

**North Ayrshire Council
Fairlie Primary School
and
Early Years Class**



School Handbook 2021-2022

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Welcome

Dear Parent/Carer

On behalf of the staff at Fairlie Primary School, I would like to welcome you and your child to our school. I hope you will feel welcome in the school and that your child will quickly feel that he or she belongs to our school community.

We hope that whilst your child is here he/she will

- feel valued*
- be treated fairly*
- discover and develop talents*
- learn many new things*
- be happy and successful*

With your encouragement and support, help and co-operation, we will do our best to ensure that your child fulfils his/her potential and becomes a valuable member of the community.

No worry concerning your child is too small or unimportant to share with us; please contact us by telephone, or in writing, at any time and we will do everything possible to help.

We hope the following pages will give you a flavour of our school. Should any questions remain unanswered, we will be very happy to help.

Yours sincerely

*Mrs Carolyn McGinn
Head Teacher*

Communities Directorate (Education Services)

What we want to achieve

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

Section 1: School Information



At Fairlie Primary School our values are:

Belonging

Ambition

Thoughtfulness

Confidence

Honesty

We foster these values by promoting the following aims:

- Create an atmosphere where all pupils experience a sense of belonging and are encouraged to be confident and effective contributors.
- Maintain a happy, caring environment in which children feel respected, secure and able to grow and develop to their fullest potential.
- Support our learners in becoming responsible citizens with a clear understanding of the importance of responsibility, compassion, fairness and honesty.
- Create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and motivated to become successful lifelong learners.
- Provide a broad and well-taught curriculum where children have many and varied experiences.



School Information

School Name	FAIRLIE PRIMARY SCHOOL
Address	1 Morton Way Fairlie AYRSHIRE KA29 0BW
Telephone Number	01475 568441
FAX Number	01475 568130
Email	fairlie@ea.n-ayrshire.sch.uk

Parents should 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.

The school is non-denominational and co-educational and has pupils at all stages from Nursery (Early Years) to Primary 7. The current roll for each year group is as follows:

Early Years 20

Primary 1: 21

Primary 3/2: 19

Primary 5/4: 22

Primary 7/6: 22



Main Accommodation Feature:

Fairlie Primary School comprises one main building on a large campus. The building has an open-plan teaching area with class bases recently enhanced by the construction of partition walls. We have facilities for disabled pupils/staff. We have a very well equipped Early Years Class. The school is all on one level with an excellent gymnasium for indoor sports. A large playground and a grassed area provide excellent space for outdoor activities. Our prime location on the edge of Fairlie Moor, Kelburn Country Park and overlooking the Firth of Clyde allows for excellent outdoor education in a Primary context.

Associated Schools

Cumbræ Primary
Bute Terrace
Millport KA28 OBB

Skelmorlie Primary
Innes Park Road
Skelmorlie
PA17 5BA

Largs Primary
Alexander Avenue
Largs

Largs Academy
Alexander Avenue
Largs



School Hours

Each school day is as follows:

Morning Session:	9.00 am - 12.30 pm
Interval:	10.45 am - 11.00 am
Lunch:	12.30 pm - 1.15 pm
Afternoon Session:	1.30 pm - 3.00 pm
Early Years Class	8.45 a.m. - 12.30 p.m.
	1.00 p.m. - 4.30 p.m.

People in School

Your child will meet many people in and around the school. All are concerned in some way with your child's safety and well-being.

Staff List Session 2020-2021

Teaching Staff

Head Teacher	Mrs Carolyn McGinn
Principal Teacher	Mrs Pauline McGuire (Substantive Post Holder)
Acting Principal Teacher	Mrs Lauren Grant

Early Years Class

Miss Lynn Bonner (Early Years Class Manager)
Mrs Findlay (Senior Early Years Practitioner)
Miss Harley Lambie (Early Years Practitioner)
Mrs Christine McWhirter (Early Years Practitioner)

Teaching Staff

Mrs Holmes	(P1)
Mrs Grant	(P3/2)
Miss Tracey	(P5/4)
Mrs McGuire/Mrs McMenamin	(P7/6)
Ms Buchanan (0.4 F.T.E)	A.S.L
Mrs Reid	WTA

Support Staff

Snr Clerical Assistant	Mrs Morag White
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Classroom Assistant

Mrs Karen MacKinnon

School Nurse	Mrs Evelyn Irvine
Educational Psychologist	Miss Lynne Fernie
School Chaplain	Rev. Dr.Graham McWilliams
Janitor	Mr Pat McFadden
Catering Manager	Ms Angela McMillan
Cleaning Assistants	Ms Averill Bradley/Ms Maria Riera

Remits of Promoted Staff

Head Teacher: Mrs C McGinn

School Improvement
Attainment and Achievement
Promoting Positive Relationships (School Discipline)
Staff Professional Development and Review
Staff and Pupil Welfare
Child Protection
Curriculum Development – Literacy/ Language, Numeracy/ Mathematics, Religious and Moral Education, Social Studies, Science
Additional Support for Learning
Registration/Enrolment/School Attendance
Transitions
Financial Management
Professional Advisor to the Parent Council
Parental Involvement/Partnership
School Finance
Health and Safety
Implementation of Council Policy
Communication.

Principal Teacher: Mrs Pauline McGuire

Deputise for Head Teacher
Curriculum Development- Health and Wellbeing, ICT/Technologies, Expressive Arts, Numeracy/Mathematics, Wider Achievement, School Discipline
Staff and Pupil welfare
Probationers/Students
Off-site Activities
School Assemblies
School Community Groups

Remits of promoted staff may change according to the needs of the school.

NORTH AYRSHIRE COUNCIL - EDUCATION SERVICE

School Holiday and In-Service Dates 2021/2022 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday/ Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Tuesday	17-Aug-21		
	Pupils Return	Wednesday	18-Aug-21		
	Teacher (In-Service)	Monday	20-Sep-21		
	Close	Friday	08-Oct-21		39
Term 2	Pupils Return	Monday	18-Oct-21	5	
	Teacher (In-Service)	Thursday	18-Nov-21		
	Local Holiday	Friday	19-Nov-21		
	Local Holiday	Monday	22-Nov-21	7	
	Close	Wednesday	22-Dec-21		85
Term 3	Re-open	Thursday	06-Jan-22	17	
	Local Holiday	Friday	11-Feb-22		
	Local Holiday	Monday	14-Feb-22		
	Teacher (In-Service)	Tuesday	15-Feb-22		
	Pupils Return	Wednesday	16-Feb-22	19	
	Close	Friday	01-Apr-22		145
Term 4	Re-open	Tuesday	19-Apr-22	30	
	May Day	Monday	02-May-22	31	
	Teacher (In-Service)	Friday	27-May-22		
	Local Holiday	Monday	30-May-22	32	
	Pupils Return	Tuesday	31-May-22		
	Close	Wednesday	29-Jun-22	66	195
22/23	Pupils Return	Thursday	18-Aug-22		

Pupils attendance will be 190 days 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. Anyone parent/carer or visitor 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.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

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.

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.

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 the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

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

School Dress Code

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 encourages each school to adopt its own code, after consultation with parents and pupils.

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 apply the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

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

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' 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.

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

In Fairlie Primary School, we like our children to be smart and to take pride in their appearance and our school. By far the majority of pupils in school wear uniform and the school enjoys parental support on this area.

The school uniform consists of a sky blue or white polo shirt, blue sweatshirt and grey or black trousers or skirt.

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.

School Meals

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

There are arrangements in place for children who would prefer to eat a packed lunch.

Please note the school is a 'nut free' zone.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

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, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

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 will 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: Educational Grants: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who 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), both Working Tax Credit and Child Tax Credit (with an income up to £7,330) 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 Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimants monthly income must not exceed £610.00), 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, both Working Tax Credit and Child Tax Credit (with an income up to £7,330) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: **ALL** pupils in P1-3 are entitled to a free school meal, which includes milk.

Other than P1-P3 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

School Transport Policy

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 safe 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>

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.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and 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.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School/Lateness

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 letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

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. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

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.

Head Teacher and Home School Inclusion Officer investigate unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

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 Teachers 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 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Fairlie Primary School is an associated primary school of:

Largs Academy
Tele No: 01475 687687

During their time in P7, pupils visit Largs Academy as part of the induction programme. 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. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.

Section 5: 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.

Children's progress is assessed using a broad range of approaches to ensure 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.

Curriculum for Excellence: 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.

In Fairlie Primary School our curriculum development will focus on offering breadth and balance in teaching and learning of eight curricular areas:

- Literacy and English
- Numeracy and Mathematics
- Social Studies
- Health and Wellbeing
- Religious and Moral Education
- Expressive Arts
- Science
- Technologies

Literacy and English

Language work in the Primary school consists of Reading, Writing, Listening and Talking.

Reading

Early reading consists of looking at and talking about pictures and then moves on to matching words and phrases in books. In Fairlie Primary School we emphasise synthetic phonics, which is a multi- sensory approach to learning sounds. All letter sounds are taught rapidly with an emphasis on word building and decoding. Thereafter more sophisticated reading skills will be developed e.g. research and reference skills, inference, speculation, in-depth understanding of complex passages, etc. The importance of recreational reading will be stressed and encouraged at all stages; we teach children to make use of our well- equipped library and encourage them to use the local library. We value the support of parents in encouraging children to read regularly. We make use of a range of resources to support learning in reading including “Rigby Star” (P1-3) and Literacy World (P4-7).

Writing

Writing skills for life purposes will be developed alongside the important technical skills of handwriting, spelling and grammar. Children will have the opportunity to express themselves in different written formats and for different reasons. They will be encouraged to express their own ideas and opinions and learn the purpose and skills for letter writing, completing forms, advertising etc. We use a range of resources to support the development of writing including ‘Write to the Top’.

Listening

Listening skills are essential in promoting all aspects of education. In the classroom, children are taught to be active listeners. A variety of activities is used, such as games, role-play, stories and music. Listening skills are so important that they are developed through every aspect of the curriculum.

Talking

It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, trios, groups, with the teacher and with other adults. Children may be asked to make short presentations to their classmates about, for example, a piece of research they have undertaken in connection with a topic being studied. Children will be encouraged to express their own ideas, opinions and feelings confidently and articulately.

Modern Languages

Children will experience and develop a knowledge of French from P1 to P7 and are currently being introduced to elements of Spanish.

Numeracy and Mathematics

Young children develop an understanding of numeracy/mathematics through their play and in everyday situations. In Fairlie Primary, we build on and extend these experiences in a structured way using a variety of resources including 'Active Heinemann', TJ Maths, Sum Dog.

As well as number, the children learn about shape, measurement, money, information handling and calculator work in a practical way. We also spend time each day on mental calculations. By learning mathematical skills in this way, the subject can be seen as a meaningful and useful tool.

Approaches to Mathematics also place an emphasis on information handling e.g. graphs, databases and problem solving. Opportunities are available for the children to develop these skills using a range of resources and learning experiences. The computer and calculator are valuable resources and learning tools in mathematics.

Social Studies

It is important for children to understand the place where they live and the heritage of their family and community. Through Social Studies children develop knowledge and understanding of the world by learning about people, what has shaped them, their values, in different times, places and circumstances. Social Studies will largely be delivered through 'topics' relevant and appropriate to children's needs and interests. Social Studies topics may also provide a context for teaching and learning in other curricular areas, and the transfer and application of discretely taught skills.

The social studies experiences and outcomes are structured in three lines of development:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Science

In science, children will have the opportunity to investigate their environment through observation, exploration and investigation. They will develop an understanding of the impact science makes on their lives, on the lives of others, on the environment and on culture.

The science experiences and outcomes are structured in the following way:

- Planet earth
- Materials
- Forces Electricity and Waves
- Biological Systems
- Topical Science

Technologies

Children will be provided with opportunities to develop an understanding of technologies and their impact on society. They will also develop confidence and skill in the use of these technologies to create, present and record their own ideas and materials.

In ICT, children will develop skills in emailing, word-processing, graphics and information handling.

The use of a range of technology, including cameras, DVD recorders, laptops and interactive boards in every classroom, further supports learning and teaching across the curriculum. A range of software and the World Wide Web are used to enhance learning.

Health and Wellbeing

The main purpose of health and well-being is to develop the knowledge, understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Through the study of a range of topics we aim to help children develop the knowledge and understanding and skills necessary for their physical, emotional and social well being. We hope that learning within this curricular area will assist children in making informed decisions throughout life in order to improve all aspects of their well being. Parents will be informed when children undertake learning of a more sensitive nature e.g. puberty.

The experiences and outcomes for Health and Wellbeing are organized under the following areas:

- Mental, emotional, social and physical well being
- Planning for choices and change
- Physical Education, physical activity and sport
- Food and health
- Substance misuse
- Relationships

Religious and Moral Education

Fairlie Primary School is a non-denominational school catering for a variety of children with different religious beliefs.

In school we aim to engender compassion and caring attitudes in our children.

In the course of a school year, religious observance and education is achieved in a variety of ways e.g. Assemblies and the use of appropriate teaching materials. The school also enjoys the services of our chaplaincy team, who visit the school, assisting in the programme of religious education. The team lead assemblies once a month in the school.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet

with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Expressive Arts

This includes Music, Art, Drama and Dance.

In **Music**, children are given an opportunity to explore sounds, sing, invent and use instruments. They experience rhythm, pitch and melody as part of our ABC Music programme. Children are also encouraged to perform to parents, staff and other children. Children also enjoy music making with the visiting specialist.

Art is taught throughout the school. The children are given access to a variety of media which allows them to produce work of which they can be proud. They may work independently or in groups.

In **Drama** children are encouraged to develop imagination, expression, understanding and co-operation. This is carried out by group activities, role-playing, mime and improvisation.

Each year children will participate in assemblies, concerts, theatrical productions and a variety of other events which bring together all aspects of the Expressive Arts, fostering both self- confidence and team skills.

Dance currently falls within our Physical Education programme.

Early Years

The Early Years curriculum is primarily delivered through play. We carefully plan our learning environment to encourage all aspects of child development i.e. intellectual, social, emotional, aesthetic and physical. The playroom is organised with various areas, each is planned carefully to develop specific skills and concepts. The provision in each area changes regularly to meet the needs and interests of the children or individual child. We also provided a range of opportunities for our children to learn outdoors.

Curriculum Information

Class Newsletters, are distributed each term providing parents with information about key learning experiences and contexts for learning. We are currently in the process of developing our school policies to ensure they better reflect the principles of Curriculum for Excellence. Further information regarding Curriculum for Excellence is available at www.parentzonescotland.gov.uk, and www.educationscotland.gov.uk.

Extra-Curricular Activities

Extra-curricular activities are considered an important part of school life as they encourage social skills and broaden children's experiences. During the course of the year visits are arranged out with school to theatres, museums, churches etc. What pupils learn from these visits makes a valuable contribution to the overall development of the whole child.

On a number of occasions throughout the year, theatre companies to both entertain and inform visit us.

At various times throughout the session we offer extra curricular activities including football, netball, music, fitness and cycling proficiency. Apart from the obvious educational advantages, these activities and clubs afford the opportunity for very valuable social development.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to contribute his or her talents or interests in this way would be warmly welcomed.

Parental permission is required for all extra curricular activities. Where activities are held after school, appropriate arrangements must be made by parents, for children to get home safely. All adults working with groups of children on their own will be subject to vetting by the Scottish Criminal Records Office.

Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their class mates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early – S3) is based on teachers' views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced 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 a parent, you continue to have a key role in helping your child to learn. Your child's teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

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 on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.

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.

Spelling is also an important part of homework from P3 onwards (although some children may be asked to practice even earlier). Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

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 sign work to confirm that they have overseen each piece of work.

Section 6: School Improvement

S&Q Report/Improvement Plan

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.

Highlights for Session 2019/20 are outlined in our Standards and Quality Report these include:

- * Early Years Class– Developing our Early Years Environment.
- * Learning, Teaching and Assessment
- * Health and Wellbeing
- * Pupil Equity Fund– Support improvements in attainment in Literacy– Writing

Staff in the Early Years Class have been working to embed North Ayrshire Council's planning model. Using this model allows staff to assess and track children's progress effectively.

Staff in the Early Years Class make use of an increased range of open-ended resources to support imaginative and creative play both indoors and outdoors.

Teaching staff participated in a range of professional development activities including enhancing their knowledge and understanding of 'Visible Learning'. This is helping to support the development of highly effective teaching approaches and a shared understanding of what makes a 'successful learner'.

Teaching staff have developed effective assessment strategies, including group and individual target setting. This is helping children to understand their progress and next steps.

We have introduced the Bounce Back programme to assist us in teaching key social and emotional skills and enhance children's health and wellbeing.

Last session we used our Pupil Equity Fund to employ an additional teacher for 1.5 days per week. All classes benefited from additional teacher support during writing lessons. This proved to have a positive impact on children's progress.

During the Covid-19 Lockdown all children P1-P7 were provided with learning packs and staff made effective use of Microsoft Teams to set tasks and support learning at home.

This session our School Improvement Plan includes the following priorities:

Priority 1: Recovery

Ensure a safe return to school for children and staff.

Promote the positive health and wellbeing of children staff and parents/carers in response to the impact of COVID-19 on our community.

Develop appropriate strategies to support progress in Numeracy and Literacy.

Priority 2: Learning and Teaching

Continue to develop high quality learning, teaching and assessment approaches.

Continue to develop learning experiences that are motivating and challenging including engaging in quality outdoor learning.

Develop planning to support 'Pupil Voice'.

Priority 3: Early Years

Our Early Years Team continue to develop a learning environment that provides quality care and support for the children.

Priority 4: Pupil Equity Fund

To raise attainment in Numeracy and Literacy

With PEF we plan to employ a Classroom Assistant to support groups and individuals in Numeracy and Literacy.

Section 7: Support for your Child

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 via the Scottish Government website via here:

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

Child Protection

The Education and Youth Employment Directorate 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 the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership 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 the North Ayrshire Child Protection Committee, a 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 all staff receive an update on child protection policies, safeguarding 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.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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.

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools 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 for 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.pdf>

Dispute Resolution Procedures

If you feel that things are not being done properly to support your 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://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk

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 coordinate 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)

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

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 *Getting it Right for every Child* in 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 Services by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, 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 increase capacity in education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

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 child or young person the establishment will take 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 formal consultation meeting with parents/carers 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 including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

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 Health Care

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 tests 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
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum events led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their children's education.

The aims of the Act are to:

- Help parents become more involved in 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 will automatically be 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 in 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 children and all its parents.
- To develop and engage in activities which support the education and welfare of the children.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of children.
- To be involved in the recruitment process for appointing the Headteacher and Depute Head teacher of the school.

Fairlie Primary School has a Parent Council:

The Office Bearers are:

Chairperson: Claire McCulloch

Treasurer: Elaine McPake

Secretary: Gail Short

Any parent 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 or Parent Forum meetings.



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>.

Section 9: Pupil Data Collection and Protection Policies

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](#) 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.

Important Contacts

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