



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

North Ayrshire Council

Gateside Primary School



Handbook 2023





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INTRODUCTION

January 2023

Dear Parent,

This handbook has been prepared to give you as much information as possible about Gateside Primary School.



The following pages will let you know about the curriculum your child will be following and about various other aspects of life and work at the school.

Gateside Primary is a small, lively and busy school where staff, pupils and parents/carers work very well together.

If you feel there is anything you would like to know, or if there is something you would like to discuss, please come and see me. We look forward to working with you for the benefit of your child.

Yours sincerely

Fiona Dunlop

Head Teacher

Communities & Education Directorate

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.

Gateside Values



Section 1: School Information

School contact details:

Gateside Primary School & Early Years Class, Main Road, Gateside, KA15 2LF

Tel: 01505 502776 (phone)

E-mail: gateside@ea.n-ayrshire.sch.uk

Website: <https://blogs.glowscotland.org.uk/na/gateside>

Denominational Status: Non-denominational

Single Sex or Co-educational: Co-educational

Capacity of School **75** (excluding Early Years Class)

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 structured. The Early Years Class runs term time from 9am – 3pm with 16 places.

Stages Covered **Early Years Class (formerly Nursery) / P 1-7**

Current Roll for each year group 2022/23

<u>EY Class</u>	11
<u>Primary 1</u>	6
<u>Primary 2</u>	10
<u>Primary 3</u>	11
<u>Primary 4</u>	3
<u>Primary 5</u>	7
<u>Primary 6</u>	2
<u>Primary 7</u>	3

SCHOOL STAFF TEAM

Staff

The number of staff in the school is 3.8 FTE. This does not include the Head Teacher, as we are now part of a shared headship arrangement with Beith Primary School.

Head Teacher	Miss Dunlop	
Depute Head teacher	Mrs C Logan (0.6)	
Class Teacher	Mrs J Reid	P1/2
Class Teacher	Miss J Nicoll	P3/4/5
Class Teacher	Mrs G Hill (0.6)	P5/6/7
Class Teacher Support	Mrs F Poole (0.7FTE)	P5/6/7 & P3/4/5
Classroom Assistant	Mrs L McGowan (24hrs)	P1-7
Education Assistant	Mrs Banister	
Janitor	Mrs Cairns	
Senior Early Years Practitioner	Ms L Howie	
Early Years Practitioner	Miss S Winning	
Early Years Support Assistant	Miss C Graham	

School Hours

Early Years Class : 8.50am – 2.55pm

Morning: 09.00 - 10.30

Interval: 10.30 - 10.45

Lunch: 12.15 - 13.00

Afternoon: 13.00 - 15.00

Primary 1 pupils will attend full time after their first day. PLEASE NOTE School starts at **9am**, pupils can be dropped off from **8.45am**.

School Holiday and In-Service Dates 2023/2024 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Thursday	17-Aug-23		
	Teacher (In-Service)	Friday	18-Aug-23		
	Pupils Return	Monday	21-Aug-23		
	Teacher (In-Service)	Monday	18-Sep-23		
	Close	Friday	13-Oct-23		42
Term 2	Pupils Return	Monday	23-Oct-23	5	
	Local Holiday	Friday	17-Nov-23		
	Local Holiday	Monday	20-Nov-23	7	
	Close	Friday	22-Dec-23		85
Term 3	Re-open	Monday	08-Jan-24	17	
	Local Holiday	Friday	09-Feb-24		
	Local Holiday	Monday	12-Feb-24		
	Teacher (In-Service)	Tuesday	13-Feb-24		
	Pupils Return	Wednesday	14-Feb-24	19	
	Close	Thursday	28-Mar-24		142
Term 4	Re-open	Monday	15-Apr-24	30	
	May Day	Monday	06-May-24	31	
	Teacher (In-Service)	Friday	24-May-24		
	Local Holiday	Monday	27-May-24	32	
	Pupils Return	Tuesday	28-May-24		
	Close	Friday	28-Jun-24	67	195

Pupil 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.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

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 the 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, discipline and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. 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

Pupils of Gateside Primary School are encouraged to wear:

- pale blue polo shirt (for school and P.E.) or pale blue shirt with school tie
- navy jumper, cardigan or sweatshirt; black or navy shoes/boots

(sweatshirts/cardigans incorporating the school badge are available from School Wear Made Easy, Unit 3, 24 Clark St, Paisley (www.schoolwearmadeeasy.com) or Myclothing.com on-line)

- navy trousers/shorts skirt/pinafore (without any form of logo)
- self navy shorts for P.E. (without a logo)
- blue checked dress during hot weather

All items of clothing should be **clearly labelled** with the child's name, in case of loss.

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

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.

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. **No jewellery** should be worn at PE and we would request that parents only have their child's ears pierced at the beginning of the summer break as they will not be able to participate in PE until they can remove their earrings independently. These items are the responsibility of the pupil. Please also note that 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.

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 school discipline or a serious incident, which could be referred to the police.

Watch devices such as Apple Watches are also not permitted if they can be used as a mobile phone (cellular).

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, Seesaw App, 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 note in relation to making a complaint:

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first.
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400.
- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, personal

complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality.

- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process.

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 £660.00, 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 £17,005), both Working Tax Credit and Child Tax Credit (with an income up to £7,920) 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 £660.00), 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 £7,920) 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 P1-5 are entitled to a free school meal, which includes milk.

Other than P1-P5 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.

Further information can be found here: <https://www.north-ayrshire.gov.uk/education-and-learning/grants-and-allowances/footwear-clothing-and-free-school-meals.aspx>

Pupils are supplied with a menu in advance and we encourage you to discuss this with your child before school and pre-order their lunch options on the iPay site.

You are welcome to provide your child with a packed lunch if you prefer and we encourage pupils to make healthy choices and eat a balanced diet. We request that

pupils 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.

School Transport

North Ayrshire Council has a policy of providing free transport to all pupils who live more than two miles walking distance from their catchment primary school or three or more miles from their catchment secondary school using the shortest suitable walking route. In addition, free transport may also be provided for whole or part of the journey between a pupil's main address and school (or other educational establishment) when the criteria outlined in section 4 of the School Transport Policy is met:

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

Applications for mainstream transport are made by parents and carers using North Ayrshire Council's Transport Hub [transport system](#). Applications may be submitted throughout the year and should be made as soon as confirmation of a place at a catchment establishment has been received. Please note free school transport will not be provided following a successful placing request. If you believe your child may require transport for another reason, please review the entitlement criteria in the School Transport Policy under Section 4 (<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>) before discussing this with the school.

If places are available and no additional costs is incurred by the local authority, it may be possible to apply for privilege seat in transport provided by the authority, please liaise with North Ayrshire Transport Hub for further information (transporthub@north-ayrshire.gov.uk / 01294 541613). Where free transport is provided it may be necessary for pupils to walk a short 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. Misbehaviour 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.

The School Inclusion Worker investigates 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.

Further information may be obtained in "Composite Classes - A Guide for Parents", available in school or NAC website.

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.

Gateside Primary School is an associated primary school of:

Garnock Community Campus
Address: Beith Road, Glengarnock, KA14 3BF.
Tele No: 01505 682685 / 683893

During their time in P7, pupils are taken to Garnock Community Campus 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.

School Positive Relationships Policy

At Gateside Primary we have a caring approach that is underpinned by positive, nurturing and respectful relationships. Good discipline is encouraged through the promotion of positive behaviour using systems of rewards such as house points and awards. We emphasise the need for parental cooperation since the relationship

between pupil and teacher is similar to that between a child and his/her own parents, requiring mutual consideration on both sides. As a result the school expects the child to be courteous and respectful to all staff, as they are towards them. Where this is not the case, discussions with parents, pupil and staff will identify the way forward. If this does not have the desired effect then the parents will be informed and asked to guarantee proper behaviour. In the last resort a child may be excluded from school.

All classes display a copy of the 'Gateside Whole School Charter' devised by the pupils themselves, linking to the UN Convention on the Rights of the Child and reviewed annually. Classes also create their own Class Charter at the start of each session.

Our school values of **NURTURE, RESPECT, CREATIVE and ACTIVE** underpin everything we do at Gateside Primary.

5 Pillars of Practice:

1. Consistent, calm, adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult conversations.
5. Restorative approaches.

- Individuals/Groups/Classes can receive a bell for demonstrating a school value.
- Classes will work towards 2 rewards per week (10 and 20 bells) and these rewards are agreed by pupils and their class teacher. No more than 30 mins per week.
- SLT and other members of staff will issue pupils with house tokens.
- Houses that receive 120 tokens or more can have an agreed reward e.g. lunch in class. Houses that receive 150 tokens get an extra 10 minute play during Monday lunchtime. The overall winning house for the week will have their shield displayed. At the end of the year the house with the highest number of wins will receive an agreed treat by the house captains. They will also be presented with the Challenge Shield at our annual Prize Giving Celebration.
- There may be times when teachers, pupils and parents/carers work together to support pupils through this process as it must be equitable.

Records are kept of communications and visits involving parents.
For a gross act of indiscipline, parents will be immediately informed and the steps outlined would not be followed.

It may also be necessary to enlist the support of outside agencies at this point.



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, teachers and families in this.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at their own pace whilst providing challenge upon which they can thrive.

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.

At Gateside we are committed to the philosophy of a Curriculum for Excellence and are continuing to review our practice, planning and recording to better reflect this. Core skills in literacy and numeracy may be taught discretely and/or through other contexts where more interdisciplinary learning can take place e.g. critical skills challenges, related to real life experiences. Health promotion will also feature where children will be encouraged to live healthy, active lives (this includes an agreed list of healthy snacks for playtime).

We are also committed to using self-evaluation processes to help us improve our service. To this end we regularly ask staff, pupils, parents and visitors to give us feedback. We use this feedback to create our School Improvement Plan which aims to continuously improve the outcomes for our learners.

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

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.

EXTRA-CURRICULAR ACTIVITIES

Children are taken to places of interest throughout the year, usually in conjunction with topic studies. Opportunities to participate in competitions such as quizzes, art, poetry writing and sports festivals are welcomed. Audience awareness is promoted by encouraging pupils to take part in Burns' Competitions, class assemblies, religious services and concerts. A residential visit is organised for P6/7 pupils in alternate years. Pupils are offered blocks of active games, art, science, rugby, animation/coding, athletics, netball, football and choir as after school activities. Each year a school choir is formed to compete in the small schools section of the Ayrshire Music Festival - we have won the Kathleen Dippie Memorial Shield on several occasions. The choir also perform at community events throughout the year.

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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' 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 new national standardised assessments (SNSA) 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.

Parents, families and carers have a key role in helping children to learn. Your child's teacher will keep you informed about their progress. 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, carers and families have a very important role in helping children 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 in the pupil planner or reading marker. Learning to read can be challenging and the process is made easier if families read with their child and discuss the story and pictures in a way that encourages enjoyment and a love of books and stories.

In the early and middle stages oral reading should be practised 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.

Aims of Homework

- to give additional practice in language and maths
- to consolidate work being undertaken in class
- to enable parents to see examples of the kind of work being tackled in class
- to encourage work out-with school time, e.g. research for topic work
- to develop study skills and prepare them for secondary school

Time Allocation

Homework will be given out on a Friday and should be handed back in on the following Thursday. Blocks of homework will be decided at the beginning of each session and parents will be informed of these dates. No longer than half an hour should be spent on homework unless pupils are being asked to finish off classwork which should have been done during the school day.

Types of Homework

- P1-3 - Phonics, reading, maths, topic and handwriting
- P4-7 - Reading, spelling, language work, maths. Pupils may also be asked to do individual research, challenges or design projects on a particular theme.

Children may be asked to do some imaginative exercises such as book reviews, commenting on television programmes, preparing for debates in school. They might also be asked to do some extension work related to topics or some other piece of research e.g. model designing & making.

Homework from these areas will be given at the discretion of the class teacher who will tailor it to the needs of the individual pupil.

Seesaw (an app) is used to record homework, notes, learning and should allow open communications between home and school. Our young people are encouraged to reflect on their learning and identify next steps within the app. Please take time to check and comment if required.

Section 6: School Improvement

Standards and Quality (please see the full report on our school website)



Gateside S&Q leaflet
Sept 22.pdf

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.

The 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 introduced 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.

In 2021-2022 at Gateside, we worked together to improve the following areas:

- Prioritise and promote positive health and wellbeing through a nurturing and restorative approach in response to the impact of COVID-19 on our community.
- Enrich the quality of teaching and learning experiences in Literacy and Mathematics and Numeracy, assessing and countering any gaps due to Covid 19.
- Enhance community partnerships and engagement through the use of digital technology.

Our Vision, Values and Aims underpin all our actions and staff are supported by our curriculum rationale in ensuring breadth and depth across learning. During the session we promote focus weeks to provide meaningful and purposeful learning opportunities (British Science Week, Maths Week Scotland), Fairtrade Fortnight, Rights Respecting Week, Eco Week). Learning has been made visible by the pupils self-assessing their learning and identifying their next steps in learning. Investment in decodable readers for our middle school was made, positively impacting on our readers across the school. Building on number sense in all classes is evident and children continue to grow in confidence.

The school is committed to ensuring children's rights are at the heart of everything we do.

We focus on individual learner's needs, wellbeing and rights, promoting positive relationships and interactions through a nurturing and restorative environment.

Health and Wellbeing is central to all our actions ensuring children can keep themselves safe, healthy, active, nurtured, achieving, respected, responsible and included. This was particularly important as we returned after the second lockdown.

Staff continued to build on the Visible Learning strengths, with a strong focus on questioning and self-reflection.

High quality teaching features in all interactions and digital technologies are integrated effectively to enrich pupils' experiences.

All our families have access to universal and targeted support that enables them to support their children. Families receive support as required.

All identified pupils receiving additional support for learning have regular Team Around the Child (TAC) reviews enabling families to actively support their child in school.

Strong partnerships exist between service providers, local businesses and the school. We are looking forward to reengaging with these partnerships in session 2022-2023. We have links with Dalry Community Wind Farm, Beith Trust and Beith Community Gardens who provide relevant and meaningful learning experiences for our young people, developing their sense of citizenship and belonging.

We are very proud of our achievements in session 2021 – 22. We continued to face the challenges together as a whole team. Here are just a few of our successes:

- * The school nativity once again used green screen technology and careful planning and preparation to bring our school together safely. This was shared with parents online.
- * The choir successfully participated in the Ayrshire Music Festival, winning the Kathleen Dippie Memorial Shield for the best Small Singing School. They also won the Savile Challenge Cup for the overall best junior choir in the event.
- * The ECO committee were successful in achieving Green Flag status yet again, working on Litter, Biodiversity and Food & the Environment. Activities across the year included the Road side litter campaign, planting, regular litter picks, RSPB Bronze Award, Sustainability Inventions, What's Under your Feet Campaign and Global Goals exploration linked to the Rights of the Child (UNCRC).
- * Our families were involved in lots of Family Learning activities both at home and in school. The Family Outdoor Club was a firm favourite, making use of Spiers School Grounds to engage with families in fun activities. We also managed to gain 5 Young STEM leaders, engaging 3 of our families. The models created were exceptional.
- * Our after school Sports Clubs returned and the netball team took the overall Cluster win this year. Both our football teams worked brilliantly together in all their tournaments too.
- * P3-7 participated in 'If you were an Engineer' competition linked to British Science Week, with all of them achieving certificates for their innovative ideas and designs.

Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress we watch children working together, listen to what they say, ask important questions, set challenges and use some standardised assessments. Teachers get together and look carefully at the significant aspects of learning / pathways from Curriculum for Excellence to ensure children are working to their full potential. We measure ourselves against 'How Good Is Our School?' and as a result of thorough self-evaluation we would rate ourselves *VERY GOOD in Leadership of Change (1.3), Learning, Teaching & Assessment (2.3), Ensuring Wellbeing, Equality & Inclusion (3.1) and Raising Attainment & Achievement (3.2)*.

Our rigorous analysis of our attainment data and teacher judgement for session 2021-2022 means we are very aware of our strengths and areas for improvement. We will be continuing with Literacy and Numeracy developments, focusing on spelling & consistence in writing standards, active numeracy and pedagogy around attainment for boys. Health & Wellbeing & Rights based learning will continue to feature highly.

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:

<https://education.gov.scot/improvement/research/equality-act-2010/>

Child Protection

Education 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 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 and Safeguarding North Ayrshire's 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 supporting the well-being and educational progress of *all* learners including those with Additional support needs. Including learners requires all staff 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.dsscotland.org.uk/wordpress/wp-content/uploads/2015/05/Consultation-Doc-June-2017-1.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 Services 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 Services and in partnership with Education Services have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

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 on-going progress of all children and young people. As part of this wider system, 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

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 workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Reports to Parents

Parent/Pupil/Teacher learning conversations are held three times during the school year, usually in October, Jan/Feb and May. At the end of the session a child's progress report will be published as a snap shot of where they are in their learning at that time.

PARENT FORUM and PARENT COUNCIL

The Scottish Government 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 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 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 pupils 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.

Gateside Parent Council members are:

Chairperson: Mr A Gillies

Treasurer: Mr Young

Secretary: Mrs Young

Members: Mrs McCleary, Mrs Crawford, Mrs McLean, Mrs Wylie, Mr Gledhill

Contact details: alasdairdgillies@gmail.com

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 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>.

School Committees

School Improvement, Eco-schools & Pupil Council



"A health promoting school is one in which all members of the school community work together to provide pupils with positive opportunities, experiences and structures which promote and protect their health."

We fully support this philosophy and strive to develop and enhance the physical, social, spiritual, mental and emotional health of all pupils and staff. To this end we have effective programmes for Health Education and Personal and Social Education; we have excellent links with outside agencies, such as the health service and police, who compliment our work by visiting the school to talk to children, parents and staff; we organise weeks where health promotion is a specific focus and we take part in activities like "Walk to school week", "Active Schools" and "Anti-bullying / Eco Weeks".

A member of staff has responsibility for health promotion and organises and coordinates these activities in conjunction with the Pupil Council and other committees as required.

Other class teachers work with pupils to promote our Eco-schools agenda where we have achieved our fourth Green Flag. This initiative focus' learners on sustainable living – minimising waste, reducing/re-using/recycling, litter free environment, maximising use of school grounds etc.

Our Rights Respecting and Global Schools/Fair Trade committees ensure a focus on respect and promoting children's rights both in school and across the world. There is also an Activator committee who work hard on maintaining our Sport Scotland Gold Award. All committees work to continuously improve the school in consultation with staff and the wider community.

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:
 - <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

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 [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://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

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.

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