

Glebe Primary



2020-2021 Handbook
@glebeps

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Head Teacher Introduction

It gives me great pleasure to welcome you and your child to Glebe Primary School. This handbook contains helpful information regarding all aspects of school life. Please do not hesitate to contact me at the school if you wish to clarify any points mentioned in the handbook or discuss any issues relating to your child's education.

At Glebe Primary School we aim to ensure that all children achieve success in every area of a wide curriculum, and leave the school with skills for life-long learning. We try to ensure that all children achieve their potential in every curricular area by setting challenging, yet attainable, targets. We also celebrate all successes and achievements across the curriculum and in children's wider life outside of school.

The staff work very hard as a team to maintain a positive ethos in the school within which the children will work in a happy and nurturing atmosphere, where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for others.

The role of parents/carers cannot be stressed too greatly. There will be many opportunities for you to meet with your child's teacher throughout the session, including fun events, family learning events, school shows, assemblies/showcases and Learning Conversations.

It is our belief that the school is an integral part of the community and by creating a welcoming environment, by maintaining good relations with parents/carers and the wider community and by being involved in local events we will promote that ideal.

The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring consideration and respect on both sides. Self-regulation is promoted at all times and children are supported to make good choices and encouraged to take responsibility for their own actions.

Our school values of excellence, equity, respect, inclusion, responsibility and honesty guide our thinking and our behaviour. We want the very best for our pupils now, and in the future.

I look forward to working with you and your child.

E McNeil

Head Teacher

"Pupils' ability to work independently and their positive attitudes to their own learning"
Identified as a key strength of the school by HMIE – Aug, 2007

Communities Directorate (Education Services)

What we want to achieve

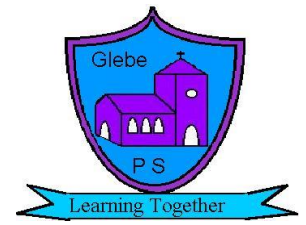
Our Overall Aim

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



School Aims and Values

Our overall aim is to work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

At **Glebe Primary** our *VISION* is:

to ensure that every child in our school is enabled to reach their full potential. All pupils will feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

At **Glebe Primary** we value excellence; equity; respect; inclusion, responsibility and honesty and we aim to;

- raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils
- maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment
- equip children with the skills for life now and in the future
- promote education as an active partnership within school, with parents and the wider community

School Contact Details (Address, Telephone, Email, Fax)

Address

Glebe Primary School

Kirk Vennel

Irvine

KA12 0DQ

Telephone Number: 01294-271587

Fax Number 01294-312651

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

Email address glebe@ea.n-ayrshire.sch.uk

Head Teacher: E. McNeil can be contacted in any of the ways listed

School Staff



Head Teacher: Elaine McNeil

It is the duty of the Head Teacher to manage the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils. The Head Teacher must formulate aims and policies for the school and ensure their communication to all appropriate parties. It is also the duty of the Head Teacher to act as adviser to the Parent Council and to develop the corporate life of the school.

Depute Head Teacher: Gordon Wilson

The Depute Head Teacher is required to assist the Head Teacher in the overall management of the school. It is the responsibility of the Depute Head Teacher to be familiar with and instrumental in implementing the policies which have been established to achieve the aims of the school. The Depute Head Teacher has a vital role to play in developing effective communication and positive links between the school and the wider community. In addition, the Depute Head Teacher has a duty to be aware of the administrative requirements of the school. The Depute Head is accountable to the Head Teacher.

Principal Teacher: Christine Nisbet

- ***Senior School Responsibility***
- ***Monitoring (alongside the HT)***
- ***Literacy Co-ordinator***
- ***Active School Co-ordinator***
- ***Primary 6/7 Maths***
- ***Rotary Quiz***
- ***P7 - S1 transition co-ordinator***

Class Teachers:



- | | | | |
|--------|------------|-------|------------------------|
| ○ P1M | R Melrose | P1S | L Singleton |
| ○ P2R | K Russell | | |
| ○ P3PM | J McGinn | P3/2P | C Pennington & G Baird |
| ○ P4C | C Cochrane | | |
| ○ P5M | K McNair | P5B | K Boyd |
| ○ P5S | C Simpson | P6G | K Mackie & E Gall |
| ○ P7N | C Nisbet | P7E | D Elliott |

Pupil Support	L Rusling (0.8)		
Recovery Teacher	L Harris		
Classroom Assistants	K Cowan	S Wilson	M McCowan
	K Clark	L Dorrian (nurture)	

Clerical Assistants	L Dunbar
	N Stevenson

Janitor	A Russell
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Although Rev. Alex Wark is not a member of staff, he is School Chaplain to Glebe Primary.

School hours

<i>Start</i>	<i>9.00am</i>
<i>Mid-Morning Interval</i>	<i>10.30am</i>
<i>Lunch</i>	<i>12.15pm-1.00pm</i>
<i>Close</i>	<i>3.00pm</i>



School Calendar/Holidays

The school year is determined at Divisional level. Dates of term holidays and single days will be sent out at the beginning of the session and are included in the digital newsletter.

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 expects a high standard of behaviour from its pupils and aims to promote positive behaviour. The relationship between pupil and teacher is like that between child and parent. Both sides must respect each other and see each other's point of view. We use restorative practices where children and staff are encouraged to find a solution to disagreements together.

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.

Some children may require additional support in relation to their behaviour and the school will work positively with the young person and the parents to ensure positive outcomes are achieved.

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 before school (8.45am) and 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 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 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.

To foster a pride in their appearance, children are encouraged to wear school uniform. A school dress code also prevents, directly or indirectly, discrimination on the grounds of race or gender. Our school policy is that pupils should wear school uniform at all times. This includes school trips and occasions where pupils are representing the school.

School uniform comprises:

- purple sweatshirt
- white polo shirt
- white shirt / blouse with school tie
- dark, plain coloured trousers / skirt
- dark shoes



Parents should note that pupils are required to change their footwear in school so will need to bring their gym shoes on a daily basis.

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, 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.

Digital Devices

While the benefits of mobile phones/digital devices are recognised, they can be a serious distraction to work. Pupils whose devices disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in devices 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 a member of the Management Team: Mrs. Law (Primary 1-3), Mrs. McAdam (Primary 4-7) or Mrs. McNeil. All feedback is welcome and keeps us 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:

- 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 take up the matter further with the Executive Director of Education and Youth Employment at Cunninghame House, Irvine KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor MSP/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 claimant's 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.

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.

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 30 in P1 – 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.

Glebe Primary School is an associated primary school of Greenwood Academy.

Greenwood Academy
Corsehillmount Road
Dreghorn
IRVINE
KA11 4HL

Telephone: 01294-213124

Head Teacher: Katy Hegarty

During their time in P7, pupils are taken to Greenwood 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.

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

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

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

The number and variety of activities that a school offers out with the normal school curriculum contribute greatly to the ethos of the school and enhance its position in the community. At Glebe we have established a reputation for providing just such a variety and a very large number of children have benefited enormously from the activities offered. Ongoing activities include choir, badminton, athletics, football, netball, recorder, cross-country running, chess, and cycling proficiency.

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

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

As 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. At Glebe we use the digital platform SeeSaw to share class work and homework with families. Children can upload work to their own personal page which only the teacher and the family can see, they can also share work on the class page.

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). Math's 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 reading markers and jotters 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.

Attainment

Throughout the year we gather lots of information on how our pupils are progressing in their learning. To monitor their progress, we watch the children working through tasks, listen to what they say, ask important questions, set challenges and work together to ensure the children are making progress through the experiences and outcomes of a Curriculum for Excellence.

We are asked by the authority (NAC) to summarise our pupils' progress in reading, writing, listening and talking, maths and science at the end of each level (Early–P1; First–P4; Second–P7). We are pleased at the attainment of our pupils.

Key highlights include:

- * In almost all of these areas, our pupils perform better than children across North Ayrshire and across the schools in our quartile
- * In all areas of literacy, most pupils are performing at, or above, the expected level
- * Maths results show an improving trend over time.

Learning and Achievement

Our pupils participate in activities within the community, and the community is involved in the life of the school. Local nursery children are invited to attend events such as Infant Assemblies, concerts put on by the Infant Department and the induction programme. The children are involved in sporting activities with other local schools, events run by the authority and library service and often have success in local and national competitions. Many of our pupils participate in the Ayrshire Festival of Music and Dance and, in order to promote our Scottish culture, the school runs its own Burns poetry recitation competition. Children who perform well, compete in subsequent events organised by Irvine Burns Club and the Ayrshire Association of Burns Clubs,



where we enjoy much success. Members of the public and residents of nearby nursing homes are entertained by the children throughout the year. In October we hold a Harvest Festival, inviting local senior citizens to the school for tea and entertainment. Each year children donate a great deal of foodstuff to the Salvation Army for their food bank, helping vulnerable, local people.

In June we host a Strawberry Tea, celebrating the musical talent of our children. It is well attended by parents/carers and is much enjoyed by all.

We are an Eco school and have attained our second Green Flag. We have also been awarded our Recognition of Commitment for Rights Respecting School status and have achieved our FairActive award.



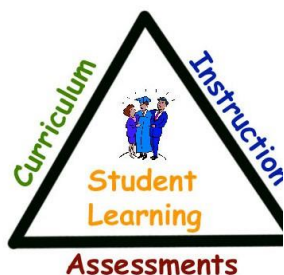
Each session we raise money or support causes relevant to pupils in the school or local community, and worldwide. This gives opportunities for pupils to explore global issues. The focus is chosen by the pupils via the Pupil Council.

We have many partners with whom we work to support learning and teaching at Glebe Primary: parents on the PTA/PC committee and individual parents who run extra-curricular clubs; NAC Professional Learning Academy, NAC Music Service; Greenwood Cluster; Glasgow Science Centre; Ardagh Glass; GlaxoSmithKline and the Eglinton Ranger Service to name but a few!

We are very grateful for all the support given to provide the pupils at Glebe Primary with so many interesting educational opportunities.



We ensure that learning outcomes are clearly stated; staff make effective use of assessment information to identify pupils' needs. Assessment records are kept in Forward Plan folders and individual Pupil Assessment folders and are used to inform the next steps for teaching and learning.



Particular Strengths of the school

- * Attainment results show strong and secure achievements in Numeracy, Literacy and Health and Wellbeing.
- * Visitors comment on the welcoming ethos and positive atmosphere in the school, and notice the well-behaved and polite children who are enthusiastic about their learning.
- * The staff provides high quality planning and assessment

to ensure all children are progressing across the four capacities of Curriculum for Excellence.

- * The stimulating learning environment has been designed to actively engage children in their learning.
- * Opportunities for all children in the school to be involved in their learning through Learning Conversations and Target Setting with their class teacher and their parents/carers.
- * Continuous self-evaluation involving staff, pupils and parents/carers leading to improvements in all aspects of school provision.
- * The excellent support given to the school by the Parent Council/PTA and all parents.



School Improvement Plan

In summary, our priorities for session 2020-2021 are:

- To prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response to the impact of COVID-19 in our community.
- To raise attainment in literacy and numeracy post lockdown.
- To focus on school recovery through approaches to assessing and supporting wellbeing and attainment with a focus on reducing the poverty related attainment gap through targeted intervention

Learning and Engagement

- Ensure learners experiences are consistent, motivating, challenging and well-planned
- Children understand the purpose of their learning
- Children have the opportunity to lead learning and know their views are sought, valued and acted upon

Quality of Teaching/Quality of Interactions

- Staff have a good understanding of child development
- Learners experience a wide range of learning environments and creative teaching approaches
- Explanation and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback
- Rigorous collaborative planning allows learners to develop higher order thinking skills, curiosity and independence

Effective use of Assessment

- Assessment is consistently used to inform learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning
- Regular robust assessment is moderated to ensure it is relevant, reliable and valid

Planning, Tracking and Monitoring

- Learners and their parents/carers are involved in planning and evaluating learning
- Collaborative planning clearly identifies what has to be learned and assessed
- Rigorous monitoring processes provide reliable information on learners' experiences, progress and attainment

All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges.

Last session we worked hard with the cluster schools to improve Maths and Numeracy, enhance Parental Engagement, embed GIRFEC into our daily practice and ensure the 1+2 strategy was on track. We also worked to optimise assessment across the school through accurate data analysis and improved teacher judgement. Evaluations from parents, pupils and staff demonstrate that our work is having a positive impact on our pupils' learning.

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 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. Head Teacher E McNeil is the Child Protection Co-ordinator for Glebe Primary. 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.

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

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

Access covers:

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

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

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

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

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.

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:

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 seeing your child after seeking your agreement 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 & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people 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 education establishments on a wide range of issues.

Your child's school/ Early Years Centre 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, each school and authority early years centre has a link educational psychologist.

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

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

Find out more:

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

Parent Council

In 2006 the Scottish Parliament passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their children'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 the pupils
- to be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school
-

The Chair of the Glebe Parent Council/PTA is Mrs Nicola McClory and the Treasurer is Mrs Claire Campbell.

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 the right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning please contact the school or North Ayrshire Council Educational Services.



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

To make the wider work of the school more successful, each year group has taken responsibility for leading a committee. This also ensures every child is included.

Health P1 & P2
Fair Trade P4
ECO –Recycling, Energy P6

ECO- School Grounds P3
Literacy P5
Rights Respecting P7

In addition to the above committees we have House class representatives and Pupil Council (Junior Leadership Team) representatives in every class. We also have 4 Junior Road Safety Officers from P6-7.

"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" weeks. Depute Head Mrs. Law has responsibility for health promotion and she organises and coordinates these activities.

She also has responsibility for coordinating the ECO activities in conjunction with the JRSOs and Fairtrade groups, both led by class teachers. This initiative focuses learners on sustainable living – minimising waste, reducing re-using-recycling, litter free environment, maximising use of school grounds etc.

Other class teachers work with pupils to promote our Rights Respecting Schools agenda and have recently secured our Recognition of Commitment. 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. 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
- 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 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://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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IRVINE
KA12 8EE
01294 324414

Head of Service

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Head of Service

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Operational Changes During the Covid Recovery Period (Session 2020-2021)

School Start/Finish times

- P1 - 9.00am - 3.00pm
 - P2D - 8.55am-2.55pm
 - P3/2M and P3P 8.50am-2.50pm
 - P4 8.55am-2.55pm
 - P5 - 9.00am - 3.00pm
 - P6 - 8.45am- 2.45pm
 - P7 8.45am- 2.45pm
-
- Please continue to allow older children to walk to/from school if you're confident it's safe to do so.
 - Please stick to one adult drop off/pick up.
 - Please ensure adults stay back from the gate/fence until your child's class is at the gate and wait until your child is at the front of the line before stepping forward.
 - Please don't leave children to walk through the back car park unaccompanied. There have been some near misses with cars reversing.
 - Please leave the gate/fence area as soon as you have dropped off/collected your child.
 - Please wear a mask if you aren't able to maintain the recommended social distancing.

Physical Education

PE is outside on the AstroTurf rather than in the Gym hall. The focus is on skill development rather than highly aerobic activities. Children should wear their PE kit for the entire day, shorts, leggings, tracksuit etc. and outdoor shoes.

The PE days are as follows:

- **Monday P1S, P1M, P2D, P5B, P5G**
- **Tuesday P1S, P1M, P3/2M, P3P, P6E, P6N**
- **Wednesday P4B, P4M, P7C, P7M**
- **Thursday P2D, P5B, P5G,**
- **Friday P3/2M, P3P, P6E, P6N**

Lunch

First lunch break 11.45-12.30pm	- P7, P4 P3P and P3/2M
Second lunch break 12.45-1.30pm	- P1, P2, P5, P6

Children sit at designated tables for their year group and all staff wear appropriate PPE.

All P1-3 pupils eat for free as do those children whose parents/carers have applied for free school meals.

Please contact Graham Larmour at North Ayrshire on 01294 324759 or ParentPay direct if you have any problems or you need the login details resent.