will be able to share their learning with family members leading to more positive attitudes between home and school.	Survey of parent invited to attend. Discussion between SLT and parents involved in initiatives to evaluate and provide next steps. Numbers of families who attended are recorded.




	HGIOS 1.2 2.3 HGIOELC 1.2 2.3 NIF 1	Yes 0.2 FTE teacher	1+2 1+2 co-ordinator will continue to engage with SALT development team at national level to develop 1+2. 1+2 co-ordinator to share her Progression Pathway Planner with NAC 1+2 Development Officer to ensure continuity across stages and across schools. 1+2 co-ordinator to upskill teaching and support staff and build their confidence in daily use of modern languages by team teaching (funded by PEF) and leading training at staff meetings. Teachers will support learners to build confidence in learning and using languages through daily use of the modern language. Make links with Kilwinning Academy to be supported in class by S5 and 6 pupils acting as positive role models and 1+2 ambassadors.	Term 1-4 1+2 Co-ordinator Term 1 1+2 Co-ordinator Term 1-2 1+2 Co-ord, PEF teacher and class teachers Term 1-4 class teachers Term 1-2 1+2 Co-ord	Pupils will be using the language predominantly orally and will be beginning to explore the languages in written form. Pupil confidence will grow as practitioners integrate daily language use into learning experiences across the curriculum. Pupil outcomes will be increased as staff are supported by and use the new planning to ensure consistency across stages and authority wide. 1+2 PEF funded teacher (0.2) to support the teaching of Spanish from P5-7 and the delivery of French from EYC to P7.	Pupils' pre and post intervention survey based on exposure and enjoyment to L3. Staff pre and post intervention survey based on confidence and ability to deliver L2 and L3. Discussion with pupils to feedback on impact of S5 and S6 ambassadors supporting L2 and L3.
	HGIOELC 1.1 2.3 2.4 2.5 NIF 1 and 2	No	EY Milestones EY and P1 staff to evaluate data from 2017-2018 and 2018-2019 and identify trends and patterns. Prioritise next steps and interventions, incorporating information gleaned from data into long and short term planning. Create Milestone bags and family learning workshops to support families to encourage learning at home. Using data, create a programme of targeted interventions prioritising SIMD 1-2 using initiatives such as Phonological Awareness, I Can Toolkit, small group EY Numeracy framework	Term 1 P1 class teacher and SEYP/LP and EYP Term 1-2 SEYP and LP Term 1-4 LP	Children will be better supported by family members as their understanding of the curriculum will be enhanced. Children will be able to share their learning with family members leading to more positive attitudes between home and school.	Pre and post intervention data. Survey of families' views pre and post workshops and interventions. Audit planning termly during SLT tracking discussions, focusing on provision of identified milestones.

Detailed Action Plan 2019-20: Corsehill Primary School

EYC P1-3 P4-7

School Strategic Priority:		To provide high quality targeted support to individual children and their families.				Linked to Directorate Priority: 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
We will build on our well established programmes to support families with their child's learning.	HGIOS 2.4 3.2 NIF 1 and 2	Yes 1.0 FTE CA	First and Second Talk Boost  Supporting children in Primary 1-3 and Primary 4-7 with their language and communication skills. In P1-3 14 week intervention comprising of 3 x 30 min sessions per week per group with trained member of staff and supported by 1 whole class lesson per week led by class teacher. In P4-7 12 week intervention comprising of 3 x 40 min sessions per week per group with trained member of staff and supported by 1 whole class lesson per week led by class teacher.	Term 1-2 and repeated in Term 3-4 PEF funded CA and class teachers	Pupils with difficulties in listening, talking and attention will benefit from early identification & targeted support. Pupils will be supported in their literacy attainment by a fully trained and qualified Talk Boost practitioner.	Online Talk Boost Tracker Pupil Questionnaire Teacher evaluations
	HGIOS 2.4 3.2 NIF 1 and 2	Yes 0.4 FTE teacher	Reading Recovery  To continue to implement reading recovery- 4 pupils identified from P 2 cohort & permission from parents/families sought (lowest performing learners from cohort with priority being given to SIMD 1 and 2. Ages of pupils will help determine whether they will be in Cohort 1 or 2.) First cohort of learners begin Reading Recovery (16-20 weeks) Mid-point data collated & shared with CT, HT & wider staff team. Sharing practice collegiate time for staff (teachers & classroom assistants) Repeat with second cohort. Reading Recovery trained teacher to upskill teaching and support staff termly as timetabled in the CLPL calendar.	Term 1 RR teacher and act HT Term 2 RR teacher Term 3 RR teacher Term 1-4 RR teacher	Learners with difficulties in reading will benefit from early identification & targeted support. Learners will be supported in their literacy attainment by a fully trained and qualified Reading Recovery teacher. 2 cohorts of learners in Primary 2 will be identified for support using the OSELA. These learners will then be supported in their literacy attainment through Reading Recovery. Learners with the most significant needs in reading will have these addressed through expert intervention. Learners across the school will benefit from being taught by staff who have a greater understanding of the complexities of learning to read.	OSELA (Observation Survey of Early Literacy Assessment) used to identify learners within the P 2 cohort who are experiencing the greatest difficulties in reading – group taken from the lower 20% of learners based on TJS August 2019 – analysed September 2019. Observation survey completed for 4 identified children September 2019. Reading recovery teacher will analyse October 2019. Semi-structured interviews with parents & carers pre and post intervention. September 2019- March 2020, March 2020 – June 2020 Progress through pm books used to measure impact of reading recovery intervention. Weekly –

9

			Create a list of book titles suitable for each of the instructional stages within Reading Recovery to support parents selecting texts at home.	Term 1 RR teacher	Staff will be more confident in addressing reading difficulties as part of their approach to the pedagogy of reading. The pupils who require longer term intervention and support will benefit as a result of staff being able to access detailed diagnostic assessment. Pupils whose wellbeing was being negatively impacted by their difficulties in reading will experience success and will be able to re-integrate with their peers in literacy based learning experiences.	main collation March 2020 & June 2020. Osel used to measure impact prior to a child being discontinued. Post intervention focus group discussion with learners and their families December 2019 & May 2020.
	HGIOS 2.5 3.1 NIF 3	Yes 0.2 FTE Assistant and teacher	Nurture  Nurture staff will work alongside class teachers, support staff and SLT to identify pupils with P1-3 who would meet criteria and benefit from in class nurture provision. Nurture staff will engage with targeted parents to roll out programme to include: Wellbeing evaluation and card tools, attachment workshops, resilience training and empowerment training. Supporting family Learning 1:1 sessions with identified families in SIMD 1 and 2 for a 4 week block led by FLT and supported by nurture staff. Extend family wellbeing discussions prioritising SIMD 1 and 2. Discussions to coincide with SLT tracking focus weeks and will involve families identified by staff members who require additional wellbeing support.	Term 1 Act DHT, Nurture staff and teachers Term 2-3 Act DHT, Nurture staff and teachers Term 1 Act DHT, nurture staff and FLT Term 1-4 Act HT, act DHT and teachers	Pupils will benefit from increased parental understanding of the importance of social, emotional and mental wellbeing which will impact positively on their relationship between family members. Enhanced support will support pupils' individual needs within the classroom setting.	Questionnaire to parents to establish data. Complete BIOS and SDQ questionnaires with targeted children. Repeated in at end of intervention. Quality Assurance calendar will incorporate observation of learning and teaching and monitoring of teachers planning.
	HGIOS 2.4 3.2 NIF 1 and 2	Yes	Boosting Reading  Two classroom assistants to undertake Boosting Reading at Primary training to work with children within SIMD 1 and 2 initially and provide 10 week 1:1 support consisting of 3 x 15/20 minute sessions	Term 1-4 2 x Classroom assistants	Pupils with difficulties in reading will benefit from early identification & targeted support from trained classroom assistant. Pupils will increase confidence and enjoyment in reading as a result of the individual attention.	Ongoing running records administered by trained CA
	HGIOS 2.4 3.2	No	Speech and language  Teaching staff training in speech sound development and strategies to help	Nov and February		Time scheduled at staff meeting to have pre and post training

10

NIF 1		children who have SLT difficulties by attending PLA training on Speech Sounds and Speech and Language Top Tips. Invite Speech and Language to attend Breakfast Blether parent support group to provide advice and support for families.	Class Teachers Nov and February Act HT	Pupils with difficulties with speech will benefit from early identification & targeted support from class teachers.	discussion surrounding confidence, delivery and impact of training.
HGIOS 2.4 3.2 HGIOELC 2.4 3.2 NIF 1	No	Attention and Listening Staff training to develop current knowledge of strategies to promote attention and listening for children working within Early/First to Second level.	September EYP and Class Teachers	Pupils who find it difficult to focus for longer periods of time will benefit from early identification & targeted support from class teachers.	Monitor the attainment within listening and talking across stages. Analyse data trends to plan interventions for individuals requiring additional support.
HGIOS 2.4 3.1 HGIOELC 2.4 3.1 NIF 3	No	Provision of sensory development Audit staff and pupil knowledge and understanding of self-regulation strategies Training for staff on techniques for self-regulation and sensory processing at in-house CLPL sessions (Using Autism Toolbox and Parent Council member Miss Crighton –Masters in ASD) Audit provision and resources currently available Purchase and create resources and spaces to support self-regulation Tier 2 ASD training to all staff Work in partnership with families and young person to create a sensory profile providing key information to designated members of staff. Review the development of sensory play within the EYC and the Play Zone.	Term 1 Act DHT Term 2 Nurture Staff + EP Term 1 Act DHT Term 2 Act DHT and Nurture Staff Term 1 EP Term 1 Act SLT Term 2 SEYP, P1 Teacher	Addressing sensory issues may benefit fine motor skills, personal organisation, interactions with peers, toileting, eating and drinking, carrying our tasks involving gross motor skills. Pupils will be better supported by staff having increased knowledge and understanding of auditory sensitivity, physical contact, visual stimulation and physical environment.	Focus group will demonstrate pupils' knowledge and understanding of techniques. Observations will highlight effective use of techniques and resources being utilised. Pre and post intervention tracking of incidents in which staff were required to support children presenting in a distressed manner. Parent focus group with identified parents.

Detailed Action Plan 2019-20: Corsehill Primary School

EYC P-3 P4-7

School Strategic Priority:		To further develop the quality of learning experiences and environments, systems for recording observations and methods of assessment.				Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across NAC early years estate.	HGIOS 2.2 2.3 NIF 1 and 4	Yes 1.8FTE CAs	Indoor/outdoor learning provision Review and adapt current long term and short term planning formats for collaborative planning within indoor/outdoor learning zones. Audit the opportunities being offered within the different learning environments and pupils' engagement with these. Audit and agree on a consistent system for recording observations, interactions and next steps when working within the associated zones for each class. To ensure skills are identified and made explicit within learning experiences.	Term 1 SLT and teachers Term 1 SLT Term 2 SLT, class teachers and support staff	Pupils will be more engaged in their learning. Pupils' individual needs will be better met as all learning styles will be catered for throughout the various learning environments. Higher quality observations will provide more detailed holistic information about pupil progress. Pupils will be able to discuss transferable skills used across the curriculum.	Leuven's Scale observations to be completed on a sample of children working within each Zone prior to any development work. Pupil learner conversations to ascertain their experience and understanding of application of skills. Teaching staff discussion about provision. Support staff discussion about the provision. Moderation of learning experiences and environment with staff from various Zones.
	HGIOS 1.1 NIF 1	No	Improvement in pedagogy One teacher to participate in Olevi . Programme which provides in-depth coaching to deepen teachers' understanding of classroom practice. Participants undertake facilitated practice activities as structured opportunities to reflect on teaching approaches and their quality and impact.	Term 1 and 2 Class teacher	Pupils will benefit from practitioners increased knowledge, understanding and skills in highly effective pedagogical practice with a key focus on Visible Learning.	Pre and post intervention participant questionnaire Audit of Professional Skills completed by participants
	HGIOS 1.3 2.2 3.3 NIF 4	No	Primary Science Quality Mark Plan improvement in science learning and teaching by auditing existing provision and agreeing on appropriate award to work towards. Create and implement an action plan to develop all aspects of science learning and teaching.	Term 1 Teachers & support staff Term 2 Teachers & support staff	Pupils will benefit from improved staff confidence and pedagogy within the science curriculum. Consistent practice across the school will allow pupils to make greater progress. Pupils will be involved in higher quality learning experiences with a greater focus	Portfolio of evidence showing the impact of science across the whole school and wider community submitted to PSQM. Learner conversations between SLT, staff and pupils. Pre-intervention Progress Test in Science with sample of pupils from

			Complete a reflective submission with key pieces of evidence to demonstrate the impact of science leadership within the school.	Term 4 SLT and science co-ordinator	on personal interest and outdoor learning.	Primary 4-7 (from top 20%, middle and bottom 20%). Repeated after intervention in term 4.
HGIOS 2.4 3.1 HGIOELC 2.4 3.1 NIF 2	No	1140 hours expansion. Further develop protocol and procedures for children attending full time Audit the opportunities being offered within the different learning environments and pupils' engagement with these. Audit and agree on a consistent system for recording communication, observations, interactions and next steps when working with different key workers. Evaluate planning cycle to ensure high quality learning experiences across service.	Term 1 Act SLT, SEYP and LP Term 1 Act SLT, SEYP Term 2 Act SLT, SEYP, LP, EYP Term 2 Act SLT, SEYP, LP, EYP	Children will experience a wide range of high quality and engaging learning experiences tailored to individual needs and targets. Children's development will be accurately recorded and tracked with appropriate next steps being identified and shared with key staff and family members.	Leuven's Scale observations to be completed on a sample of children working within each area prior to any development work. Child learner conversations to ascertain their experience and views. EY staff discussion about provision. Moderation of learning experiences and environment with staff from various areas. SLT to monitor planning on a termly basis.	

Corsehill Primary School and Early Years Classes



Ambition: Resilience: Fairness: Respect: Nurture

"To develop a curiosity about our world and enable our children to contribute positively now and in the future."

Standards and Quality Report **2019 – 2020**

Scotland's National Improvement Priorities:

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people



Vision, values and aims

Staff have reviewed our analysis of the school context and know the Corsehill locality. Our vision of developing children's curiosity about the world is the foundation of our learning opportunities. All pupils experience a challenging, motivating and fun curriculum, which encourages them to be active learners, develop skills and value independence, personalisation and choice.

Staff promote the school values and they underpin the nurturing ethos of our school. All children receive a certificate for displaying school values with the majority receiving a gold star badge on their uniform, indicating they have achieved a value certificate at least three times that session. Our values are celebrated at our end of year ceremony with every class selecting pupils to receive value medals.

Our school community, alongside partners such as Tesco Irvine Community group and ~~Bernardo's~~, work together to provide the best for our families. We are supported by a successful Parent Council who help fund termly educational outings, a whole school Christmas Panto and nursery theatre visit and fund school development work such as our Primary Science Quality Mark award.

Improvement

Families, children and staff evaluate current practice so that our plans for improvement are created by our whole school community. Time is prioritised to ensure all staff can take forward aspects of the improvement plan. All staff take on leadership roles and demonstrate lifelong learning. School staff then share this with one another at planned times throughout the year, positively impacting on their colleagues and a wider number of children within the school. All teaching staff analyse and identify key messages for their class and cohort and most support staff analyse data alongside teaching staff. We use data to help plan our next priorities in our improvement plan alongside the feedback from families and partners.

Pupils evaluate progress of school priorities, identifying interventions they find to be successful and make suggestions on how to develop this. Pupils know they have a voice and exercise this in a variety of different ways. We seek the views of our community in a variety of ways including Termly Top Targets, Survey Monkey, Parent Council Meetings and Breakfast Blethers and use these to inform change.

Resilience

Scan the QR code to be taken to our survey about improvements.

We keep this survey open all year so if you have any ideas for improvement throughout the session, let us know and this will help us with our priorities for next year.

Ambition

Fairness



Respect

Nurture



How Good is Our School 4:

2.3 Learning, Teaching and Assessment: Very Good

NIF Priorities: 1, 2, 3, 4



Learning and teaching

The Senior Leadership Team facilitates opportunities to improve learning and teaching. Teachers work with colleagues across the local schools' cluster to evaluate and develop teaching and learning. Our dynamic, challenging and creative Play Zone, Learning Zone and Discovery Zone have been further complimented this session with the development and expansion of our Outdoor Zone. Some of our Pupil Equity Fund from the Scottish Government has allowed us to employ five additional members of staff to provide the very best learning experiences and support for children and families. Children benefit from small group teaching and a flexible curriculum which not only meets a variety of learning styles and needs but also promotes personalisation and choice.

A range of strategies are embedded across the school which help each child to take ownership for their learning. Children are given high quality feedback by almost all staff and most can give quality feedback to their peers, helping them to improve.

Digital technologies continue to have a positive impact on engagement. Staff and children have been trained on 'green screen' technology to record and share their learning, new methods to utilise iPads within the classroom to increase attainment and a wide range of software to support learning such as the Clicker7 programme. This is evidenced as we continue to raise attainment, while offering a wider range of interventions to support and challenge our children.

Assessment

Teacher judgements on pupil progress and next steps are reinforced using a wide range of information from different assessments, some of which may be on a computer or occur at different points in the year in our different zones. Staff use benchmark guidance published from the Scottish Government in order to moderate each child's achievements and plan for their next steps. All children experience an appropriate level of challenge and are nurtured to reach their full potential.

Data from a wide range of assessments and conversations between key staff members and children are gathered to build a holistic picture of a child and their personal achievements both within and out-with the school. These conversations review learning and inform future targets. Almost all pupils can confidently discuss their learning with key adults. Time is prioritised every term to involve all families in their child's learning journey through our Termly Top Target meetings with a Progress Report Card based around our values being written in collaboration with each child and their family in term four. Achievements are celebrated across the school community for example at our weekly achievement assemblies, school shows, family tracking meetings etc.

Planning, tracking and monitoring

There is strong collegiate approach to planning within the school. The Senior Leadership Team has ensured weekly timetables provide all staff with the opportunities to meet during the working day in their planning teams to discuss and plan challenging, engaging and motivating learning opportunities based on the needs and interests of the children.

Through tracking meetings and analysis of data, children are identified for support or challenge. Targeted interventions are then put in place to ensure we are meeting their needs which are reviewed on a 6 weekly basis. Identified families are invited to attend Team Around the Child meetings to discuss interventions, evaluate supports and inform next steps. Our Quality Assurance calendar ensures that planning, tracking and monitoring is consistent throughout the year, supporting teachers to meet the needs of their children.

How Good is Our School 4:

3.1 Ensuring Wellbeing, Equality and Inclusion: Excellent

NIF Priorities: 2, 3



Wellbeing

Staff demonstrate a strong commitment to the wellbeing of all children, prioritising time to have a one to one conversation with every child on a termly basis. Wellbeing wheels are a tool to focus and record these discussions. Staff are aware of individual children's circumstances and potential barriers to learning. We consult with all children on their learning and they identify targets and next steps. We work closely alongside our Family Learning Team, Area Inclusion Worker and Educational Psychologist to benefit from their specialist knowledge to ensure the very best possible support for our children and their families.



All staff have undertaken the tier one and two autism training, received training on the guidance from NAC on identifying dyslexia and strategies to remove barriers to learning, attachment theory, restorative approaches, mindfulness, foetal alcohol syndrome and nurture. These training opportunities have increased the number of staff confident in identifying and implementing interventions to support children.

There is a breakfast club with space for 30 children and multiple after school clubs focussed around sport and active lifestyles offered. Class teachers track children's engagement with clubs and encourage wider engagement with activities alongside parents at termly top targets. Bug Club Hub is available for families after school to ensure all can access technology to support and enhance learning.

Each year, 'Red Cap' pupil leaders apply, interview and are trained in restorative conversations in order to use these skills in the playground to resolve conflict in a positive manner. Children's wellbeing is promoted and developed through initiatives such as i-Cycle, cluster sports leagues, Pocket Garden competitions, transition events with the Academy including the residential to PGL and charity events within school.

We work in conjunction with our partners including ACES Woodward, Kilwinning Sports Club, NA Active Schools and Eglinton Park to promote healthy lifestyles and deliver events such as Health Mondays, No Knives Better Lives, country dancing, cross country, North Ayrshire Athletics, etc.

Inclusion and equality

All learners are included, engaged and involved in developing the positive, nurturing ethos of our school. Almost all children feel challenged and well supported to reach their full potential. All classes create and display their own Rights Respecting Charter which is reviewed on a termly basis and is supported during assemblies with the Senior Leadership Team who review the right of the fortnight.

Our Promoting Positive Relationships policy provides a consistent approach for our school community. Our Health and Wellbeing curriculum ensures that children are taught throughout their time in Corsehill to celebrate diversity. Effective partnerships with families and other agencies assist in identifying and supporting those children experiencing difficult times. Interventions support the child and their family and are reviewed in an appropriate timescale.



How Good is Our School 4:

3.2 Raising Attainment and Achievement

NIF Priorities: 1, 2



Attainment

Data is tracked each year for our school and other schools with similar catchment areas and pupil numbers across North Ayrshire. As a school we look at this data to see our improvements and to identify areas to work on in the coming year. Our data in the table below shows the children achieving the expected level of the curriculum for that stage. Overall, the data this year shows a continued improvement across the school from last year.

	P1	P4	P7
Reading	90-100%	70-80%	80-90%
Writing	70-80%	70-80%	80-90%
Listening and Talking	80-90%%	90-100%	80-90%
Numeracy	70-80%	70-80%	80-90%

Interventions for literacy, including reading recovery, phonological awareness Early Years and P1 talk boost 1 and 2, MARRLL, etc. are having a positive impact on pupil attainment for identified pupils. Attainment data highlights that we maintained high standards for our children.

What now?



Consultation with our children, families and staff have informed our improvement plan this session. Some of the things we will be developing this year are:

- To further raise attainment across the school**
 - Reviewing our numeracy planning and writing planning
 - Increasing parental engagement with support of our Family Learning Team
 - Make increased links with Kilwinning Academy staff to support French and Spanish teaching.
 - Create new resources to help Early Years children to achieve Early Years Milestones
- To provide the highest quality targeted support to individual children and their families**
 - Supporting children at First and Second Level with Talk Boost to improve literacy attainment
 - Deliver year 2 of the Reading Recovery programme
 - Nurture staff will extend family wellbeing discussions
 - Further staff training on the Boosting Reading initiative
 - All teaching staff to receive training from Speech and Language specialist
 - Audit resources across the school and ensure there is a strong provision to support sensory development
- To further develop the quality of learning experiences and environments and our systems for recording observations and assessment**
 - Outdoor learning will be accessible to all classes every week
 - Identify teaching staff to participate in a teacher leadership course to promote high quality learning and teaching
 - Parent Council will fund Primary Science Quality Mark application to gain recognition for our innovative curriculum

To keep up to date with our latest news scan below to be taken to:

Our website:



Our Twitter:



Section 7: Support for your Child

Additional Support for Learning

Any child who needs more or different support to what is normally provided in school or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person or whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with

reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in consultation, collaborative assessment and planning interventions for your child after you agree to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:

<http://www.gov.scot/Resource/Doc/348208/0116022.pd>

Dispute Resolution Procedures

If you feel that things are not being done properly to support you child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

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

Helpline: 0345 123 2303

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://sclc.org.uk/>

Telephone: 0131 667 6333

Email: enquiries@sclc.org.uk

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed here:

<http://www.gov.scot/Publications/2012/02/7679/3>

Child Protection

Educational Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents / carers and relevant agencies, primarily Social Services and Health and where appropriate the Scottish Children's Reporter's Administration. Service will work in partnerships with a number of levels within the establishment or school, within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire. Child Protection Committee, multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff training programme available to staff and, in addition, at the beginning of each school session of all staff receive an update on child protection policies and procedures.

Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The Act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The Act puts in place a single planning process to support those children who require it.
- The Act places a definition of wellbeing in legislation.
- The Act places duties on public bodies to co-ordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of Getting it Right for Every Child. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The eight indicators of wellbeing (SHANARRI)			
Safe	Healthy	Achieving	Nurtured
Active	Respected	Responsible	Included

Why we have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

For more information on GIRFEC within North Ayrshire go to www.girfecna.co.uk

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

Your child's school / early years centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school / early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:

<http://www.northayr-edpsychs.co.uk/>

Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016. The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

Medical and Healthcare

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing test and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/ carers will be notified immediately.)

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

Section 8: Parental Involvement

Parental Engagement and Involvement

[North Ayrshire Council Positive Family Partnership Strategy](#)

[NAC Parental Involvement Strategy](#)



All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Termly Top Target conversations	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Box of Brilliance	Social media

Home/ school diaries where appropriate	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Parent Council

The Scottish Parliament has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- Help parents become more involved with their child's education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupil and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school.

Corsehill Primary School has a Parent Council:

Staff Members are: Mrs Marshall and Mr Kirk

Chairperson: Mrs Coombs and Ms Crighton

Secretary: Mrs Weir

Treasurer: Mrs Wilson

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

School Committees

Within Corsehill we value pupil voice. Children help to shape learning and prioritise improvements across the school. Part of this process involves children working within different committees such as: Pupil Council, Eco-Committee, HGIOURS Helpers, Rights Respecting, Digital Leaders, Junior Road Safety Officers and Sports Leaders.

Section 9: Pupil Data Collection and Protection Policies

Appendix 1: Important Contacts

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by
- [publishing statistical publications and additional tables about School Education](#)
- [providing school level information](#)

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [Linkage](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

<https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Appendix 1

Important Contacts

Interim Executive Director (Communities)

Audrey Sutton
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324414

Head of Service

Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324416

Head of Service

Andrew McClelland
North Ayrshire Council
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01294 324413