

GLENBURN PRIMARY SCHOOL

HANDBOOK

2026-27



Sherwood Road
Prestwick KA9 1EJ
☎ (01292) 473452



At Glenburn Primary School we strive
to be the best that we can be

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WELCOME BY HEAD TEACHER

Dear Parent/Guardian

As Head Teacher I would like to welcome you to Glenburn Primary School.

Glenburn is a bright, friendly and welcoming school situated in Prestwick about a mile from the town centre, near to Prestwick Airport. We moved into our brand new building in August 2022 and we share a campus with St. Ninians Primary and Prestwick North Early Years Centre coming together as Prestwick North Education Campus. Our vision and values are very much at the heart of our school and these shape the actions and behaviours of our staff, pupils, parents and all who work in and support the school. We have high aspirations and expectations for our children and their families and are committed to ensuring that all of our pupils realise their potential.

Staff in the school are highly motivated and work collaboratively to provide high quality learning and teaching experiences for our pupils. Staff plan a wide range of activities for pupils, both indoors and outdoors, to actively engage them in their learning. There are many opportunities for pupils to develop knowledge, skills and attributes that will help them to become: confident individuals, successful learners, responsible citizens and effective contributors.

As a school, we understand the importance of education and value the opportunities for pupils to develop and demonstrate their knowledge and understanding of Global Citizenship and Learning for Sustainability. We have developed an effective relationship with many organisations within our local community and take every opportunity to also support a number of national projects and initiatives.

This handbook highlights the aims of Glenburn Primary. It gives you information about the curriculum in its many forms and identifies some of the activities which take place within and out with school. There is an ever-increasing number of opportunities where you, as parents, can become involved in the life of our school, as detailed inside. By working together, we can build a strong partnership that will enhance not only your child's education but will also give him/her a sense of belonging and commitment to the community to which he/she has joined.

Finally, please feel free to contact the school if you would like to discuss anything regarding your child's schooling, as I firmly believe that between us, we can achieve the best possible outcomes for your child.



Gaynor Hartley
Head Teacher

SCHOOL INFORMATION

Name	GLENBURN PRIMARY SCHOOL (PRESTWICK NORTH EDUCATION CAMPUS)
Address	SHERWOOD ROAD PRESTWICK KA9 1EY
Telephone Number	(01292) 473452 School
Website	https://blogs.glowscotland.org.uk/sa/glenburnps/
Email address	Glenburn.mail@south-ayrshire.gov.uk
Catchment map and 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 map and area available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR
Stages of education provided	Currently we provide Primary School education (Primary 1-7).
Present roll	The working capacity of our school is 462. Our roll for 2024/25 is 288. The working capacity may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.
Denominational status	Non-denominational
Gaelic language provision	There is currently no Gaelic language provision
Head Teacher	Mrs Gaynor Hartley
Named Person	Mrs Gaynor Hartley
House structure	Children are allocated a house when they begin in Primary 1. Our house names are: Blue - Adamton Green - Boydfield Red - Marchburn Yellow - Sherwood

Early Years provision

Early Years provision is provided by the standalone centre on campus - Prestwick North Early Years Centre.

School staff and management team**Teaching Staff****Designation**

Mrs Gaynor Hartley
Mrs Karen Blackwood
Mr Craig Martin

Head Teacher
Depute Head Teacher (0.6 Tues/Weds/Thurs)
Acting DHT (0.4 Mon/Fri)
Principal Teacher (Tues/Weds/Thurs)

Mrs Melissa McClure
Mrs Vera Mackay
Mrs Sinead Wallace
Mrs Karen Brodie
Mrs Lisa Ingram
Mrs Karen Bain
Mrs Sarah Hope
Miss Louise Rowan
Mrs Gayle Lang

P1 Class Teacher
P2 Class Teacher
P2 Class Teacher (0.6)
P2 Class Teacher (0.4)
P3 Class Teacher
P3 Class Teacher (0.5)
P3 Class Teacher (0.5)
P4 Class Teacher
P4 Class Teacher
(Acting Principal Teacher PEF/pupil support)

Mrs Julie Briggs
Miss Allison Reilly
Miss Emma Bowie
Miss Heather Penman
Mrs Laura Calderwood
Miss Ellie Arnott
Miss Jennifer Nicol
Mrs Debbie McCallum
Mrs Eilidh Carroll
Mrs Lynsey Walker

P4 Class Teacher (0.5)
P5 Class Teacher (0.6)
P5 Class Teacher (0.4)
P5 Class Teacher
P5 Class Teacher
P6 Class Teacher
P6 Class Teacher
P7 Class Teacher (0.8)
P7 Class Teacher (0.4)
P7 Class Teacher (0.6)

Mrs Rachel Fullard

Cluster Pupil Support Teacher (0.4)

Additional Music Teacher/Instrumentalists

Mr Stewart Bentley
Miss Nicola Connell
Ms Lisa Brill
Ms Elaine Rietveld

Music Teacher (Acting Principal Teacher PEF)
Violin
Brass
Woodwind

School Assistants

Mrs Isabel Davidson
Mrs Abigail McLaughlin
Mrs Gwenda Brown
Mrs Stephanie Smith
Miss Stephanie Hall
Mrs Leanne MacPherson

School Assistant (0.6)
School Assistant (0.4)
School Assistant
School Assistant
School Assistant
School Assistant

Clerical Staff

Mrs Bernadette Young	Clerical Assistant
Ms Andrea Beveridge	Clerical Assistant
Ms Susanne Nimmo	Clerical Assistant
Mrs Gillian Smith	Catering Supervisor
Miss Lynne Crockatt	Catering Assistant
Mrs Shona McIver	Catering Assistant
Ms Vicki McLean	Catering Assistant
Mrs Jackie Bicker	Cleaner
Mrs Julie McCulloch	Cleaner
Mrs Sandra McCulloch	Cleaner
Miss Sam Dewar	Cleaner
Mrs Jackie Steele	Cleaner
Ms Marion Wilson	Cleaner
Mrs Jolene Wilson	School Nurse
Mr Colin Waddell	School's Educational Psychologist
Mr David Smith	Scripture Union representative
Mr Stephen Grant	Janitor / School Crossing Patrol
Mrs Marion Brown	Janitor / School Crossing Patrol
Ms Theresa Dale	Children's Crossing Patrol
Ms Tracey McConnell	Children's Crossing Patrol
Mr Aidan Kerr	Active Schools Coordinator



Parental concerns and complaints procedure

If a parent has a parental concern, then usually the first point of contact will be the Class Teacher. If the issue requires further exploration, a member of the Senior Leadership Team (SLT) will arrange a meeting. Information can be found on the South Ayrshire Council website if an official complaint is required.

Pupil absence procedure

Parent/carer should notify the school office between 8.30 & 9.15 am if a child is going to be absent due to illness. If the school do not receive a phone call, then a text message will be sent to the main contact asking them to phone the school with an explanation. If there is going to be a planned absence, then a letter or email should be written for the attention of the Head Teacher.

Arrangements for new pupils

New parents should contact the school office who will arrange a time for a member of the SLT to speak with them and give a tour of the school. Office staff will be able to advise in relation to enrolment/placing request paperwork required.

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 map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR). Useful links to additional information to be found in Appendix 2.

The School Day

Open:	9.00 am
Interval:	10.30am – 10.45am
Lunch:	12.30pm – 1.15pm
Close:	3.00 pm

An Early Bird Club is run in Glenburn Primary from 7.30 – 9.00 am. The Prestwick After School Club collects children from Glenburn at 3.00 pm and takes them to the Community Centre in the centre of the town. For more information, please telephone 07394 099826. Email Address is pacsc@hotmail.co.uk. They are also on Facebook – Prestwick After School Care.

On the last day before the Christmas and Easter holidays pupils finish at 2:30 pm. On the last day before the summer holidays pupils finish at 1:00 pm.

The school year runs from mid-August until the end of June each year. Details for this year's holidays can be found on the school website <https://blogs.glowscotland.org.uk/sa/glenburnps/> or South Ayrshire Council's website, www.south-ayrshire.gov.uk

ENROLMENT

SCHOOL

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 or Depute Head Teacher (unless you are making a placing request, see section Choosing a School).

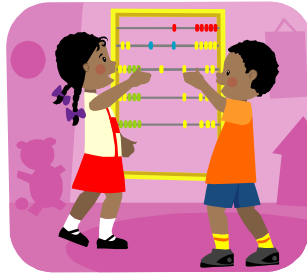
Children being registered for education to start in August 2026 must be 5 years old by the end of February 2027.

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

The induction programme for children coming into Primary 1 will be held during May and June. This will include meetings for parents. Our induction programme provides opportunities for parents and children to become familiar with Glenburn. For the child this is an opportunity to meet new classmates and the teacher, and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained, and questions answered at this time, with a further induction workshop offered to parents at the start of the August term.

EARLY YEARS

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 during February/March period. Please contact Prestwick North Early Years Centre for more information -



PARENTAL INVOLVEMENT

Parents are kept informed by the Head Teacher and other staff members of all school activities and are invited to participate in all appropriate events. Most of the communication from school to parents is done via Groupcall Messenger. We also have a Twitter account and would encourage parents to follow our tweets.

We have a school website and this can be viewed at - <https://blogs.glowscotland.org.uk/sa/glenburnps/>

The school encourages close liaison with parents and views home and school as being a partnership to provide the best education possible for our children. We are extremely fortunate that many parents give their support to the school e.g. sharing the learning afternoons, school assemblies, parent curriculum events, workshops, STEM projects, Interdisciplinary Learning projects, school trips etc. A welcome evening is held annually in September to allow parents and teachers to exchange information etc. This gives an opportunity for parents to meet other parents and school staff informally.

In addition, parents have the opportunity to support the wide variety of committee groups we have in Glenburn Primary. The school very much values the experiences and talents of our parents and to this end we would encourage parents to share these with the school whenever appropriate.

The school will continue to seek the views of parents on how they wish to be involved in the life of the school to ensure that we are maximising opportunities for them to be actively and meaningfully engaged in their child's learning and wellbeing. At times during the school session we will send a questionnaire to parents seeking views and opinions to support us shaping how we plan and organise learning and teaching.

Our formal parent's evenings are in October and March with a formal report written in May. However, we encourage parents/carers to contact the school at any time during the school year to discuss progress, support, challenge and next steps with learning.

Parents of Primary 7 pupils are invited to a parents' evening at Prestwick Academy prior to their child's transfer to Secondary School. Pupils will attend Prestwick Academy for three days in June and follow a similar timetable to that of first year pupils.

School/Community Links

The school is an important feature of the local community and we have fostered very good relationships with our partner agencies and members of this community. We have already established links with a range of local industries and businesses, whose input to the school is greatly appreciated throughout the school year, and during our annual STEM term and Health Week and World of Work weeks. We also provide support, entertainment and friendships to local elderly citizens and other local hospitals/organisations. We continually seek to extend our community links through school programmes. Across the school, as part of their work, pupils are involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich pupils' learning experiences. We invite members of the local community to attend our school services and concerts, in addition to the parents/carers and friends of our pupils.

Parents as Partners – Parent Council and Parent Forum

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 welcomed 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 schools.

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.

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
- raise funds for the school for the benefit of pupils.

If you would like more information or would like to join the Parent Council, please contact Eilidh Agnew (Chairperson) through the Glenburn Parents' Facebook page or through the main school office.

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 the 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

Glenburn Primary School Vision and Values

In session 2016/17 pupils across the school took a lead role in refreshing our school vision. The decisions they made, in consultation with staff and parents, were based on the high aspirations the whole school community has for our pupils. Glenburn Primary school Vision is:

'To be the best that we can be'.



In session 2020, a similar exercise took place to refresh our school values and again, pupils across the school took a lead role in refreshing these. The decisions they made, in consultation with staff and parents, were based on how they wanted the school community to act and behave - setting high levels of expectations for everyone. These values, alongside our commitment to being a rights respecting school; where our school community respects children's rights and protects and promotes their wellbeing, are at the heart of the actions in Glenburn. Our values are:

HONESTY, RESPECT, RESPONSIBILITY, FRIENDSHIP, TEAMWORK AND INCLUSION.

Glenburn Primary School Aims

The aims of Glenburn Primary have been developed in consultation with the Parent Council, parents and the involvement of staff and pupils. Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect national and local authority priorities - raising attainment for all whilst closing the poverty related attainment gap.

At Glenburn Primary we aim to provide a welcoming, caring environment in which everyone is given the opportunity to achieve their full potential.

1: We aim to create a positive school ethos, which promotes inclusion and equality by:

- creating opportunities for all pupils and staff to achieve their potential
- providing a welcoming climate where pupils, staff and parents feel valued and proud of our school
- ensuring equal opportunities for all
- encouraging relationships based on mutual respect and understanding for each other

2: We aim to provide an appropriate curriculum which will:

- ensure breadth, balance and structure
- provide quality programmes and courses
- meet the needs of all pupils

- be delivered through high quality teaching and learning opportunities
- encourage independent learning

3: We aim to maintain high standards of achievement by:

- promoting a positive ethos of achievement
- maintaining and raising standards in numeracy and literacy

4: We aim to promote effective partnerships with parents, agencies and the community by:

- encouraging parents to be involved in their children's education
- supporting and working with the Parent Council
- contributing to the work of the community

5: We aim to support our pupils by:

- providing a welcoming, caring environment
- assisting personal and social development
- equipping them with appropriate skills, activities and expectations to enable them to access learning for life
- promoting independent learning skills, motivating them and improving self-esteem
- facilitating access to sports and cultural activities

6: We aim to develop an effective framework for learning by:

- supporting and developing teachers' skills through commitment to staff career long professional learning
- providing quality in-service programmes and ensuring access to quality programmes
- carrying out regular audits to establish priorities
- maintaining good relationships between staff/pupils/parents

South Ayrshire Council Educational Service's Vision

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of educational services.

Prestwick Cluster

The Prestwick cluster schools collaborated together to create a Prestwick Promise. The aim of this promise is to work collaboratively across the cluster, support and challenge each other, to improve outcomes for children and young people and to help raise attainment for all.

The cluster schools meet regularly and continue to share information and good practice through an ethos of team working and professional engagement. The development of pedagogy and assessment and moderation is a priority in our Cluster Improvement Plan and transition plays a key role in cluster working.



Children's Rights

As a school we are committed to respecting children's rights and to protecting and promoting their wellbeing. As a school community we take account of children's views and opinions in making plans for the school.

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 the early years 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 is needed.



THE CORE CURRICULUM

The curriculum can be described as the totality of experiences across the four contexts for learning; ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning and opportunities for personal achievements which school provides for each pupil.

We provide a curriculum which ensures:

- Challenge and enjoyment for pupils
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance - Learning is related to real life

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

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The primary curriculum is divided into these main areas:

- Numeracy and Mathematics
- Literacy and English -
- Modern Languages - including Spanish P1 - P7 and French for P5-7
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

The Experiences and Outcomes within each Curricular Area are set out in lines of development which describe progress in learning. Progression is indicated through Curriculum levels, which are explained below: -

Level	Stage
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third or Fourth	S1-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

Appendix A of the handbook contains more detailed information on each of the eight curricular areas.

OPPORTUNITIES FOR WIDER ACHIEVEMENT

At Glenburn Primary we provide a wide range of out of class activities for children at lunchtime and at the end of the school day. All activities are very popular and well attended. With excellent indoor and outdoor facilities, we have been fortunate to have staff, pupils and volunteers to run activities such as:

Football



Netball



Choir



Dance



Scripture Union



Children from P6 & P7 are trained in Bikeability - Cycling Training.

Each session we participate in a range of competitions and events that challenge the children in performing to their very best.



The Active Schools Co-ordinator, Aidan Kerr, arranges a range of activities such as multi-sports, dance, tennis and yoga throughout the school year.

Visits to places of interest enhance interdisciplinary classroom topics and develop understanding and are organised for all classes throughout the session. These include places such as Culzean, Glasgow Science Centre, Scotland Street School, Burns Cottage, Prestwick South Parish Church, Whitelees Wind Farm, Prestwick Airport, Food Bank, local farms and many other places which link in with STEM projects. The school also arranges visits to other venues including theatres and museums.

Every year P7 pupils will have a residential visit, promoting a range of outdoor learning experiences and leadership opportunities. In this current session 24/25 our Primary 7 pupils attended Dolphin House at Culzean on a residential trip.

WHAT IS ACTIVE SCHOOLS?

Sportscotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network of managers and coordinators who work with primary, secondary and Additional Support Needs (ASN) schools across Scotland.

Active Schools aims to provide more and higher quality opportunities for children to participate in school and community sport, and to increase capacity through the recruitment and development of volunteers.

Who do Active Schools work with?

The Active Schools Network works together with organisations and individuals, including PE staff and Sports Development officers, local sports clubs and Community Sport Hubs to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools work to ensure that young people are given a voice within schools to develop the opportunities which they want to take part in.

What does Active Schools achieve?

The Active Schools Co-ordinator is Aidan Kerr who covers the 5 Prestwick Cluster Primary Schools.

Active Schools provides a programme of after school clubs catering for a number of different sports and activities while working together with the school to cater to everyone's requests and needs.

All P7 pupils are trained through the Junior Coaching Academy. The programme aims to provide P7 pupils with the skills and knowledge to support them to deliver sport and physical activity sessions to younger children. The leadership skills are taught through a wide range of games and activities.

Looking to get involved in coaching/helping out at sessions please contact Mrs Blackwood, DHT at Glenburn.

Composite Classes

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. 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 decision 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 take into consideration 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

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths.

Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own. Our school visitor from The New Life Church is Mr David Smith who attends the school regularly for assemblies and scripture union.

Parents have the right to withdraw their child from religious education and/or religious observance.

Any parent who does not wish his or her child to take part should contact the Head Teacher so that alternative arrangements may be made for the child. These policies have regard to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular February 2011, Curriculum for Excellence - Provision of Religious Observance in Schools.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from schools 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.

Home Learning

A key partnership is one that we have with parents and carers of our pupils. We take every opportunity to encourage parents and carers to be involved in their children's education in as many different ways as possible. Support with learning at home is one very important way of doing this.

Homework has been shown to make learning effective when it is in a context that is meaningful to the learner, advances the needs of the learner, serves some 'real world' purpose and builds on prior learning. Every child is given a homework jotter which sets out the homework routine for both parent and child and serves as an important means of communication between parents and teacher.

We are committed to promoting homework which makes learning progressive, open-ended and fun for pupils as well as engaging for parents. In consultation with staff after a period of home learning due to the pandemic it was decided to only focus on literacy and maths homework tasks that consolidates class learning. Homework set focuses on consolidating literacy and numeracy and mathematics skills. We aim to achieve this by setting homework that reflects current learning, is challenging, encourages a variety of learning styles and allows pupils to learn and interact with others. The approach we take provides the children the opportunity to practise and apply their skills in a range of contexts. The approach is differentiated throughout the school and develops as the children get older. Therefore, homework tasks will vary in length depending on stage, ability of the child and area of the curriculum. Parents should encourage children to complete homework but no child should sit 'stuck' for any length of time. If this happens, please refer back to the class teacher.

Health and Wellbeing

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 should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

In Glenburn Primary School, we aim to create a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school.

Through the Health and Wellbeing curriculum children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

School Behaviour Management

Behaviour management is the responsibility of all staff and involves a strong partnership with parents. For a school to function efficiently and provide a safe, hardworking environment for pupils to learn in, a framework of rules must exist and be observed. Our Promoting Positive Behaviour Policy was updated in January 2025 building on the consultation with staff, pupils and parent representatives. Children are praised when they are seen to be working hard and behaving well. Children are rewarded for effort, enthusiasm, positive behaviour and following the school values.

We prefer to notify parents at the early stages of any difficulty; in the first instance where possible, this will be by the class teacher. However, if behaviour does not improve then a member of the leadership team will contact parents directly.

The school takes a very serious view of bullying whether this is shown by actual physical violence or by threats made orally or otherwise. Exclusion from school may be required. A record is maintained in the school of incidents involving bullying. All children are encouraged to report incidents of bullying. Children at various stages of the school, work with anti-bullying programmes. The school holds workshops for parents and pupils on promoting the safe use of social media.

We particularly appreciate and value the co-operation of parents. In the event of any behaviours causing parents concern or worry, parents are reminded that they may call on the services of their doctor, school nurse, educational psychologist, social workers, etc., for additional help. If unacceptable behaviour continues, parents are reminded that the department of Educational Services is kept informed and will be consulted with a view to either the temporary removal of the pupil from school or his/her transfer to another school.

Glenburn Primary is pro-active in ensuring that the policies of South Ayrshire Council relating to Equal Opportunities and Anti-racism are fully and fairly implemented. Accordingly, any incidents involving racism are recorded and reports are sent to the Director of Educational Services for further action if necessary.

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 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 ASN 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 all available resources (the ASL Act). There is a particular focus in gathering the 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 account of in any 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 Co-ordinator who, along with the Named Person (if this is not the same individual), has responsibility 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 Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

If you need further information on any of the above teams, contact one of our school Pupil Support Co-ordinators, Mrs Blackwood or Mr Martin.

At Glenburn Primary School we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

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

To promote social justice we aim to:-

- Provide equality for all pupils
- Promote self-respect and a positive self-image for all pupils
- Further develop existing good practice in relation to school/local industry liaison
- Improve Inter-agency contacts and liaison with support agencies
- Develop effective communication with parents with regard to CfE and progress of pupils

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: 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.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments 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.

How is learning in the Senior Phase Assessed

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session. Effective ongoing assessment establishes where children and young people are in their learning, where they are going and how best to get there. It is important that we use evidence about learning to provide feedback to learners in order to adapt learning and teaching approaches to meet their needs and to revisit areas - in particular, where learning is not yet secure.



In Glenburn Primary we are very keen to 'open up learning' for our children and parents. One way of doing this that has proved very successful has been allowing the children to take their work home to share with their parents. This will usually be twice during the course of the year and at the two parent meetings. This allows each child the opportunity to talk about and explain their learning with someone important to them outside school. We have also built on this by inviting parents into school regularly to share their child's learning. The feedback we have received from parents about these approaches has been incredibly positive.

REPORTING

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

Class Teachers, pupil support teachers and senior leaders will continually report to parents throughout the school year and be in touch if the school has any concerns regarding child progress. At Glenburn we encourage parents/carers to get in touch at any time of the school year if they have any questions or concerns regarding their child's learning. Parents are invited to come into school at various points during the session to meet their child's teacher, see the resources being used and hear about the varying aspects of the curriculum. We also have parent workshops during the school session to familiarise parents with school initiatives within literacy and

maths. We will continue with this practice, having taking cognisance of the feedback from staff, pupils and parents.

Reporting pupil progress to parents can take many forms. Please see table below for examples.

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> • Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork 	<ul style="list-style-type: none"> • Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

TRANSITION

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

Curricular Frameworks

Schools within South Ayrshire Council are using curricular frameworks which outline for staff the knowledge and skills required to teach within each level, Early, First, Second and Third. These frameworks have been designed to ensure continuity of learning and consistency in the development of knowledge and skills across all schools in the local authority.

Transitions

Transitions from the early years centre to primary, within primary stages and from primary to secondary are planned for throughout each school year. These programmes are designed specifically to build pupil confidence and enable them to make a smooth transition from one stage to the next. There are planned opportunities for parents to take part in transition activities, especially from early years to primary and from primary to secondary education and on leaving school. Almost all of Glenburn pupils transfer to Prestwick Academy.

Transfer to Secondary School

Pupils are normally transferred between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

SUPPORT FOR PUPILS (ADDITIONAL SUPPORT NEEDS)

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 entitled to have a **Named Person** 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 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 Named Person 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**.

How do we ensure that there is someone in school who knows your child and can support them through challenging times?

If parents have a concern about their child's learning or general wellbeing, in the first instance they should speak with their child's class teacher. The class teacher would be in the best position to discuss with parents the strengths and development needs of their child. When and if appropriate, the class teacher will talk to the Pupil Support Teacher, Pupil Support Co-ordinator and/or a member of the Senior Leadership Team for further advice.

Additional support for learning

South Ayrshire Council has duties outlined in the Scotland's 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 maintaining 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 this 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 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 - In class support

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

Stage 2 - 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 2. An action plan should be created and reviewed.

Stage 3 - 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 Named Person 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 4 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Named Person 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.

Co-ordinated 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 & Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres
- Counselling Services for children over 10

Education 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. Parent's 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 Assessment and Plan. They will be encouraged to take part in any meeting where people are discussing them. 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 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 Person.

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 don't 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 Manager 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
Textphone: 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

Circles Network
2 Bridge Street
Ayr
KA7 1JX
Tel: 01292 264396
Tel: 07557 150035
Website: [South Ayrshire - Circles Network](#)

PSYCHOLOGICAL SERVICE

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

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

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 behaviour policies, playground supports, 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 or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent 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 and will only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again 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 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.

Mrs Gaynor Hartley (HT) is our Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children 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', 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. This session, 2025/26 our priorities for development are:

Priority 1 Learning, Teaching and Assessment

Adaptive Teaching

Assessment Strategy

Pupil Voice

Pupil Leadership

Technology

Rights Respecting Schools

Priority 2 Attainment in Literacy and Numeracy

South Ayrshire Reads

Dyslexia Inclusive Practice

Problem Solving

Puma maths assessment

Priority 3 Improvement in HWB

Nurture and Wellbeing

Life Skills programme in P6

Skills Development Scotland

Meta Skills

PEF

We continue to work collaboratively within our own school and our cluster schools on moderating pupils' work to ensure that there is consistency in terms of standards and expectations. Building on our successes last session, we continue to gather a bank of assessment evidence to support moderation activities and staff judgement of pupils' achievement of a level.

The school is clear that the focus for improvement is to continue to develop high quality learning and teaching and assessment approaches, consistently across all classes and stages, for all pupils. The Senior Leadership Team is responsible for monitoring learning and teaching and pupils' experiences; highlighting excellence and identifying professional learning activities for staff which will have a positive impact on their practice and in raising attainment across the school. Our School Improvement Plan can be found on our website. Details of the school's main achievements from session 2024/25 can also be found on our website in the Standards and Quality Report.

SCHOOL POLICIES AND PRACTICAL INFORMATION

What additional information is available to parents?

In consultation with staff and members of the Parent Council and Parent Focus Group, the school has refreshed several of our school policies. These policies clearly outline our vision, values, design of the curriculum, child protection and safeguarding and many other aspects of school life. Our school policies are updated every year.

South Ayrshire Council policies can be found at <https://www.south-ayrshire.gov.uk/>

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. We have regular planned opportunities for them to share their views and opinions and make decisions about school life.

Pupil Councils and other committee groups 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.

This year we have began rebuilding some of our pupil groups. Committee groups include Pupil Council, Dyslexia Inclusive Practice Committee, Rights Respecting Schools, Digital Leaders, Spanish Leaders, Library Committee, Street Smart (JRSO) and sports committee . Pupils at Glenburn Primary know that their views are welcomed, valued and acted upon where appropriate. These views help to shape the future direction of the school. Committee groups take place on a monthly basis. The school makes use of How good is OUR school to support pupil participation in self-evaluation and self-improvement under each of the five themes:

Theme 1 - Our Relationships

Theme 2 - Our Learning and Teaching

Theme 3 - Our School Community

Theme 4 - Our Health and Wellbeing

Theme 5 - Our Successes and Achievements.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful.

Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>. Or you can contact Educational Services on 01292 612162.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

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. In secondary schools' attendance is recorded each period.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: i.e. 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 (see above), 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 a 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

Glenburn 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 an expected part of the 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 prerequisite 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.

Glenburn Primary School Uniform

The school colours are royal blue and gold. All school items can be purchased at any time throughout the year from the BE uniforms website <https://www.border-embroideries.co.uk/schools/glenburn-primary-school.html>

Boys -White shirt and school tie or school polo shirt, grey/black trousers, school sweatshirt, school fleece / blue blazer.

Girls - White blouse and school tie or school polo shirt, grey skirt or pinafore, grey/black trousers, school sweatshirt / cardigan, school fleece / blue blazer

Primary 7 pupils have the option of wearing black school sweaters with the school badge on the sleeve (can be purchased on the BE Uniforms website) as opposed to Royal Blue.

Pupils are required to wear suitable clothing for PE i.e.: Polo Shirt or T-Shirt (white), gym shorts and gym shoes suitable for indoor activities (no black soled shoes). **For safety reasons earrings etc. must be removed or taped for PE and Games.**

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 the Head Teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes.

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

In Glenburn Primary, we believe that an enhanced level of adult presence in the playground is an important factor in maintaining good relationships amongst children. Therefore, currently non-teaching staff and when possible members of the senior leadership team, will be present in the playground. In addition, senior pupils are also given the opportunity to assist with and buddy younger pupils. Pupils can enter the school at two different entrance points. A member of staff will be on hand at each of these gates to welcome them into school in the

morning and where possible, say goodbye to them at the end of the school day. Parents have responded very positively to this, as they can then, if they choose, leave at this point heading to where they need to be. Expectations of appropriate behaviour are clear and members of the leadership team will always try to make themselves available. No child having a school lunch or packed lunch is allowed out with the school gates at lunchtime without an adult.

Each year, pupils are asked to share their views about playtime, what they like and suggestions for improvement.

Parental Complaints Procedures

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.

School Meals

Lunch time meals are provided daily in the school dining hall. These are cooked and served in a cafeteria fashion. There is a wide choice of main courses and snack meals, including desserts, fruit and soup. By arrangement with the School Medical Officer children with special dietary needs can be accommodated.

Free School Meal and Clothing Grant Information

The current criteria for entitlement are included below, however this is reviewed annually and updated information is available on the Council website [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/free-school-meals-and-clothing-grant).

Children of parents receiving

- Scottish Child Payment for pupils in P6 & P7 (Free School Meals Only)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under part V1 of the Immigration and Asylum Act 1999
- Universal Credit where earned income is not more than £850

From August 2025, free school meals are available to all P1-P5 pupils.

Educational Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and on-line application forms can be access from the following link: www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx

Transport guide to Parents (excludes Early Years provision)

South Ayrshire Council has a policy of providing free 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 shortest safe walking route. Parents who consider they are eligible for free school transport should complete the on-line 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 school 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 limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the 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 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 on occasion 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 South Ayrshire Council, Educational Services, County Buildings, 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 service 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) 612294.

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 not permitted to bring mobile phones to school for use during the school day. They are expensive items, and we would not like them to be damaged or broken. If parents deem it necessary for their child to have a phone at school, it should be switched off as soon as they enter the school grounds, handed to the class teacher on arrival in class and then taken to the office or a secure place for safekeeping until the end of the school day. The school cannot be held responsible for the loss or damage of any mobile phone. Pupils may, in an emergency, contact parents through the main office.

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 you 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 own private and personal relationships with pupils;
- take care to avoid becoming personally involved in a 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 of inappropriate use of social media.

Health and Medical Information

The various inoculations are administered at the appropriate times and parents are kept fully informed about these and their permission sought.

A constant check is kept on eyesight and hearing as the child progresses through the school. It is imperative that parents keep the school fully informed about any medical condition affecting their children, and of any arrangements that need to be made in such cases.

Anyone can get head lice - children and adults alike. Head lice are very small insects which like to live on clean healthy hair. They can only move if a warm clean head is close by. They cannot jump, fly or hop and are not spread by hats or combs.

Should you suspect your child has head lice please tell the school as well as treating the infestation with insecticide which can be bought in any chemist shop. Any parent approaching the school may do so knowing the matter will be attended to with total confidentiality.

If any parents require further information on the subject please contact the school office.

If a child should become ill during the school day and requires to be sent home, then the parents will be contacted.

In cases of injury to a child where hospital attention may be necessary, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

It is thus necessary that the school has on record information as to where parents - or any other emergency contact - can be located at all times of the school day.

The school dentist will visit regularly when all children will be examined. Thereafter parents will have the choice of treatment in school for their children or of visiting their own dentist. No treatment will be carried out without parental permission.

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.

For further information go to:-

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>

NHS AYRSHIRE AND 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.

Childsmile:

The Childsmile programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. Childsmile has 3 main elements:

1. A core toothbrushing programme - In Ayrshire & Arran, daily supervised toothbrushing 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 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.**

2. **An infant programme** - Childsmile Practice promotes oral health from birth. Parents of newborn 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.
3. **An Early Years 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 Promotion Teams will also deliver oral health promotion 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 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 undernote link or by requesting a copy from the school office.

<https://www.gov.scot/publications/school-education-statistics-privacy-notice/>

Your Rights and Further information

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

Organisation	Address	Telephone Number
Educational Services	County Buildings, Wellington Square, AYR KA7 1DR	0300 123 0900

Community Education Office	School Lets, Care, Learning and Wellbeing Burns House Burns Statue Square AYR KA7 1UT	(01292) 612655 Fax: (01292) 612261
Area Councillors	Hugh Hunter (Scottish Conservative)	(01292) 612390
	Margaret Toner (Scottish Conservative)	(01292) 612390
	Helen Moonie (Scottish Labour)	(01292) 612498
	Ian Cochrane (SNP)	(01292) 612381
	County Buildings Wellington Square AYR KA7 1DR	
Website Addresses		
http://www.south-ayrshire.gov.uk http://www.ltscotland.org.uk/parentzone http://www.hmie.gov.uk		

Although this information is correct at the 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*

SCHOOL POLICIES AND PRACTICAL INFORMATION

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>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

<http://www.sces.uk.com/this-is-our-faith.html>

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 literacy, numeracy and health and wellbeing

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

Broad General Education in the Secondary School - A Guide for Parents and Carers

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase

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

Information on Skills for learning, life and work

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

Information around the Scottish Government's 'Opportunities for All' programme

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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>

Curriculum for Excellence factfile - Assessment and qualifications http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 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

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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, 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>

Scottish Credit and Qualifications Framework (SCQF)

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland

<http://www.awardsnetwork.org/index.php>

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

GLENBURN PRIMARY SCHOOL HANDBOOK 2026-27

APPENDIX A CURRICULUM DETAILS



Sherwood Road
Prestwick KA9 1EJ ☎ (01292) 473452



At Glenburn Primary School we strive
to be the best that we can be

HEALTH AND WELLBEING

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

What are the main purposes of learning in health and wellbeing?

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

Learning through Health and Wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

The Health and Wellbeing experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

- **Mental, Emotional, Social and Personal Development**
- **Planning for Choices and Changes**
- **Substance Misuse**
- **Physical Education, Activity and Sport**
- **Food and Health**
- **Relationships, Sexual Health and Parenthood**

Health and Wellbeing across learning: the responsibilities of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust - one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.



NUMERACY AND MATHEMATICS

What can learning in Numeracy and Mathematics enable children and young people to achieve?

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using numeracy and mathematics enables us to model real-life situations and make connections and

informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Numeracy and Mathematics plays an important role in areas such as science or technologies and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because Numeracy and Mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

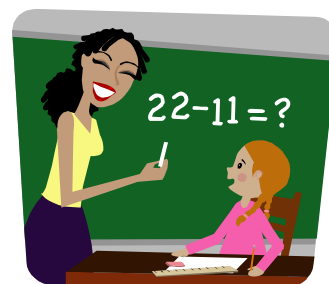
To face the challenges of the 21st century, each young person needs to have confidence in using numeracy and mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Numeracy and Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

The Numeracy and Mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations



Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

Information handling

- Data and analysis
- Ideas of chance and uncertainty

The Mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.

What are the features of effective learning and teaching in mathematics?

From the early stages onwards, children and young people should experience success in Mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

TeeJay Maths, Big Maths, Numicon, Active Heinemann, Heinemann and Scottish Heinemann are all resources used to promote learning within maths and numeracy.

LANGUAGES

Literacy and English:

What can learning in Literacy and English enable children and young people to achieve?

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage.

Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad description of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Traditionally, all aspects of the language framework were developed by all practitioners in pre-school establishments and primary schools and by the English department in secondary schools. This will continue to be the case, but the framework recognises that all practitioners in secondary schools and in colleges and youth work settings have important responsibilities for and contributions to make towards the development of literacy.

What are the features of effective learning and teaching in Literacy and English?

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will

balance play-based learning with more systematic development and learning of skills and techniques for reading, including synthetic phonics.

Throughout education, effective learning and teaching Literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

The balance between these approaches will vary at different stages and across different sectors and area of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity and progression.

Links with other areas of the curriculum

In addition to the opportunities to develop literacy in all aspects of learning, there are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the expressive arts and creative writing, and social studies and critical literacy. Interdisciplinary studies are likely to involve both research and a strong element of presentation and provide valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to the critical literacy outcomes where learners are asked to assess the reliability of information.

Whatever the sector, whatever the subject area, young people will be:

- engaged in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions



We follow an Active Literacy programme which ensures continuity and progression throughout the school. Our reading books are banded into colours and children work through the colours as they develop their skill in reading. A variety of books from many different reading schemes and novels make up this banding system. Our literacy programme is a highly structured programme from P1 - P7.

What about Scots and Scottish texts?

The languages, dialects and literature of Scotland provide a rich resource for children and young people who learn about Scotland's culture, identity and language. Through engaging with a wide range of texts they will develop an appreciation of Scotland's vibrant literary and linguistic heritage and its indigenous languages and dialects. This principle suffuses the experiences and outcomes, and it is expected that practitioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which children and young people bring to school.

MODERN LANGUAGES

What can learning in modern languages enable children and young people to achieve?

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace. This framework of experiences and outcomes is intended to help to address this national need.

Through their planning of a wide and rich range of learning activities in modern languages to develop literacy and language skills teachers will support children and young people to come:

- **successful learners**, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning
- **confident individuals**, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language
- **effective contributors**, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language
- **responsible citizens**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

RELIGIOUS AND MORAL EDUCATION

Schools and local authorities must provide religious and moral education in non-denominational schools to every child in accordance with legal requirements outlined in The Education (Scotland) Act 1980.

Learning through Religious and Moral Education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning further learning and adult life.

Religious and Moral Education is therefore an essential part of every child or young person's educational experience.

How are the Religious and Moral Education experiences and outcomes organised?

The experiences and outcomes allow opportunities for personalisation and choice, depth and reflection.

The experiences and outcomes are structured within three organisers to enable teachers to plan learning about and through Christianity and those other world religions which are selected for study, and to plan for the development of beliefs and values. For the major religions, the lines of development are Beliefs, Values and Issues, and Practices and Traditions.



The experiences and outcomes relating to the development by children and young people of their own beliefs and values do not form a separate context for planning, but should be intertwined with the experiences and outcomes for Christianity and the world religions selected for study.

Under section 9 of The Education (Scotland) Act 1980, parents have a statutory right to withdraw children from participating in religious and moral education.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools 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 authorised absentee in the register.

SCIENCES

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

What are the main purposes of learning in the Sciences?

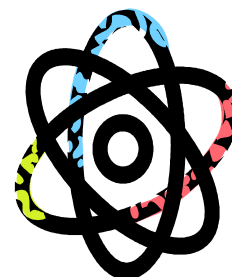
Children and young people participating in the experiences and outcomes in the Sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decision on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

What is the thinking behind the structure of the framework?

The key concepts have been clearly identified using five organisers:

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



What learning and teaching approaches are useful in the sciences?

Although the content of the curriculum is important, the high aspirations of the Sciences curriculum within *Curriculum for Excellence* will only be achieved through high quality learning and teaching. The sciences experiences and outcomes are designed to stimulate the interest and motivation of children and young people

and to support staff in planning challenging, engaging and enjoyable learning and teaching activities. They allow flexibility and choice for both teachers and learners to meet individual learning needs.

Effective learning and teaching approaches extend experiential learning from the early years into primary school and beyond. As children and young people progress in their learning of the sciences, teachers can take advantage of opportunities for study in the local, natural and built environments, as an opportunity to deepen their knowledge and understanding of the big ideas for the sciences. Teaching and learning approaches should promote thinking as well as provide opportunities to consolidate and apply learning.

In the sciences, effective learning and teaching depends upon the skilful use of varied approaches, including:

- active learning and planned, purposeful play
- development of problem-solving skills and analytical thinking skills
- development of scientific practical investigation and inquiry
- use of relevant contexts, familiar to young people's experiences
- appropriate and effective use of technology, real materials and living things
- building on the principles of Assessment is for Learning
- collaborative learning and independent thinking
- emphasis on children explaining their understanding of concepts, informed discussion and communication

Through involvement in a wide range of open-ended experiences, challenges and investigations, including those related to the applications of science in areas such as engineering, medicine and forensics, children and young people develop skills of critical thinking and appreciate the key role of the scientific process both in generating new knowledge and in applying this to addressing the needs of society.

What skills are developed in the Sciences?

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).

SOCIAL STUDIES

What will learning in social studies enable children and young people to do?

Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in Social Studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world

- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

How are the Social Studies experiences and outcomes organised?

The social studies experiences and outcomes have been structured under the three main organisers:

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



These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

What learning and teaching approaches can be used in Social Studies?

Although the content of the curriculum is important, our aspirations can only be achieved through high quality learning and teaching. The social studies experiences and outcomes will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children and young people. They allow flexibility and choice for both teachers and learners which can sustain interest and enthusiasm.

In Social Studies, effective learning and teaching will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

How are skills developed in Social Studies?

The development of skills is an essential aspect of learning in Social Studies and the experiences and outcomes provide frequent opportunities for applying these skills in new and more complex contexts. Terms such as 'investigating', 'exploring', 'discussing' and 'presenting' are used throughout the experiences and outcomes from early to fourth level, recognising that at all stages learners are capable of exercising these skills at a level appropriate to their development. The framework ensures that Social Studies provides an important context for the development of literacy and numeracy skills.

Children and young people as they learn within the Social Studies will develop a range of skills including:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem-solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills - oral, written, multimedia

Teachers will support children and young people as they progressively develop these skills by applying them in new and more complex contexts. Skills are to be regarded as a continuum and should not be 'capped' at any particular level. The professional judgement of teachers is essential in ensuring that individual learners are faced with the appropriate level of challenge in developing skills.

EXPRESSIVE ARTS

What can learning in the expressive arts achieve for children and young people?

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the Expressive Arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the Expressive Arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the Expressive Arts and those which are transferable

- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the Expressive Arts

The Expressive Arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all teachers and educators look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

How is the Expressive Arts framework structured?

The Expressive Arts experiences and outcomes will support staff in planning challenging, inspirational and enjoyable learning and teaching activities. The initial statements are closely linked to the four capacities and can be used to help to plan a wide range of learning activities, which will enable our young people to become:

- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies.
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation.
- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies.
- **effective contributors**, who can develop and express their creativity, work co-operatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

The framework then begins with experiences and outcomes for presentation and performance across the expressive arts, followed by the experiences and outcomes in:

- art and design
- dance
- drama
- music



What are the features of effective learning and teaching in the Expressive Arts?

The framework of experiences and outcomes supports staff in meeting the needs of children and young people through providing a wide range of carefully planned, well-paced learning experiences.

Within a rich, supportive environment teachers will draw upon a skilful mix of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum

- opportunities to analyse, explore and reflect

TECHNOLOGIES

What does learning in the technologies enable children and young people to do?

Technology – the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society.

Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Scotland's people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future.

Learning in the Technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

Within *Curriculum for Excellence*, the Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The Technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

What are the main purposes of learning in the Technologies?

Learning in the Technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences

- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

How are the Technologies experiences and outcomes organised?

The Technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The Technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics

What skills are developed in the Technologies?

The Technologies provide frequent opportunities for active learning in creative and work-related contexts. Learning in the Technologies thus provides opportunities to continually develop, use and extend skills that are essential components for life, work and learning, now and in the future, including planning and organisation skills. Learning in the Technologies therefore makes a strong contribution to achieving the aim clearly articulated in *Skills for Scotland: a Lifelong Learning Strategy* of '...ensuring that *Curriculum for Excellence* provides vocational learning and the employability skills needed for the world of work and is the foundation for skills development throughout life'.

Well-designed practical activities in the Technologies offer children and young people opportunities to develop:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills



