



Gardenrose Primary School

**2022-23
Handbook**



Gardenrose Primary School
Gardenrose Path
Maybole
KA19 8BH
01655 885804
www.gardenrose.sayr.sch.uk

Welcome by Head Teacher

Gardenrose Primary School
Gardenrose Path, Maybole
Ayrshire KA19 8BH

Tel: 01655-885804 / 883227

Email: Gardenrose.Mail@south-ayrshire.gov.uk



Head Teacher: Mrs Fiona McDougall

Dear Parents/Carers

Welcome to Gardenrose Primary School. We hope this handbook provides you with an insight into the many activities that your child will participate in during their time here.

All staff in Gardenrose Primary work towards creating a happy, relaxed learning environment, where your child will be encouraged to participate in the life of the school, to work hard and to, 'Be the best that they can possibly be'. We provide high quality learning experiences that meet the needs of all children and opportunities to become involved in the wider life of the school. This enables all of our children to achieve success in their learning, develop their confidence and become responsible citizens and effective contributors.

The school plays a strong role in the community and participates in a number of local events including the Macmillan Cancer coffee morning, Remembrance services and the annual 'Christmas light switch on'. The children also benefit from the close working arrangements across the Carrick Cluster, where there is an ethos of co-operation and collaboration.

We strive to involve all parents/carers fully in the life of the school and their children's learning, through invitation to class open days, assemblies, whole school events and special lunches. This has given Parents/Carers opportunities to see the learning that their children are involved in and has enabled us to build positive relationships with all of our families.

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. We take positive and proactive steps to ensure that factors such as the learning

environment, family circumstances, health needs or disability, social or emotional factors, are promptly identified and addressed effectively to ensure that they do not hinder their learning. The hard work and commitment of all staff, pupils and parents has generated a very positive school ethos and a desire to improve, permeates the school.

We are proud to be at the heart of our community in Maybole and look forward to working alongside you, to form positive relationships with you and your child.

The information in this handbook is intended as a guide for all parents/carers. If you require any further information, please do not hesitate to contact the school.

I look forward to welcoming you and your family to Gardenrose.

Yours sincerely

Fiona McDougall
Head Teacher

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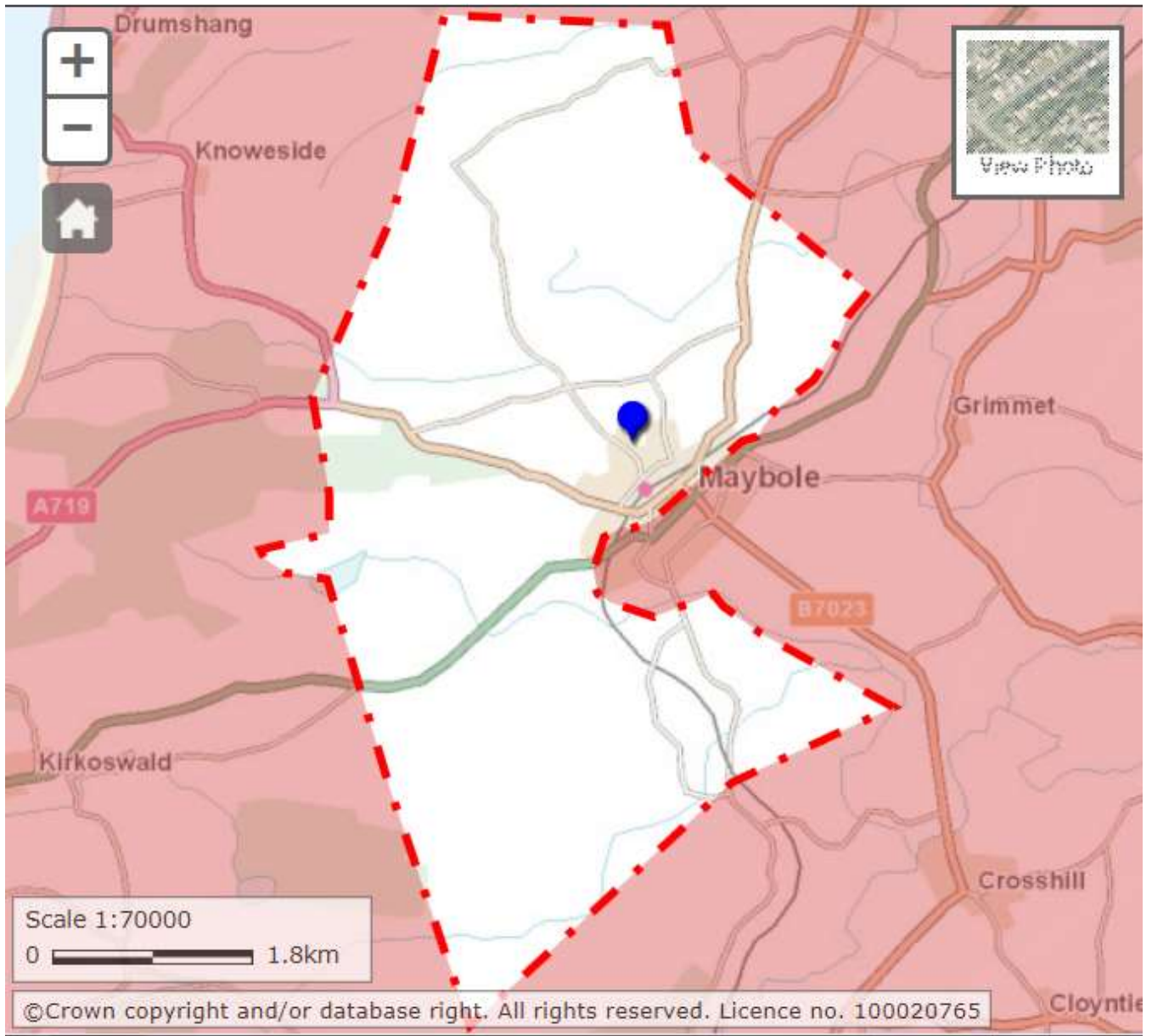
School Information

Name	Gardenrose Primary School
Address	Gardenrose Path. Maybole. KA19 8BH
Name of Head Teacher Telephone Number	Mrs Fiona McDougall 01655 885804 / 883227
Email address	gardenrose.mail@south-ayrshire.gov.uk
School BLOG and Twitter feed	Gardenrose Primary School BLOG : https://blogs.glowscotland.org.uk/sa/gardenroseprimary/ Log onto twitter app and search for @GardenrosePS
Denominational status	Non-Denominational
Teaching by Means of Gaelic Language	Presently not Offered
Accommodation and capacity	Planning capacity - 462 Present School Roll - 160 Present Early Years Centre Roll - 40 (3-5year olds) and Carrick Centre Roll - 3 (2 year olds)
Stages of education provided	Primary 1-7
Depute Head Teacher / Named Person	Mrs Kerry Malcolm
House structure	Glenalla - Blue Kildoon - Green Merrick - Red Mochrum - Yellow
Pre-5 provision	2-year-old provision at The Carrick Centre 3-5 year old provision providing full day sessions.
Parent Council Contact Details	Chairperson: Gillian McAuley c/o Gardenrose Primary School
Parental Concerns	The school reception can be contacted by telephone between 8.30am and 3.30pm each day. If a parent or carer has a matter they wish to discuss with the class teacher, they should contact the school office to make arrangements.
Procedure in case of a pupil's absence or sickness	Telephone the school to inform of any absence or sickness. If absence is known in advance, please send in a letter.
Complaints procedure	We comply with South Ayrshire Council's listening to your complaints procedure. Further information can be found at: www.south-ayrshire.gov.uk
New Pupils	Please contact the school office who will arrange a meeting for you with a member of management team who will provide you with information and give you and your child a tour of the school.

Gardenrose Primary Catchment Area

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk
Catchment maps and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR)

Map



<i>Management Team</i>	
Mrs Fiona McDougall	Head Teacher
Mrs K Malcolm	Depute Head Teacher
Mrs S McAllister	Principal Teacher

<i>School Staff</i>	
Name	Designation
Mrs B Wade	Early Years Centre Class Teacher
Mrs G Thomson / Mrs L Mair	P1 Class Teachers
Miss T McNeillie	P2 Class Teacher
Miss M Pepall / Mrs S Boyd	P3 Probationary Class Teacher / Class Teacher
Miss E Pollock	P4 Class Teacher
Mrs S Caldwell	P5 Class Teacher
Miss R Jones	P6 Class Teacher
Miss K Bell	P7 Class Teachers
Mrs A Park	Class Teacher (NCCT)
Mrs K McDonald	Class Teacher (School Improvement / Merger)
Ms P Ryding	Pupil Support Teacher (Cluster)
Mrs T Campbell	Early Years Practitioner
Mrs S Moffat	Early Years Practitioner
Mrs L Fleming	Early Years Practitioner
Mrs R McDerment	Early Years Practitioner
Mrs N Noonan	Early Years Practitioner
Miss Z Wilson	Early Years Practitioner (COVID Recovery)
Mrs A Milligan	Senior Early Years Practitioner - Carrick Centre
Miss C Mossie	Early Years Practitioner - Carrick Centre

Mrs B Gamble	School Assistant
Mrs G Carmichael	School Assistant
Mrs K Simpson	School Assistant
Mrs L Farrell	School Assistant
Mrs R Mortlock	School Assistant
Mrs J Mair	Clerical Assistant
Mrs L Maxwell	Clerical Assistant
Mr S Parks	Janitor / Crossing Patrol
Mr S Walker	Brass Instructor
Mrs R Mohammad	Educational Psychologist
Mrs L Yuille	School Nurse
Miss E Parker	Active Schools Co-ordinator
Mrs H McGuire	Catering Supervisor
Mrs R Murdoch	Catering Assistant
Mrs A Dixon	Catering Assistant
Mrs J Boyd	Cleaning Supervisor
Miss J Heatherington	Cleaner / Day Cleaner
Mrs C Milligan	Cleaner

School Hours

Opening Time	9.00am
Morning Interval	10.30 am until 10.45 am
Lunch Time	12.30 pm until 1.00 pm
Closing Time	3.00 pm

Term and holiday dates 2022 - 2023

Date	Holiday
First term	
17 August 2022	Schools closed
18 August 2022	Inservice day
19 August 2022	Inservice day
22 August 2022	Pupils return
16 September 2022 - 19 September 2022	Schools closed
14 October 2022	Schools close
24 October 2022	Inservice day
25 October 2022	Pupils return
23 December 2022	Schools close
Second term	
9 January 2023	Pupils return
9 February 2023	Schools close
10 February 2023	Schools closed
13 February 2023	Schools closed
14 February 2023	Inservice day
15 February 2023	Pupils return
31 March 2023	Schools close
Third term	
17 April 2023	Pupils return
1 May 2023	Schools closed, May day holiday
26 May 2023	Schools closed
29 May 2023	Schools closed

30 May 2023

Inservice day

31 May 2023

Pupils return

30 June 2023

Schools close

Enrolment



The main enrolment exercise for Primary 1 takes place in January when pupils register for education. At all other times, parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section, 'Choosing a School').

Registration of new entrants to P1 for session 2022-23 will take place during January. Children who reach the age of 5 years before 1st March 2022 and 28 February 2023 should be registered for education at www.south-ayrshire.gov.uk/schools. Details of dates will be published in the local press and at www.south-ayrshire.gov.uk.

Children who live in the catchment area of a particular school require to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term, parents of children about to enter P1 in August will be invited to the school for several visits. This is an opportunity for you and your child to meet their new classmates and their teacher, as well as finding out about the Primary 1 curriculum. This is also a chance for parents to meet each other. School routines and arrangements will be explained and questions answered.

Early Years Centre Enrolment

All children who will be aged 3 or 4 years during the following school session will be invited to attend their preferred Early Years Centre and complete an application form in February 2022.

*Please see our **Early Years Centre Handbook** for further details.*

Parents who are seeking a place in the school or Early Years Centre, for their children at any stage can arrange a visit by making an appointment with the Head Teacher. You will be made most welcome.

Parents as Partners

Home / School Partnership

As the first educator of a child, it is important that parents are able to communicate fully with the school their child attends. We aim to make this possible in many ways:

- Formal and informal meetings
- Telephone, letter, e-mail and SMS
- Newsletter and notice of forthcoming events

- Parent workshops / Parent meetings
- Family and social events
- Parent Council meetings and minutes
- Parent helpers - Using parents' talents in the classroom
- Involvement in community projects

The school endeavours to maintain a close relationship with all parents and carers. Parents are encouraged to visit the school at any time to discuss their child's progress. It is helpful if parents contact the school to arrange an appointment in order to discuss any matters at length.

At Gardenrose we involve parents actively in your child's learning in the following ways:

- Parents meetings are held twice a year, during Term 2 and Term 4 when parents can come into the school to see their child's work and chat to the teacher.
- Pupils' work is sent home every term and made available during parents' night.
- Homework information is communicated to parents of children at each stage in the school.
- Parents are invited in to discuss specific targets for children who have staged intervention paperwork.
- Termly events are organised to share in your child's learning.
- Information sessions are held to keep parents informed of new initiatives taking place in school.
- Informative leaflets are issued to support parents and children with their homework and learning.
- Learning, achievements and class information are share through Seesaw

Promoting learning at home

Parents are informed of school activities by letters, e-mails and texts at regular intervals. There is a termly newsletter sent home to families and all relevant information, including recent parental communication is available on the school BLOG. Teachers use Seesaw to update parents / carers on what the children will be learning each term, and any current information about homework or planned activities.

Parents are welcome to contact the school to arrange a meeting with the Head, Depute Head or Class Teacher by contacting the school office and agreeing a suitable time.

Parents as partners – Parent Council and Parent Forum

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school.

The Parent Forum can decide to form a smaller body called the Parent Council. This is a group of parents selected by members of the Parent Forum to represent them. The Gardenrose Parent Council meets every 6 weeks.

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally.

Parents are welcome to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's school

All parents / carers are automatically members of the parent forum at their child's school. As a member of the Parent forum, all parents can expect to:

- receive information about the school and its activities;

- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible

The parent forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

Gardenrose Parent Council Chairperson: C/O Gardenrose Primary School

Gillian McAuley - gillianmcauley@hotmail.com

The main aims of the Parent Council are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - enquiry@parentforumsotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

School Ethos

VISION and VALUES

At Gardenrose Primary and Early Years Centre we want everyone to feel nurtured, included and proud. Everyone will achieve success, experience positive relationships and develop self-esteem.

Our 6 Core values were created and agreed as a whole school community and help us to focus on our aspirational vision and aims for our school.



At Gardenrose Primary we aim to:

- Provide a “Curriculum for Excellence” where we will support and challenge every pupil to become a successful learner, confident individual, effective contributor and responsible citizen
- Motivate our pupils through enterprising approaches and learning which is active and engaging. Through high expectations we will promote the talents and aspirations of all pupils and help our children achieve and attain the highest standards possible
- Ensure the best possible standards of care and for all pupils, giving high importance to each child’s emotional, intellectual, social and physical well-being.
- Work in partnership with children, parents and others to foster a supportive ethos of equality and fairness where relationships are built on mutual respect and trust.
- Continually evaluate our progress and through strong and adaptive leadership, make necessary changes which will impact positively upon the experiences of our pupils

The school is at the heart of the community and works together with local organisations and individuals to offer our pupils and their families greater opportunities for learning and building good relationships. Together we work to motivate learners and to promote positive behaviour and good behaviour which supports our young people as they develop and take on new responsibilities.

Families, friends and members of the community are actively encouraged to come into the school and to become involved in the children’s learning.

As a rights respecting school, we promote mutual respect amongst pupils, staff, parents and the wider community. We encourage pupils to try hard, to help each other, to show tolerance and to be open and honest. We encourage our pupils to be ambitious, to think for themselves, to be creative and to question. We support all of our pupils to take responsibility for their own learning and well-being.

Curriculum for Excellence

The Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

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.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

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 and skills** 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.

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.

Broad General Education

It is critical that every pupil has access to the whole curriculum. In order that this happens, resources used and styles of learning and teaching are examined and chosen with care. We make it a priority that every child is included and that all pupils are supported and challenged to be the best they can be. The revised view of the Scottish curriculum is that in school we are providing:

“The totality of all that is planned for children and young people throughout their education”.

The four contexts for learning are as follows:

- Work will focus on the ethos and life of the school where we all contribute to our learning community.
- Through the curriculum areas and subjects, pupils will learn in ways which encourage motivation and engagement, promote a healthy life-style and develop knowledge, understanding and skills in literacy and numeracy.
- Learning will be set in meaningful contexts for pupils and curriculum areas may be joined together in projects or tasks – where learning will become interdisciplinary.
- By capturing the talents and interests of our young people, we develop personal achievements at every opportunity.

Core Curriculum

The curriculum can be described as all experiences which school provides for each pupil. We provide a curriculum for excellence which ensures:

- challenge and enjoyment for pupils
- breadth
- progression
- depth
- personalisation and choice
- coherence
- learning is related to real life

Our curriculum is planned to enable our young people to become:

- successful learners, confident individuals, responsible citizens and effective contributors

The primary curriculum is divided into these main areas:

- Mathematics
- Language – including French
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

Literacy and English

‘Language skills enable children to communicate with others effectively for a variety of purposes, and to examine their own and others’ experiences, feelings and ideas, giving them order and meaning.’

At Gardenrose we consider language to be the key to almost all other curricular areas and therefore we aim to provide children with a wide variety of literacy experiences.

Our pupils across all stages of the school, experience a huge variety of texts which we use to develop their skills in reading. We use an interesting and stimulating variety of books which are matched to each pupil’s stage of development. Our aim is always to establish a love of books and of reading.

In the early years we teach phonics (letter sounds) by using the Jolly Phonics programme and using a variety of resources including IT, often tailored to suit other aspects of pupils’ learning at that time. Teaching approaches encourage the children to think and to become actively involved in the task, often collaborating with others and working in pairs or as part of a group.

Listening

‘Listening has implications for speech development, thinking, and learning generally.’

Much of the teaching in the early stages involves listening and talking and so our young pupils are encouraged to listen attentively to others and to whatever message, instruction or story they are hearing. Throughout their first years at school children are introduced to a wide variety of listening activities presented to them through interaction with their teachers and peers, interactive white-boards, computers, television etc.

From the earliest stages our pupils are encouraged to listen with purpose, to become active participants in group discussions and to learn from others.

Talking

‘Talking can help pupils sort out what they think and is the main means of social communication and interaction.’

Talking and listening often go hand-in-hand, but there are occasions when the teacher’s main aim is to develop specific skills in talking e.g. ‘Conveying Information, Instructions and Direction’.

Talking is an integral part of all areas of the curriculum and it is through talking that pupils often make sense of what they learn. Although many of our resources are specifically designed to develop both talking

and listening skills we continually seek ways to use the child's own experiences for the development of talking skills. It is important to us that we further develop confidence in our children as they communicate with an audience. The course content compliments the development of skills and knowledge in our learners as they continue their learning at secondary school.

Reading



We aim to develop skills which will help our pupils access the various forms of texts which they are likely to encounter in their lives. Staff work very hard to motivate pupils to read and to find their experiences both enjoyable and rewarding. Resources used include 'real books', Story World, Streetwise and Literacy Evolve.

All children are now involved in developing children's reading skills through literature circles as well as engaging with Scots' texts.

Writing

In Gardenrose, we aim to develop the pupils' skills in the different types of writing – personal, imaginative and functional writing. It is important to us that our children are able to relate the purposes of writing to the 'real world' and to their own future. As a school we use 'Talk for Writing' approaches.

In the early years our pupils learn how to form letters through 'Jolly Phonics'. This is followed by the use of Nelson Handwriting through to Primary 7 which assists us in teaching children to communicate by writing in a style which is neat and legible.

The children from P1-7 are immersed in projects to develop their knowledge of the Scots' language and Scottish culture during Term 3 each year.

Modern Languages 1+2

Education Scotland have outlined that by 2020 all Primary pupils in Scotland will be learning at least one additional language along with their first language (in this instance English). French is now taught as part of the curriculum from P1 through to Primary 7. All teachers follow the SAC framework to ensure that they are developing the same skills as other pilot schools.

Most of the work is oral and the children learn how to converse with each other on topics directly related to themselves and their local environment.

Numeracy and Mathematics

'Numeracy plays an important role in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games.'



At every stage in their learning, pupils are given opportunities to develop their understanding of the use of mathematics in their lives, to develop their skills in mental calculations and also to be confident users of mathematical concepts and – just as important – to enjoy maths and numbers!

All pupils' mathematical experiences are designed to develop their skills in handling, data, in number, money, measurement, and in shape, position and movement.

When our pupils first come to school, they learn the meaning of numbers and counting through handling a variety of objects – sorting and classifying them and associating them with the number symbols.

Throughout their primary mathematical experience in the school, practical activities will play a basic part in learning (e.g. shopping sums, fractions, time, shape, position and movement etc.).

Much of our programme for maths is taught through activities which are set within a relevant context for the learner. Pupils are challenged daily to solve mathematical problems.

We use a variety of resources which support the children's learning including TeeJay, Heinemann Active Maths, problem-solving activities, mathematical games, and computer programmes etc. and Interactive Whiteboard Programmes.

All pupils engage in Number talks which is enabling them to explain and develop their mathematical thinking. All children are encouraged to interact with the teacher and each other during their work in mental calculations. This fun approach helps to motivate the pupils to do well.

Health and Wellbeing

The health and wellbeing of all pupils is at the heart of school life. Aspects of good health and pupil wellbeing are found across all areas of the curriculum.

Our programme of work focuses on:



Mental, emotional, social and physical wellbeing.

Programmes including, Emotion Works, Bounceback and Knowing Me, Knowing You, are delivered throughout the school. These build the confidence of the pupil, build resilience and promote their mental wellbeing.

We work closely with the school nurse, catering staff, Active Schools Co-ordinator and parents to promote a healthy life-style for all and classes are routinely engaged in projects to support this.

Physical Education

'Physical activity is essential to the growth and development of children. Physical Education offers opportunities for the development of physical competence, social skills, fitness and a healthy lifestyle.' Our classes all take part in 2 hours of Physical Education per week. At Gardenrose we have a large, well-equipped gymnasium and all of our classes have access to it.

Children should come to school in appropriate gym clothing on P.E days. Information relating to the timetabled sessions for each class is issued to Parents at the beginning of the session.

All jewellery must be removed for P.E. If a child has their ears pierced during a school session for the first six weeks it is the parents' responsibility to tape over the earrings. After the six weeks, all earrings must be removed. School staff will not remove jewellery or tape over it. They are only available to assist the children.

Throughout each school year, every child will be given the opportunity to develop many different skills in areas such as gymnastics and games. Our Active Schools' Co-ordinator brings many exciting new opportunities to the school. Some recent activities have included Martial Arts, Handball, Volleyball and Athletics.

Social Studies

In Gardenrose we aim to provide our pupils with a Social Studies curriculum which is continuous and progressive as they move from Early Years to Primary 1, from stage to stage within the school and from Primary 7 to Secondary School. We provide learning opportunities, which are designed to develop the pupils' knowledge and understanding of the World we live in. Alongside this, we promote a caring attitude towards our environment.

Our Social Studies programme includes:

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

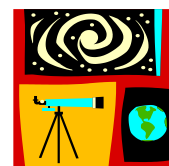


Curriculum for Excellence places a strong emphasis on pupils being actively involved, motivated and taking some responsibility for their learning. As we embrace and live this philosophy, our programme of study ensures that pupils develop in confidence and ultimately achieve success. Many of the Social Studies experiences and outcomes are taught through an interdisciplinary theme.

The Sciences

This subject area includes:

Planet Earth
Forces, electricity and waves
Biological systems
Materials
Topical science



The Sciences curriculum is often a combination of project-based work and discrete science lessons. We aim to ensure that our pupils develop skills and knowledge as they progress through the school. Teaching staff develop and deliver programmes which build on skills and knowledge gained by pupils each session. Good links with our associated secondary school mean that we are able to enhance the experiences of our senior pupils. Transition visits for pupils and staff are arranged. We are currently following the SAC Science framework to ensure our children are developing the same skills as other pupils throughout the council.

Technologies

Our programme for Technologies includes:

Technological developments in society
ICT to enhance learning
Business
Computing science
Food and textiles
Craft, design, engineering and graphics



The focus of ICT is: -

- Learning through ICT – pupils are well-motivated to learn by using ICT, to develop their skills and knowledge across the curriculum.
- Learning in ICT – development of each pupil's general ICT skills and knowledge in ICT including computing, interactive whiteboards, flip cameras, digital cameras, electronic and interactive games.

We are well resourced with computers and interactive white boards. Classes have regular access to our ICT suite as well as to individual iPads. All children from P1 to P7 use computers as an integral part of the wider curriculum and all classes benefit from using iPads to enhance their learning.

In school we use a wide variety of software packages and on-line resources. Pupils are encouraged to explore the use of new technologies as these become available to us all. We are currently following the SAC Technologies framework to ensure our children are developing the same skills as other pupils throughout the council.

Expressive Arts

In Gardenrose the children have many opportunities to develop their understanding of the World through our Expressive Arts curriculum. Expressive Arts skills 'promote distinctive ways of understanding self, developing individual abilities and finding personal satisfaction and enjoyment.'

*'Through **Art and Design**, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate; and gain insight into technological processes.'*



We offer a mixed and varied programme of study and displays of the children's art work can be viewed throughout the school. Our pupils have opportunities to develop the whole range of art and design skills including the use of clay, fabric and many other materials.



*'In **Drama**, children from the earliest years use their imaginative play to explore order and make sense of themselves and the world about them. Drama extends and builds on this natural process.'*

Children at Gardenrose engage in many different types of drama activities. These include role-play situations, puppetry, and mime and movement activities. Many of these activities will relate to learning in other areas of the curriculum. All pupils are encouraged to express their own thoughts and ideas in different classroom situations from news telling, to talks on specific subjects. Various theatre workshops and performances visit the school each year.

Through dance, we explore cultures from around the world and pupils are encouraged to be creative and expressive in their movements. **Music** is an important part of our social culture. Within the school curriculum, music can enrich the lives of individual pupils and promote their personal, intellectual and social growth.



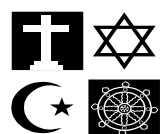
In Gardenrose we draw on a variety of resources for music, including an online resource, Charanga. Primary 5 onwards pupils have the opportunity to join our choir as well as learning how to play a brass instrument and instruction in percussion.

Religious and Moral Education

Religious and Moral Education enables children and young people to explore the World's major religions and views.

The main aims of our programme in Gardenrose are:

- To help pupils to develop a knowledge and understanding of Christianity and other World religion.
- To appreciate moral values such as honesty, liberty, justice, fairness and a concern for others.



- To investigate and help children understand what religion has to offer.
- To develop own beliefs, attitudes, moral values and practices through personal search.

All children in P1 to Primary 6 learn about Christianity and Judaism. Pupils in Primary 4-7 begin learning about Islam.

The programme gives a prominent place to Christianity but also includes exploration of other major faiths. This helps pupils to acquire a broader understanding and tolerance of other peoples' beliefs.

Throughout the seven years of primary education in Gardenrose, the children will learn about three World religions, at various stages of the school.

Opportunities for Wider Achievement

During the session, after school activities are offered to all pupils. Parents are notified and permission to attend sought. Activities vary from crafts, sports, ICT, homework, music and cookery. After School Clubs vary each session and are offered to certain ages and stages of the school as appropriate. The school works in partnership with Active Schools who offer a wide range of sporting activities.

Some of the After School Activities we offer are:

Multi-sports	Fitness
Gymnastics	Hockey
Dance	Football
Tennis	ICT
Choir	Rugby

The pupils are involved in a wide variety of activities including sports, inter-school events, concerts, plays, pantomimes, field trips, discos, and celebrations. These occasions afford the opportunity for very valuable social training apart from the very obvious educational advantages.

The assistance of parents in extra-curricular activities is always welcome, (subject to a PVG check being made) and any parent who is able to use his or her talents or interests in this way will receive the full support of the school.

Class Teachers keeps a record of the children's wider achievements and these are celebrated during assemblies.

Composite Classes

Primary schools have pupils at seven broad year stages, Primary 1 to 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class.

Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being “kept back” or “pushed on”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However, such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

Religious and Moral Education

We follow national guidance on religious education which is best summed up in the Scottish Government letter of 21 February 2011 entitled “*Curriculum for Excellence – provision of religious and moral education in non-denominational schools and religious education in Roman Catholic Schools*”. These national guidance policies on religious observance as set out in the Scottish Government Circular dated 21 February 2011, ‘*Curriculum for Excellence – Provision of Religious Observance in Schools*’

Scotland is a society with a longstanding Christian tradition. However, Scotland has for many generations also been home to many who have other faith and belief traditions, never more so than at present. This trend is likely to continue as Scotland remains a country where people from other communities are welcomed and we can expect Scotland to become increasingly diverse in the range of faith and belief traditions represented. Religious observance needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these but it must equally be sensitive to individual spiritual needs and beliefs, whether these come from a faith or non-faith perspective.

Scottish Government Ministers also accept the definition and aims of religious observance proposed by the Review Group as being:

“community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor. It should also provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

Religious study takes the form of lessons in the history and practice of the World’s religions. Children attend weekly assemblies in the school hall and our school Chaplain, leads our special services at Harvest and Easter. In addition to the time devoted to the subject in school, pupils attend the church at the Carrick Centre to take part in special services each year at Harvest and Easter time.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than

three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Parents have the right to withdraw their child from any Religious observance lessons or activities and should contact the Head Teacher to discuss their concerns.

Health and Well Being - Including School Discipline Policy

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Promoting Positive Behaviour

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Children have the right to learn in a happy, safe and secure environment and in Gardenrose Primary School and Early Years Centre it is our priority to work with parents to achieve this for all children (United Nations Convention on the Rights of the Child Article 28 and Article 31).

There is a consistent approach to promoting positive behaviour used across the school and Early Years centre. We are a Rights Respecting School and have achieved our Silver Award. Children learn about their rights and how to behave appropriately to ensure rights for all.

We are committed to promoting positive behaviour at Gardenrose Primary School and Early Years Centre. Behaviour management is viewed as the joint responsibility of all staff and extends to include a partnership with parents. Children are praised when they are seen to be working hard and behaving well. A range of rewards are used and these are awarded for effort, enthusiasm, behaviour and work.

Parents are kept informed of any issues concerning behaviour to allow us to work together to resolve these as quickly as possible.

The school values and rules are displayed prominently around the school and in each classroom. Reinforcement of these values will also be carried out as part of the weekly assembly. The class teacher and pupils in each class will create their own class charter in line with our journey towards the Rights Respecting School Award of Gold. Pupils will decide with their class teacher the Articles from the UN Rights of the Child.

Non-Teaching and teaching staff have equal authority within the classroom to reward and remind pupils of the school values and rules.

Equal Opportunities and Inclusion

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) 'the ASL Act';
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998;
- Children (Scotland) Act 1995.

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- ***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/ or within their own catchment school (the ASL Act);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering views of children, young people and their parents relating to the support required to minimise barriers to learning;
- ***Links to community:*** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- ***Involvement of child and parent/ carer:*** It is vital that the child and young person and parents/ carers are involved in all of these processes and that the child or young person's views are taken into account in any of the decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Coordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Coordinator, **Mrs Kerry Malcolm, Depute Head Teacher.**

In Gardenrose we aim to provide a curriculum and a school ethos, which will help liberate individuals from the cycle of deprivation and enable all youngsters to develop to their full potential. We aim for equal opportunity for all learners and for the absence of any bias due to gender, race or any other factor.

The member of staff responsible for Equal Opportunities and Social Justice is the Head Teacher. Parents/Carers should feel free to contact the Head Teacher for information or advice and parents are encouraged to make contact with any concerns. We attach great importance to continually raising awareness of equal opportunities and Inclusion for all.

AIMS

- To promote equality of opportunity and social justice taking account of South Ayrshire's statement of Values.
- To develop and maintain an equal opportunities ethos in Gardenrose Primary School.
- To treat people as having equal value and respond sensitively to their individual differences and needs.
- To provide a combination of practices and procedures to create an equal opportunities ethos providing personal development, counteraction of prejudice and injustice and access to services.

It is one of our main priorities to ensure that all pupils are included and given equal opportunity and access to every school activity.

To promote this statement, we undertake to:

- Make all areas of the curriculum available to boys and girls alike.
- Apply disciplinary measures in a uniform manner to both sexes.
- Allocate tasks within the school fairly.
- Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.
- Apply school regulations relating to dress to all pupils

The Race Relations (Amendment) Act 2000 places a duty on public bodies to promote racial equality and prevent racial discrimination. All establishments have a racial Equality and Cultural Diversity policy. All areas of the curriculum are taught with no bias of any kind. Opportunities to take part in all areas of the school are widely encouraged, and stereotyping is discouraged by all staff. To this end, classroom tasks are equally distributed, with care being taken in choice of language, both oral and written.

No one should be denied opportunities because of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion.” – Scottish Government website.

Assessment

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1-S3 is based partly on teachers' views and their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. 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 level by the end of S3. Many will achieve fourth level by the end of S3.

From August 2017, new national standardised assessments (SNSAs), were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

Scottish National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

Tracking and monitoring Progress

The progress of individual learners is tracked and monitored during the session through our tracking system. This is in place to ensure continuous improvements for learners across the curriculum. Staff talk with their pupils to discuss strengths, identify areas for development and set targets. This allows children to know what they need to do to be successful in their learning. Staff have tracking folders which contain pupil data to measure and track attainment and wider achievement. Staff meet with the HT/DHT throughout the session to analyse the data and put in place interventions, to support and challenge where appropriate in order to raise attainment and facilitate achievements.

Reporting

Reporting – how will your child's progress be reported?

Teachers keep comprehensive records of assessments which are on-going over the session and these are used to report to parents. Formal reports are issued once each year, usually in June. Pupil Reports make reference to the Curriculum for Excellence levels which a pupil is experiencing and also makes reference to the levels which the pupil is achieving. Tracking reports will be issued twice a year and use the language in the table below to describe the 'Four Stages of Progress through the levels'.

In Gardenrose we actively encourage all parents/carers to become involved in their child's learning. In November and May, Parents/Carers have the opportunity to meet with the teacher on a 1:1 and discuss their child's progress and next steps in learning. They will also have the opportunity to look at samples of their work, as well as their profiles, every term.

Curriculum for Excellence Levels:

Level	Stage
Early Level	the pre-school years and P1 or later for some
First Level	to the end of P4, but earlier or later for some
Second Level	to the end of P7, but earlier or later for some
Third and Fourth Levels	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

Four stages of progress through level	What this means
B Beginning to learn at a new level	<ul style="list-style-type: none"> The learner is becoming familiar with some new key concepts and skills for the level. The learner is beginning to engage with the level of challenge set out in the Experiences and Outcomes at the new level. Building on prior learning the learner is beginning to engage with Experiences and Outcomes at the new level.
S Making some progress in learning with the level	<ul style="list-style-type: none"> The learner is developing their knowledge and understanding of some key concepts at the level. S/he is developing key skills appropriate to the level. S/he is becoming increasingly able to apply their learning and skills in familiar and unfamiliar contexts. The learner is responding to the level of challenge in the Es and Os with support. The learner is experiencing an increasing number of Es and Os across a range of contexts for the level.
G Making good progress in learning within the level	<ul style="list-style-type: none"> The learner has a knowledge and understanding of most key concepts at the level. S/he has developed a widening range of key skills appropriate to the level. S/he can apply their learning and skills in familiar and unfamiliar contexts most of the time. The learner can respond appropriately to the level of challenge in the Es and Os most of the time with increasing independence. The learner is experiencing learning across a widening range of Es, Os and contexts for the level.
V Making very good progress in learning with the level	<ul style="list-style-type: none"> The learner has a secure knowledge and understanding of almost all key concepts appropriate to the level. S/he has developed almost all skills appropriate to the level. S/he can apply their learning and skills consistently in familiar and unfamiliar contexts. The learner has responded consistently well to the level of challenge set out in the Es and Os. S/he works independently within and at times beyond the level. The learner is experiencing learning across a wide range of contexts and almost all Es and Os for the level.

Transitions

How do we ensure that there is a smooth transition between stages?

All learning at Gardenrose is planned progressively to ensure that children's learning is built upon as they move through the school. We follow systematically the curricular frameworks provided by South Ayrshire Council, this ensures that there is no repetition in learning and all aspects of the curriculum are taught. In order to support transition, the children have the opportunity to meet their future teacher and class teachers, prior to the beginning of the new session. They spend time together, learning about their new class to ensure that they have a good knowledge of all pupils.

Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer.

Our local secondary school, Carrick Academy, organises transition events throughout the year.

Carrick Academy
74 Kirkoswald Road
Maybole KA19 8BP
01655 883003

Support for Pupils

Getting It Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is supported within the school by a pupil support coordinator or similar named individual within the school who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support, the Pupil Support Co-ordinator or named individual for the establishment along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

Support for pupils

Mrs Malcolm (DHT) is the Pupil Support Co-ordinator for Gardenrose Primary. Parents/Carers can make an appointment to discuss any concerns they may have regarding their child. We are very fortunate to have Ms Ryding, Cluster Pupil Support Teacher, for two days. Ms Ryding supports children in a variety of ways and also provides support to the Class Teachers and other members of staff working closely with our children. We are currently working towards the next level in our Dyslexia Inclusive Practice Award which helps to support children with Dyslexia.

Homework

Pupils are given homework to supplement the learning which they have been doing in class, either as a means of reinforcing basic elements of their education – reading, spelling, number processes etc., or to expand upon and promote continued interest in and attention to all areas of the curriculum including personal research.

Homework is a very good discipline for children, teaching them the habits of study and discovery they will need for later life. Homework issued should not take longer than half an hour each night, in the upper stages to complete and should be interesting for the children and parents. It is something, which we hope parents and children will do together.

Homework is a link between home and school, it is a means whereby a parent can gauge the stage and progression of learning being made by their child. It keeps families informed and involved.

Children from P4 upwards may be given a larger piece of homework to be completed over a number of days. Homework is always based upon the needs of your child and therefore may vary from others in the class to ensure appropriate differentiation.

The school firmly believes in the importance of regular, effective homework. It is regarded as a normal, not extra, part of school work.

What makes good homework?

For pupils a good piece of homework is one which has been:

- * given your full attention
- * done to the best of your ability
- * checked for careless errors
- * well presented
- * handed in on time
- * successful in making you think about your work

What is the teacher's role in homework?

- * to prepare homework that is appropriate to the pupils
- * to ensure homework is worthwhile
- * to assess and mark homework constructively
- * to communicate with parents

What is the parents' role in homework?

- * to set aside a regular time and space
- * to talk to your child about his/her home and school work
- * encourage your child to use a variety of resources, including the local library
- * contacting the school in the case of any concerns about your child's progress

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland' School Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able;
- has emotional or social difficulties;
- is bereaved;
- is deaf or blind;
- is being bullied;
- is not attending school regularly;
- is 'looked after' by the local authority.

How do we make sure that we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 1(b) – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning Staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

Stage 2 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Pupil Support Co-

ordinator or named individual will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support. All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information, see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process.

These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres;
- Counselling Services for children over 10

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parents' and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing themes. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or named individual for that establishment.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they do not agree with the authority?

Initially parents should discuss their concerns with the Head Teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to you'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings
Wellington Square
AYR KA7 1DR
Tel: 01292 612504

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr KA7 3TL
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr KA7 1DR
Tel: 01292 612426 or 612292

Enquire

Scottish Enquire helpline: 0845 123 2303

Text phone: 0131 22 22 439

Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland
5 Shandwick Place
Edinburgh, EH2 4RG
Tel: 0131 222 2456

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr, KA8 0QD
Tel: 01292 285372

Psychological Service

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development

These services can be delivered at different levels, from that of the child to the school to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as relationship-based policies, teaching and learning, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/young person on a regular basis such as school staff and parents/carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk

Information Sharing

In South Ayrshire educational establishments / schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments / schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire GIRFEC website:

<http://www.girfec-ayrshire.co.uk/home/>

and the Guide to Information Sharing for parents/carers in Ayrshire and Arran.

<http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety

The school has a Child Protection Co-ordinator, **Mrs Fiona McDougall**, who will lead on the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

SCHOOL IMPROVEMENT

Each session the School's priorities for improvement are identified through a process of self-evaluation which involves gathering the views of staff, children parents and all who work in partnership with us.

Our School Improvement Plan highlights how we will continue to improve learning and teaching.

Key Priorities for Improvement for 2022-23:

- To raise attainment in literacy for all pupils whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Carrick Cluster.

To raise attainment in numeracy for all pupils whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Carrick Cluster.

- To provide enjoyable learning experiences with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.
- To prepare for and provide a seamless transition for both schools when merging in August 2023

How has the school improved the attainment of young people?

Standards and Quality Report

Each session a Standards and Quality Report is produced detailing the main achievements of the school over the last 12 months. The report provides a variety of information about how well our pupils are attaining and the wide variety of experiences children can expect at Gardenrose Primary and how they will benefit from learning here.

The full Standards and Quality Report for 2021-22 is available on Gardenrose Primary School BLOG or a copy can be obtained from the school office.

Reporting on Curriculum for Excellence Levels 2019-2022

We have high expectations for all learners and promote achievement and attainment in its widest sense.

We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve. The following table shows the percentage of pupils that are achieving Curriculum for Excellence levels expected or higher than expected for their age.

% achieving levels expected or higher than expected for their age

Gardenrose	Early Secure P1			First Secure P4			Second Secure P7		
	2019-20 June Predictions	2020-21	*2021-22	2019-20 June Predictions	2020-21	*2021-22	2019-20 June Predictions	2020-21	*2021-22
Language	85%	80%	100%	68%	81%	71%	81%	65%	72%
Maths	92%	84%	100%	64%	81%	70%	84%	77%	67%
HWB	No data available	84%	100%	No data available	100%	96%	No data available	81%	78%

Definitions

Almost all Over 90%	Most 75% - 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
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*2021 - 22 CfE levels are variable compared to previous years. This follows a series of Covid-19 outbreaks throughout the year resulting in almost all classes being sent home to isolate for at least 10 days. Staff and pupil absence levels were high.

Language - All pupils (13) in P1 and most pupils in P4 (71%) and P7 (72%) achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Mathematics - All pupils (13) in P1 and the majority of pupils in P4 (70%) and P7 (67%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Health and Well-being (HWB) - All pupils in P1, almost all pupils in P4 (96%) and most pupils in P7 (78%) achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age.

School Policies and Practical information

Additional information

A variety of school information is available on Gardenrose Primary School Blog and on twitter. Parents are kept informed of other events and opportunities through our newsletters, class letters, SEESAW and on our Facebook page.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

Choosing a school

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for the area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right of appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the Placing Request process are available on the Council website using the following link, <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>. or you can contact Educational Services on 01292 612162.

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child/young person’s absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent’s employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays;
- The availability of desired accommodation;
- Poor weather experienced during school holidays;
- Holidays which overlap the beginning or end of term;
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

Extended leave with parental consent

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to parents

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** - indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Routine and expected visits out with school

Gardenrose Primary School recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out with the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

School uniform policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background

it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a pre-requisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which: -

- potentially, encourage friction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

We like to see our pupils in school uniform. Our school colours are maroon and gold.

The blazers are maroon and the badge has a golden rose emblem. The tie is maroon with a gold stripe. Maroon sweatshirts or cardigans, white shirts or blouses and grey or black trousers and skirts complete the uniform.

Parents/Carers can purchase the uniform throughout the year, either online (www.beschoolwear.co.uk) or in store, 'School Trends' in Ayr. Polo shirts in school colours with the school badge are also available.



Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

We ask pupils, for PE lessons to bring shorts and soft gym-shoes for health and safety reasons. Pupils are **not** permitted to wear jewellery (including earrings) during PE lessons. It is difficult to safeguard valuables which are unattended, it is advisable that all jewellery be kept to a minimum in school time. Pupils who are unable to take part in PE lessons (e.g. through ill health) should have a note from parent/carer. We strongly recommend that all items of pupils' clothing are clearly marked, with the child's name, as it is very difficult to trace lost garments which are not labelled.

Playground Supervision

The **Safety and Supervision of Pupils (Scotland) Regulations, 1990** sets out the legislative requirements in respect of the supervision of children.

The regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person.

Appropriate staff will carry out playground supervision under the guidance of Mrs McDougall, the Head Teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between the supervisors and Head Teacher are important to share information and to maintain good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

During inclement weather, children will have their break times indoors. On these occasions children will also be supervised by adults.

Parental Complaints Procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints, please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should:

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

If you have a concern (early years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate
Renfrewshire House
Cotton Street
Paisley
PA1 1BF

School Meals and Free School Meal Information

School meals are prepared and cooked on the premises and are of a consistently high standard. The school has a cafeteria which aims to develop the provision of meals and the range of choice in an attractive way whilst maintaining the overall nutritional value of food and stimulating healthy eating. The menus are on a three weekly rotation and include a wide variety of meals for the children to select from. Should your child have any special dietary requirements please inform the school office to allow the catering staff to accommodate these requirements.

ONLINE SCHOOL PAYMENTS: MONDAY MORNING WITHOUT THE DRAMA

As part of South Ayrshire Council's Go Digital transformation programme we have introduced a new online school payment system - iPayimpact - in our schools across South Ayrshire. The system is now live at **Gardenrose** and you have the option to sign-up to the new service.

This exciting development makes it easier than ever for you to pay for your child's school meals, school trips and other school items or activities without the hassle of having to rummage in your purse/wallet/pocket on a Monday morning or worrying about your child taking cash to school.

Instead you can go online – at a time and place to suit you – and sign-up and then top-up your child’s account whenever and wherever 24/7, with your debit or credit card, and using your mobile, PC or tablet. If you do not have access to the internet, free internet access is available in all South Ayrshire libraries.

The new online school payment system is just one way we are working to make access to Council services easier for you through our ambitious Transform South Ayrshire programme. If you do want to take advantage of this fantastic new service, you need to follow the one-off registration instructions.

Once you are set up, it is easy to manage and monitor your child’s account, taking the drama out of Monday mornings!

Register for your account/sign-in

- Go to www.south-ayrshire.gov.uk/no-drama
- Click on ‘Access Online School Payments’ which takes you to our iPayimpact page to use iPayimpact, you need to be registered with a **mygov.scot myaccount**. Myaccount is a free and secure sign-in service for accessing public services online in Scotland.
- Click ‘sign in’ if you already have an account. If not, click ‘register with’ mygov.scot and follow the instructions to create the new account, which should be in your name.
- You will then receive two emails – one with your unique username and one with a one-time password.
- Use these details to log in, and then change your password to fully activate your account.

Children who wish to eat a packed lunch will be accommodated in the school dining hall. At the moment there are no tuck shop facilities.

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website:

<http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £7920, Universal Credit where earned income is £660 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application form can be accessed from the above link.

From August 2022, free school meals are available to all P,1-P.5 pupils and all pupils attending special schools.

Clothing Grant Information

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website:

<http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £17,005,, Universal Credit where earned income is £1,417.08 or less per month, income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI

of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application can be accessed from the above link.

School Transport guide to parents (excludes Early Years provision)

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx>. Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst 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 spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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 authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

Valuable items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Use of Mobile Phones

Pupils are discouraged from bringing mobile phones to Gardenrose Primary School. In certain circumstances, a parent/carer may wish their child to carry a mobile to school. In these instances, pupils should give their phone to the school office for safeguarding. Any need for contact with home, should be through the school office. Pupils should not use a mobile phone to text or photograph anyone during the hours of the school day. If a pupil does not follow the above procedure, then the school will confiscate the phone and contact the parents of the pupil and the parents will be asked to come into school to collect the mobile phone.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils, (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting
- maintain a formal, courteous and professional tone when communicating with pupils
- maintain professional boundaries
- do not exchange personal information such as phone numbers and personal e-mail addresses
- do not discuss their private and personal relationships with pupils
- take care to avoid becoming personally involved in pupils' personal affairs
- decline pupil-initiated 'friend' requests
- manage their privacy settings and keep them under review
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording or inappropriate use of social media.

Health and Medical Information

Routine screenings are conducted for pupils in P1 and P7 for sight, hearing, height, weight and oral health throughout the year. These are undertaken by the appropriate Health professionals linked to the school. All children have the opportunity to receive the Flu Immunisation Vaccine and parents will receive detailed information on this.

Parent/Carers will always be notified if a child takes unwell. You will be notified by a phone call so please ensure all contact details are updated. If we feel they require urgent medical attention we would take them to an appropriate medical centre or hospital and notify you of our course of action.

Medical Requirement

Where a child has a particular medical requirement, it is essential for parents to inform the school of these and of arrangements to be made if the child has to be taken home.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

NHS Ayrshire & Arran
Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - Childsmile and the National Dental Inspection Programme (NDIP) in local schools.

Child Smile:

The *Child Smile* programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. *Child Smile* has three main elements:

- A core tooth brushing programme – In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**
- **An infant programme** – Childsmile Practice promotes oral health from birth. Parents of new born children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
- **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

For more information about the Childsmile Programme, please visit the website at: www.child-smile.org

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The National Dental Inspection Programme fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition, the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL
Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

The full Education Statistics Privacy Notice can be found at the undernoted link or by requesting a copy from the school office.

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

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;

- The reason for decisions made by it.

The legal right to access includes all types of ‘records’ information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk
www.education.gov.scot/parentzone/
www.hmie.gov.uk

Organisation	Address	Telephone Number
Educational Services	South Ayrshire Council Wellington Square, Ayr KA7 1DR	0300 123 0900 www.south-ayrshire.gov.uk
Head Teacher Carrick Academy Mrs E McEwan	Carrick Academy Kirkoswald Rd, Maybole KA19 8BP	01655 883003
School Nurse Mrs L Yuille	Maybole Health Centre	01655 884344
School Psychologist Miss R Mohammed	Queen Margaret Academy Dalmellington Road, AYR	01292 292675
Local Councillors Mr Brian Connelly Mr William Grant Mr Iain Campbell	County Buildings Wellington Square, Ayr KA7 1DR	01292 612274 01292 612479 01292 612472

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document: -

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.

Useful Links

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government Guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence fact file - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –
<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –
<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports –
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Information on how to access statistics relating to School Education –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

**اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔
مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:**

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

**If you do and you think that they would like a larger print version or an
audio cassette version of the text contact Council staff on:**

0300 123 0900