



Ayr Grammar Primary School and EYC

Handbook
December 2025

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Welcome by Head Teacher



Welcome to Ayr Grammar Primary School and Early Years Centre.

We are delighted to welcome you to our learning community, a place where 'We play, learn, and grow together!' At Ayr Grammar, we believe in fostering a love for learning while creating an environment where every child feels valued, included, and supported.

Our vision is built on the foundations of partnership and collaboration. By working closely with families, staff, and the wider community, we ensure that every child has the opportunity to thrive academically, socially, and emotionally.

We pride ourselves on providing an inclusive and nurturing environment where differences are celebrated, achievements are recognised, and every individual is encouraged to reach their full potential. Together, we create a School and EYC where respect, compassion, inclusion, responsibility, and confidence guide us in all that we do.

Thank you for joining us on this journey. We look forward to growing and learning together!

Mrs Paula Murphy
Head Teacher

Compassion

Respect

Responsibility

Inclusion

Confidence

Contact Details

SCHOOL NAME	Ayr Grammar Primary School
ADDRESS	2 Fort Street Ayr KA7 1HU
TELEPHONE NO.	01292 612489
HEADTEACHER	Mrs Paula Murphy
E MAIL	grammar.mail@south-ayrshire.gov.uk
PRESENT ROLL	Primary 326 EYC 49
CAPACITY	443
STAGES COVERED	Early Years & Primary 1-7

COMPOSITION OF CLASSES (SESSION 2025/2026)

Primary 1A & Primary 1B, Primary 2A & Primary 2B, Primary 3, Primary 3/4 (composite class), Primary 4, Primary 5, Primary 5/6 (composite class), Primary 6, Primary 7A & Primary 7B.

We are a Non-Denominational school. Currently we do not offer Gaelic provision across the whole school - there are some classes experiencing Gaelic through links to their topic work. Our school website can be located at: [Grammar Primary School & Early Years Centre](#)

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 Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR)

Parents should note that the working capacity of the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised. SEED sets down the basic method of allocating teachers to primary schools nationally. The allocation is according to the total number of pupils on the school roll and no account is taken of the way in which pupils within any given school may happen to be distributed across the age bands. The nationally agreed conditions of service for teachers set a normal maximum number of 25 pupils for classes of more than one stage i.e. a composite class and Primary 1, 30 pupils for single stage classes in Primary 2-3 and 33 pupils for single stage classes in Primary 4-7. (This information is correct at time of printing but may be subject to change.)

Staff Team

HEAD TEACHER

Mrs Murphy

DEPUTE HEAD TEACHER

Mrs McTaggart

DEPUTE EYC MANAGER

Mrs Henderson

PRINCIPAL TEACHERS

Dr Campbell

Mrs McNeill

Mrs Hamilton

SENIOR EYP

Mrs Clark

CLASS TEACHERS:

P1 Mrs Robertson, Mrs McCallum

P2 Mrs McKnight, Miss Reid

P3 Mrs MacDonald

P3/4 Miss McGhee

P4 Mrs Jackson

P5 Mrs McDonald

P5/6 Miss Thomson

P6 Miss Duncan

P7 Mrs Wilson, Mrs Hunter

NCC/SUPPORT TEACHERS

Mrs Beattie, Mrs Low

EXCELLENCE IN EQUITY LEAD

Miss Fisher

EARLY YEARS PRACTITIONERS

Miss Coleman, Ms Littlejohn, Mrs
Dodds, Miss Oliver, Mrs Nyokabi, Mrs
Fallan, Ms Harrold, Mrs Smith, Mrs
Brooks

CLERICAL ASSISTANTS

Mrs McClung, Mrs Baxter, Miss
Kirkwood

SCHOOL ASSISTANTS

Mrs Burrows, Mrs Murdoch, Mrs Dunn,
Mrs Glen, Mrs Sales-Yanez, Miss Rose-
Smith, Mrs Hill, Miss Huxtable

JANITORS

Mr Taggart, Mr Thomson

CLEANING STAFF

Mrs Reid, Mrs Dodds, Miss Heathcote,
Mrs McKie, Mrs McCurdie, Mr Kennedy,
Mrs Wilson, Mrs Green, Mrs Allan

CATERING SUPERVISOR

Ms McKnight

CATERING ASSISTANTS

Mrs Sanderson, Miss Dunlop, Miss
McDowall, Mrs Taylor, Miss Gamble,
Mrs Vallance

School Holidays 2025/2026

First term

18 August 2025	Inservice day
19 August 2025	Inservice day
20 August 2025	Pupils return
19 September - 22 nd September 2025	Schools closed
13 October - 17 October 2025	Schools closed
20 October 2025	Inservice day
21 October 2025	Pupils return
22 December - 2 January 2026	Schools closed

Second term

5 January 2026	Pupils return
6 February - 9 February 2026	School closed
10 February 2026	Inservice day
11 February 2026	Pupils return

Third term

3 April - 17 April 2026	Schools closed
20 April 2026	Pupils return
4 May 2026	School closed
5 May 2026	Pupils return
7 May 2026	Inservice day
8 May 2026	Pupils return
25 May 2026	School closed
30 June 2026	Last Day of term

Our School Day

OPEN	9.00am
INTERVAL	10.45 am - 11.00am
LUNCH	12:15 pm - 1:15pm
CLOSE	3.15 pm



Please note that intervals times may change due to school events.

The school operates a soft start and gates will open at 8.45am, school will start at 9.00am. The children are monitored by a member of the Leadership Team and School Assistants. We cannot allow children into the building before 8.45am, unless they are attending Magic Breakfast Club, as we do not have adequate supervision to ensure the health and safety of the children.



If your child arrives late at school, they should enter by the Main Entrance only and report to the school office. A pass will be issued to inform the class teacher that your child has been registered at the office.

Out of School Care

An out of school care service is run by Holmston out of School Club and can be accessed by contacting 07535111860 (after 1.00pm). This service runs from the church (St Andrews). The children are collected from the school by the out of care staff.

Magic Breakfast Club

With support from Magic Breakfast and Thriving Communities, we offer a free breakfast club to all pupils from 8.30am.

Enrolment

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

In Scotland children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for primary school - beginning in August each year.

If your child has a January or February birthday, he/she has a right to start primary school in August OR defer entry for an additional year.

Parents/Guardians must register their child **in the school allocated to their home area.**

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>

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.



Parental Involvement

Parent Council and Parent Forum

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 you;
- identify issues you want the Parent Council, to work on with the school;
- be asked your 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 nursery 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

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

Parent Council

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

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

The Parent Council is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PC if you want to join in. Local councillors may also attend meetings of the Parent Council. This PC arranges numerous activities and fund raising events throughout the session. In the past, events such as the following have taken place:

- Christmas and Summer Fayres
- Quiz night
- Christmas Card fundraising

The Ayr Grammar Parent Council is made up as below:

- | | |
|------------------|---------------------|
| • Chairperson | Mrs Taylor |
| • Treasurer | Mrs Christie |
| • Secretary | Mrs Chilton |
| • Head Teacher | Mrs Murphy |
| • Teachers | |
| • Parent members | |

Members may be contacted via the school or through the following e-mail address: ayrgrammarparentcouncil@yahoo.co.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 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@parentforumscotland.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

The values of Grammar Primary School have been developed in consultation with staff, families and pupils and refreshed in session 2018. Our values are:

Respect
Responsibility
Compassion
Inclusion
Confidence

School Aims

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 the improvement objectives of South Ayrshire Council.

We aim to ensure that each child achieves their full potential by:

- Providing a pleasant and encouraging learning environment
- Ensuring a wide range of teaching approaches
- Establishing on-going continuous assessment and encouragement

We aim to provide a curriculum which meets the needs of all our pupils by:

- Ensuring that our school policies are based on the 5-14 guidelines

- Ensuring breadth and balance
- Ensuring that the teaching and learning is of the highest quality

We aim to improve learning and teaching experiences by:

- Setting differentiated learning experiences with realistic but challenging targets
- Encouraging pupils to be involved in setting their targets
- Encouraging teacher/pupil interaction
- Monitoring and evaluating quality of teaching

We aim to raise the standard of attainment and achievement by:

- Giving all staff the opportunity to attend Staff Development
- Monitoring National Assessment results
- Ensuring that a quality education, which allows for continual improvement is in place.
- Promoting our pupils' personal development and active citizenship by:
 - Recognising the potential contribution that all can make to the success of the school
 - Ensuring that relationships based on mutual respect and understanding create a climate where pupils, staff and parents feel valued and proud of their school, promoting equality and fairness

We aim to encourage partnership with our parents and with the wider community by:

- Improving the fabric and access to the building
- Encouraging participation and partnership from everyone connected with the school
- Striving to achieve an attractive stimulating and safe school environment that is conducive to teaching and learning
- Working enthusiastically with the Parent Council

We aim to support our pupils by:

- Ensuring that all pupils have access to an appropriate curriculum which takes account of their individual circumstances, aptitudes and abilities
- Promoting an inclusive and welcoming ethos which ensures equality and fairness at all times

What makes Ayr Grammar a special place to learn and achieve?

At Ayr Grammar we pride ourselves on our warm and friendly environment. Every child matters to our staff and this is evident in the high standard of care and compassion they show to the children. We set ourselves and our pupils a high standard and through effective teaching and learning, we aim to help every child achieve their potential. We cannot do this alone and rely on the support of many colleagues across South Ayrshire.

We enjoy a positive relationship with the Parent Forum and the Parent Council – recognising and valuing parental engagement.

(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.)

We regularly receive positive feedback about the good behaviour of our pupils. Positive behaviour is promoted and encouraged in class and across the school. We have clear systems to reward and celebrate those pupils displaying our school values. We also have a clear system for those who need support with behaviour. We expect high standards in terms of behaviour and this is supported by pupils, staff and parents.

We engage with a variety of groups, colleagues and volunteers in the local community to offer our children a wide and varied experience at school. Throughout your child's 7 years with us they will have a breadth of opportunities to learn and achieve.

South Ayrshire Council's motto is to 'Ne'er forget the People'. We aim to remember this every day – our children remain our number one priority.

We give our children a voice in the school – they help to make decisions about what they are learning in the classrooms and they help to shape and action our school improvement agenda. We work hard across the school community to realise our vision:

We Play, Learn and Grow together

The Curriculum

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

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

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

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

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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

The curriculum can be described as all experiences which school provides for each pupil. Grammar Primary places great emphasis on developing and delivering a continuous, coherent, flexible and enriched educational experience for our pupils, congruent to the vision, ideology and ethos of the Curriculum for Excellence.

The aims of the CfE to nurture **successful learners, confident individuals, effective contributors** and **responsible citizens** provides a framework in which excellent learning and teaching can take place, focusing on how we can achieve the best for every child.

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. All our members of staff strive to contribute through:

- open, positive, supportive relationships where the children feel that they are listened to
- promoting a climate in which the children feel safe and secure
- modelling behavior which promotes effective learning and wellbeing within the school community
- being sensitive and responsive to each child's wellbeing.

Grammar pupils are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of our community. This includes opportunities to participate in decision making, to contribute as leaders and role models, to offer support to others and to play an active part in putting the values of Grammar Primary School into practice.

Grammar Primary School undertakes to provide an educational experience that has:

Challenge and enjoyment - Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

Breadth - all children should have opportunities for a broad range of experiences.

Progression - Children should experience continuous progression in their learning with each stage building upon earlier knowledge and achievements.

Personalisation and choice - The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice.

Coherence - children learning activities should combine to form a coherent experience. There should be clear links between the different aspects of learning, including opportunities for extended activities which draw different strands of learning together.

Relevance - Children should understand the purpose of their activities. They should see the value of their learning and its relevance to their lives, present and future.

The curriculum should include space for **learning beyond subject boundaries**, so that children can make connections between different areas of learning. These **interdisciplinary studies**, based upon groupings of experiences and outcomes from within and across [curriculum areas](#), can provide relevant, challenging and enjoyable learning experiences and stimulating contexts.

The **curriculum areas** are the organisers for setting out the experiences and outcomes. The **experiences and outcomes** include opportunities for a range of achievements in the classroom and beyond.

There are 8 broad curricular areas:

- **Languages** - including **Modern Languages** - listening and talking; reading and writing.
- **Mathematics** - Number, money and measure; Shape, position and movement; Information handling

- **Health and wellbeing** - Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; Substance misuse and Relationships; Sexual health and parenthood.
- **Expressive arts** - Participation in performances and presentations; Art and design; Dance; Drama and Music.
- **Religious and moral education** Christianity; World religions and Development of beliefs and values.
- **Sciences** Planet Earth Forces; Electricity and waves; Biological systems; Materials; Topical science.
- **Social studies** - People, past events and societies; People, place and environment; People in society; Economy and business
- **Technologies** - Technological developments in society; ICT to enhance learning; Business contexts for developing technological skills and knowledge; Computing science contexts for developing technological skills and knowledge; Craft, design, engineering and graphics contexts for developing technological skills and knowledge; Food and textiles contexts for developing technological skills and knowledge.

Literacy and English

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.



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 phonics.

To develop and encourage an interest and enjoyment in books we use a wide range of reading, writing and spelling schemes and have invested in a great number of new reading and teaching materials for all ages and stages.

From the early stages of Primary 1, children are encouraged to participate in writing activities. All writing is valued and the children are encouraged to become young authors. They write together with the teacher, in groups, in pairs, individually and produce stories, books, postcards, recipes etc. Again, the main focus in primary 1 is to encourage them to enjoy writing.

Children are encouraged to write frequently and independently, often on whiteboards - mistakes don't matter at first - the important thing is to ensure the children are confident in their writing.



Children are encouraged to participate in discussion work related to their activities in the various curricular areas. Teachers actively encourage the children to participate in activities which encourage them to talk in pairs, in groups, as a class and with adults.



Listening skills are developed through every area of the curriculum. The listening posts are used to develop specific listening tasks. The children enjoy listening to audio books and participating in the listening games. Children are actively encouraged to listen to their peers and where necessary, respond appropriately.

Modern Languages

The modern language taught in Grammar Primary School is French. Children from P1-7 are introduced to the language using an enjoyable topic-based approach. This session some classes have also been introduced to Gaelic.

Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using 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.

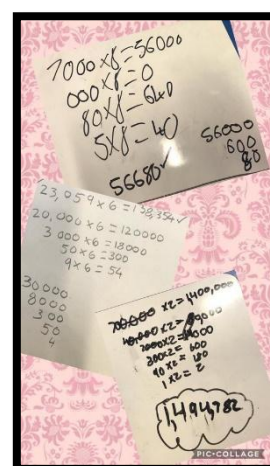
Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue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

Because 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.

The mathematics experiences and outcomes comprise of:

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.

At Ayr Grammar, the approach to the teaching of Maths is aimed at encouraging children to think for themselves and to develop a problem-solving attitude. Counting, addition, subtraction, multiplication and division are taught to establish quick recall of number facts. Interactive Maths encourages the development of children's skills in quick recall of number facts, and is a routine starter to most Maths lessons.

Active learning is recognised as being an extremely important aid to success in Mathematics. Infant children investigate and recognise maths in the environment and through play. All the children experience learning by means of activities, investigations and problem-solving exercises.

Our Maths programme uses a variety of resources such as TeeJay, Heinemann Active Maths and Number Talk approaches. The programme runs smoothly through to secondary to ensure effective transition. This takes the format of individual, group and class activities supported by on-line resources and textbooks. Our planned programme involves many practical experiences, discussions and, where necessary, consolidation of mathematical concepts.

Calculators and computers are in use from Primary 1. Interactive whiteboard programmes, various pieces of software, relevant websites and games-based learning are used to reinforce skills and to promote that Maths is fun.

Physical Education

A continuous and progressive programme that promotes a balance in gymnastics as well as games and athletic skills is in place. Children are entitled to at least 2 hours quality PE per week and this is in place at Ayr Grammar. Children are encouraged to 'keep fit' and are given the opportunity to join in extra-curricular physical activities.

Expressive Arts



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.

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

We have a continuous and progressive Art programme in place in school, with an emphasis on learning different skills through a variety of contexts.

Expressive dance, traditional Scottish and formal dance are taught throughout the school year.

Drama - is often used as an ideal way of bringing topics being studied 'alive'. There is also a progressive programme of drama used throughout the school. All children have the opportunity to be part of a performance, including Christmas shows, Assemblies, Burns Supper, End of Year Show.

Music Instruction is available subject to suitability of individual pupils and availability of instruments. During the current session, instruction is given to pupils in strings and brass, with ensembles often playing at school events. Children also have the opportunity to join our school choir and Ukelele Club.

Sciences and Social Studies

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 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 develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allow 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.

The sciences experiences and outcomes are designed to stimulate the interest and motivation of children. They tap into children's natural curiosity and their desire to create and work in practical ways. They can act as a motivation for progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement.

Through social studies, children 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. Children learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

As children explore aspects of social studies they 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.



Children at Grammar Primary experience a wide range of exciting and interesting Social Studies topics that aim to progressively develop their understanding of the world.

Technologies

Learning in the technologies enables children 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 and 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

The Technologies curricular framework is made up of 6 areas or organisers:

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

Activities in the technologies offer children opportunities to develop many skills including:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning, organisational, collaborative and leadership skills
- creativity and innovation
- skills in using tools, equipment, software and materials
- critical thinking through exploration and discovery
- discussion and debate
- searching and retrieving information to inform
- evaluating products, systems and services
- presentation skills

At Grammar Primary School we have an ICT provision which is timetabled for every class to use on a weekly basis. Children are also able to use computers/iPads in their own classrooms. ICT skills are developed throughout the school - from Primary 1-7. ICT is used to enhance learning in all areas of the curriculum. The teachers all receive ICT training to keep up to date with all new technological developments.

Every classroom in the school has a wall mounted interactive whiteboard (IWB). These are considered to be a major resource for teaching and learning in all areas of the curriculum. Staff are constantly increasing and updating their knowledge in the use of IWB. In addition to computers pupils have access to I-pads, scanners, digital cameras, camcorders and other ICT equipment. Considerable investment has been made in the purchase of software and online learning for curricular use throughout the school.

Homework Policy-updated December 2024

Homework is a useful bridge between home and school. We hope that all parents are involved in their children's education and give them support and encouragement to complete their homework successfully. Staff provide a class information leaflet each term that gives parents an indication of topics being covered and how they can help their child at school. Parents are encouraged to sign written homework and comment if they feel it appropriate.

Principles of Homework:

- Homework should be consistent with a whole school approach to effective learning and teaching
- Support for learning is required in and out of school
- Homework can be an aid to differentiation, as parents and children can work together at home on aspects of work that are causing concern

Types of Homework:

- Practice, preparation, consolidation, research, activity based co-operative work with parents

Purpose of Homework:

- Practising and preparing for class work
- Developing personal research skills
- Encouraging good study habits
- Creating opportunities for positive home/school links
- Opportunity for home learning

Role of Parents in Homework:

- Encourage routine, provide an appropriate study environment
- Listen and encourage
- Respond to and participate in set tasks as appropriate
- Share and co-learn with children

- Provide resources or access to them
- Encourage and praise your child's efforts

Values of Parental Involvement in Homework:

- Partners in the education of the child
- Development of positive home/school links
- Support for child and school

Suggested Time Allocation for Homework

Primary 1 - 3 up to 20 minutes

Primary 4 - 5 up to 30 minutes
(or equivalent over a week)

Primary 6 - 7 up to 45 minutes
(or equivalent over a period)

Opportunities for Wider Achievement

In line with Curriculum for Excellence, Grammar Primary School actively promotes personal achievement. Below are some examples of school/individual wider achievements:

- Active Schools and Parent led activities such as cycling proficiency, netball, dance, basketball, multi-sports, choir
- Lunch time 'Nurturing' club
- Christmas Performances (P1-3)
- Various fund-raising activities for a variety of causes e.g. Ayrshire Hospice, McMillan Cancer Care
- Residential Trip - P7
- John Muir Award - P6
- String/Brass tuition
- Links with the local library
- P7 Burns' Supper
- Whole school participating in Burns' Recitation Competition
- School fairs /other fundraising activities with the support of the Parent Council

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 sport and to increase capacity through the recruitment of volunteers who deliver the activity sessions. Within South Ayrshire the Active Schools team are part of Education Services/Thriving communities.

This structure was designed to allow an increased focus on leadership programmes within secondary schools which would in turn have a direct impact on provision within primary schools, and to ensure targeted support for children and young people with Additional Support Needs.

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.

Get Involved in Active Schools.

Sport Scotland passionately believes in the power of sport and the contribution it makes to life in Scotland.

Active Schools demonstrates how creative and innovative work in sport can shift perceptions engaging children and young people in a more active lifestyle for the benefit of themselves and others.

To discuss how to increase sport and physical activity opportunities within your school, or to volunteer with Active Schools please contact us on 01292 294191 or email us at active.schools@south-ayrshire.gov.uk

Ayr Grammar's Active School's Co-ordinator is Miss Chloe McDowall

Composite Classes

Primary schools have pupils at seven-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 decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head Teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, Head Teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being "kept back" or "pushed on".

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

There are currently 2 composite classes in the school.

Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie out with religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children to develop their own beliefs and values.

Religious and Moral Education is a process where children engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

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

- recognise religion as an important expression of human experience

- learn about the beliefs, values, practices and traditions of world religions, and 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.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee from the register.

Our School Chaplain is the Rev. Okeke from St. Andrews Church. He contributes to assemblies for the school at Easter, Christmas and at the end of term. The school visits St Andrew's Church at regular times of the year for assemblies and celebrations.

We follow national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, 'Curriculum for Excellence - Provision of Religious Observance in Schools'.

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 experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. Children should feel happy, safe, respected and included in the school environment and all our staff endeavour to be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Experiences and outcomes are structured into the following organisers:

- Planning for choices and changes
- Physical education, physical activity and sport
- Mental, emotional, social and physical wellbeing
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Children will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes. At the Grammar we promote healthy eating, sporting activities in the playground, active learning and active after-schools clubs. South Ayrshire Council has employed 'Positive Steps' to deliver an appropriate sexual health programme to pupils in Primary 6/7.

The personal and social development of the pupils is addressed through a focussed personal and social education programme. All staff are aware of the need for a positive approach to promoting good behaviour. The behaviour of all children is a key issue thus meriting a whole school approach which involves all staff - teaching and non-teaching, parents and pupils. We strongly believe in promoting positive behaviour and developing a good, happy ethos in our school. To encourage the pupils and help raise self-esteem, certificates are awarded for effort, kindness and high standards of work. Children are also encouraged through meaningful praise, stickers, house tokens, class rewards, HT awards.

Positive Relationships Policy

Our Rationale and Aims:

At Grammar Primary School, we aim to create a positive and inclusive school climate which nurtures pupils and where pupils are engaged in their learning. The foundations of this are based on our relational approaches.

Our Positive Relationships and Anti-bullying Policy aims to:

- Promote positive relationships, self-regulation, and respect across our school.
- Ensure positive learning opportunities for all.
- Improve emotional wellbeing and build resilience.
- Promote and Support Anti-bullying approaches.

This will be achieved through:

- Embedded understanding of the Nurturing Principles.
- All stakeholders taking responsibility for their role.
- Strong relationships and positive approaches across the school.
- High Quality Professional learning.
- Approaches to addressing and supporting anti-bullying.

At Ayr Grammar Primary School we foster our pupils to be **Compassionate, Respectful, Responsible, Confident** and to encourage **Inclusion**.

We recognise positive approaches are key to success and support these in a variety of ways:

- **Supporting Transition:** Collecting classes promptly and encouraging fantastic walking throughout the school (walking at the left-hand side in single file).
- Providing a **Classroom Safe Base** as well as other spaces such as our Library and Zen Den.
- **Consistent language, steps, and actions** - eg "I'll know you're ready when..."
- **Class Charters**
- Use of **Microsoft Reflect** to foster self-regulation and emotional control.
- **Proactive and restorative** approaches including natural consequences if appropriate.
- Consistency in learning and teaching approaches and use of **adaptive learning and teaching** strategies.
- Consistency of **SACFE** in all classrooms including the use of visuals (daily timetable, now and next board, resources well labelled...)
- **Celebrating successes** and **recognising achievements**.

Positive Apporaches
Positive verbal feedback and praise
Positive non-verbal communication, e.g. thumbs up, smiles etc
Displaying of pupil work and achievements
House Tokens
HT Award
Communicate with parents
Values stickers
Class Reward Systems e.g. recognition board
Class Rewards - Star Chart

Natural Consequences

Staff should support children in understanding that sometimes there is a natural consequences of their own actions. This helps them learn that their actions have consequences.

Although natural consequences can be a useful way to guide pupil behaviour, **not all behaviour has a natural consequence**. Also, **natural consequences aren't always appropriate**. For example, dangerous or antisocial behaviour could lead to a child or someone else getting hurt.

There may be times when more direct intervention is required. There may also be occasions when there is a need for immediate support. Usually this would be part of a pupil's individual risk assessment. In such cases, there should be team approach to taking the most appropriate action.

A Class Exclusion is an in-school alternative to a school exclusion and will be monitored and led by behaviour. It should not be treated lightly or used for low-level disruption. If the behaviour does not warrant school exclusion (i.e. high-level disruption) then the Class Exclusion should not be considered. If there is a continued pattern of classroom exclusions then this may lead to a school exclusion.

In the event of a serious breach of school rules or where the Health and Safety of pupils or staff is at risk, **South Ayrshire Inclusion Policy** should be referred to if exclusion is being considered.

"Exclusion is the most severe sanction available to schools and as such should only be used as a last resort in response to serious breaches of discipline."

South Ayrshire Inclusion Guidance Including Exclusion Procedures 2011

Equal Opportunities and Inclusion

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

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) 'the 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 With the Family meetings to assess and plan with 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, 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 Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own

school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers

If you need further information on any of the above contact your school Pupil Support Co-ordinator - Mrs McTaggart.

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.

From August 2017, new national standardised assessments (NSA) 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.

National Standardised Assessments

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

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

the questions will become more challenging.

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

Tracking and monitoring progress

The progress of individual learners is tracked and monitored during the session. Every class teacher keeps their own assessment records. We also record CfE (Curriculum for Excellence) progress on an authority information system as well as our own internal tracking systems. All this information is used within Progress Meetings where the teacher meets with a senior manager to ensure all children are being given the support they need to reach their full potential.

REPORTING

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

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.

Each school will have their own arrangements for reporting to parents and will share this with parents on an annual basis. As a minimum expectation parents will receive one written report during the course of the academic year. Parents will also be invited into school on at least one occasion during the academic year to discuss their child's progress.

At Grammar Primary School written reports will be issued in May 2026.

Below are the dates of our parents' evenings for this session where you are encouraged to come into school and discuss your child's progress.

Parents' evening dates session 2025-26

Wednesday 22nd October 2025

Wednesday 27th May 2026

Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

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

Transition

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11½ and 12½ 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.

Pupils at Grammar Primary School transfer to:

Kyle Academy
Overmills Road
Ayr
KA7 3LR
Tel: 01292 – 612336

Head Teacher: Mrs M Byrne



Members of Kyle Academy hold an open evening in the preceding November. This evening allows parents whose children will begin S1 in August, to visit the school. Staff

from various departments at Kyle Academy visit our school to work and talk with their prospective pupils during their Primary 7 year. Guidance teachers also visit our school to get to know their new pupils.

Primary 7 pupils visit their school in June to get a taste of secondary school life.

An extra transition programme is organised by Kyle Pupil Support Department for P7 pupils with additional support needs (social and emotional as well as educational).

Support for Pupils

Getting it Right for Every Child (GIRFEC)

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

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

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the Team with the family 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 with the family will assess whether there are any wellbeing needs and if necessary, review the Child's My Plan.

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc 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 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 Pupil Support Co-ordinator or named individual for that establishment 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 **My Plan** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the family meeting (TWF) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from at **least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Stage 5 - Authority Specialist Placements or Outwith Authority Placements

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5. All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate. At Stage 5 children and young people are required to have a My Plan. Where the Plan is held by another service all educational targets must be incorporated into this plan and a formal review TEAM WITH THE FAMILY meeting will take place a minimum of annually or more often if appropriate.

Coordinated Support Plan (CSP)

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

Supports available

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

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

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns.

Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

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

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's 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 considered and recorded through the Child's 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 the child and parents, etc.

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

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

What can parents do if they 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 linked to 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 on the next page.

All parents are welcome in our school to discuss questions or concerns. Please do not hesitate to contact your child's teacher, Support for Learning teacher or Mrs McTaggart, Pupil Support Co-ordinator, to arrange an appointment.

Quality Improvement Manager

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

Depute Principal Education Psychologist

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292612292

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

Psychological Service

Educational Psychologists have five core functions which are:

- Consultation and advice;
- Assessment;
- Intervention;
- Training;
- Research and policy development;

Services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, 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 interventions that will benefit children in a school such as relationship-based policies, teaching and learning, etc.

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

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

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child.

If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

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

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

Information Sharing

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

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

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the Guide to information Sharing for parents/carers in Ayrshire and Arran. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

Child Protection



Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital

role to help protect them from harm. School staff help keep children and young people safe and well by:

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

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

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

Mrs McTaggart (DHT) is the school's Child Protection Co-ordinator.



School Improvement

Key Findings

- Since 2022/23, almost all children in P1, 4 and 7 consistently achieve expected levels within Listening and Talking, outperforming the authority average by 6%.
- Notable progress has been made since 2023/24, with writing attainment increasing by 8% (3% above authority average), reading attainment rising by 10% (4% above authority average), and numeracy attainment improving by 9% (7% above authority average).

Numeracy

- P7 numeracy attainment has risen to 90%, reflecting a 17% increase from the 73% achieved in Primary 4. This is 9% above the authority average for Primary 7.
- Primary 4 achievement is currently at 80%, 3% above the authority average. However, this marks a 16% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement remains at 91%, 8% above the authority average.

Listening and Talking

- P7 Listening and Talking attainment has risen to 92%, reflecting a 19% increase from the 73% achieved in Primary 4. This is 4% above the authority average for Primary 7.
- Primary 4 achievement is currently at 89%, 4% above the authority average. However, this marks a 11% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Although Primary 1 achievement has decreased by 7% compared to last year's cohort, it remains a strong 9% above the authority average, with almost all pupils achieving expected levels.

Reading

- P7 reading attainment has risen to 92%, reflecting a 19% increase from the 73% achieved in Primary 4. This is 9% above the authority average for Primary 7.
- There has been an increase of 27% from last year's cohort of Primary 7 pupils.
- Primary 4 achievement is currently at 76%, 2% above the authority average. However, this marks a 2% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement has increased by 3% from last year's cohort of Primary 1 pupils and is 5% above authority average. Most children have achieved expected levels.

Writing

- P7 writing attainment has risen to 85%, reflecting a 15% increase from the 70% achieved in Primary 4. This is 7% above the authority average for Primary 7.
- There has been an increase of 20% from last year's cohort of Primary 7 pupils.
- Primary 4 achievement is currently at 69%, 2% above the authority average. However, this marks a 9% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement has increased from last year and is 3% above authority average.

Overall

Pupils show strong attainment at Primary 1 and significant improvements by Primary 7 across all literacy and numeracy areas, consistently exceeding authority averages. While some declines between P1 and P4 reflect broader authority and national trends, the marked gains by P7 indicate effective learning progression and successful interventions over time.

As we analyse attainment we highlight key areas for focus, which will be taken forward as part of our next school improvement plan. We have been working towards raising attainment through:

- Learning visits to classrooms to discuss pupil progress and teaching and learning approaches
- Considered allocation of non-teaching staff to support individuals/groups of children

- Use of summative and formative information to target support more effectively
- Progress meetings between class teachers/Leadership team in order to track pupil progress - ensuring improved outcomes for each child
- We adjust staged intervention information and support allocation/support timetables in response to this data



Please note that further information on school achievement can be located in the Standards and Quality reports - available at the school website: [Grammar Primary School & Early Years Centre](#)

School Policies and Practical Information

Pupil Voice

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

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

Choosing a School

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

Full details of the Placing Request process are available on the Council's web-site using the following link [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](#) or you can contact Educational Services on 01292 612162.

Attendance

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

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

Family Holiday Not Authorised by The School

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

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

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

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

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

Extended Leave With Parental Consent

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

- Extended overseas educational trips not organised by the school

- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to Parents

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

Routine and expected visits out with school

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

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

School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a 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.

The vast majority of parents at Grammar Primary favour school uniform. The Grammar school uniform is now available at The National Schoolwear Shop in Dalblair Road, Ayr (temporarily closed please contact Glasgow branch in Argyll Street, telephone no. 0141 221 4472) and through Tesco. If anyone would like to purchase uniforms from Tesco with the Ayr Grammar logo on it you have to do so online with Tesco (you cannot purchase them in the local store). Go to : www.tesco.com/ues choose South Ayrshire, choose Grammar Primary from the list and then order your items.

Our school uniform is:

Girls' Uniform - white blouse and school tie or red school sweatshirt and white polo shirt (if desired, with school badge), grey skirt or trousers

Boys' Uniform - white shirt and school tie or red school sweatshirt and polo shirt (if desired, with school badge), grey trousers

School Blazer - black with school badge

School Tie - black with gold stripe

Gym Kit - white t-shirt or polo shirt, shorts and soft shoes

Primary 7 pupils wear a black sweatshirt with school badge

Our school badge is the crest of the Royal Burgh of Ayr.



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 and after classes finish at the end of the school day.

Regular meetings between the supervisor/s and Senior Leadership Team 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.

Parental complaints procedure

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

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

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

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

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

Care Inspectorate

Renfrewshire House

Cotton Street

Paisley PA1 1BF

School Meals and Free School Meal Information

Grammar Primary School and EYC provides a 3-week menu cycle and all Primary Schools have a pre-order system in place via our partners at [ParentPay - Leading Cashless Payment System for Schools](#)

Specific dietary requirements can be accommodated, for further information please see our [Special diets and allergens information - South Ayrshire Council](#)

Please see current Primary school lunch options here [Primary Menu 24 25 Blue.pdf](#)

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website- [Free school meals and clothing grant - South Ayrshire Council](#)

Children of parents receiving

- Child Tax Credit where household income is £19,995 or less
 - Child Tax Credit and Working Tax Credit where the household income is £9,552 or less
 - Universal Credit where earned income is £796 or less per month
 - Income- based Jobseekers Allowance
 - Income Support
 - Any Income related element of Employment and Support Allowance
 - Support under part VI of the Immigration and Asylum Act 1999
- From August 2024, free school meals are available to all P1-P5 pupils and all pupils attending special schools.



The school also have a very positive relationship with South Ayrshire Clothing bank - please contact the school should you need any support with uniform.

School Transport guide to parents (excludes Early Years provision)

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

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

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special

circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

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

Seatbelt statement

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

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

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

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

Privileged seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR at any time

during the year. Parents should note that privileged seats are allocated in October and are not available on local 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

Mobile phones must not be used in the school day. Children's phones are handed to class teacher at 9am, kept in a secure box throughout the day and handed back to children at 3.15pm.

Use of Social Media

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

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

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

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

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



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

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be closed due to severe weather, power failure etc. In such cases we will do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by notices in local shops, announcements in the local paper or radio, by letter, by text or by phone.

Health and Medical Information

If your child becomes ill at school, our Clerical Assistants will alert you by phone. Please note - teachers cannot handle pupils' medicine but support staff may administer medication after completion of a 'medication in school' form. Medication should be administered at home wherever possible.

It is extremely important that you alert the school if you have a change of phone number or if your emergency contact numbers change. Immediate attention would be given to the sick child and if necessary he/she would be taken to the hospital if no emergency contacts could be alerted.

The School Medical Service conducts examinations throughout a pupils' school career. Parents are expected to attend the first medical on entry to school and will be notified of all medicals, inoculations and dental treatments.

It is imperative that parents keep us up to date with medical conditions affecting your child. Medical forms are completed when enrolling your child at school and are updated every session - it is the parent's responsibility to let us know of any amendments to this form.

Health Promotion and Nutrition

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

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

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

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

Further guidance can be found at:

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



NHS Ayrshire & Arran NHS- 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:

- **A core tooth brushing programme** - In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are

given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. Remember - water and milk are recommended as safe drinks for teeth for all children.

- **An infant programme** - Childsmile Practice promotes oral health from birth. Parents of 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.
- **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Improvement Teams will also deliver oral health improvement messages and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at: www.child-smile.org

The National Dental Inspection Programme:

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

Data Protection Act

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

How we will use the information about you and your child

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

Who we share your information with

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

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

What are my rights?

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

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

If you have a complaint

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

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

KA7 1DR

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

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

Information Commissioner's Office,

45 Melville Street,

Edinburgh,

EH3 7HL

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and

Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

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

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

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.

Home / School Links

We are very keen to involve parents in school life and we actively encourage them to help in everyday activities. Parents can volunteer to work with children with Supported Active Play. They work with small groups of children on a task prepared by the teacher. Parents also volunteer to help us when going on trips and with extra-curricular activities. If you can add your knowledge or expertise to any of our curricular activities, then we would love to hear from you. It is important to develop the school liaison with parents and we would welcome any ideas and suggestions that you have for taking this important partnership forward.

Information about what your child is learning is shared in a variety of ways - termly class newsletters are issued that give you an indication of what is being taught that term along with other key information. We regularly use Twitter/X to share class and school learning and have information on our school website.

We report on your child's progress throughout the year. We have 2 parent/carer evenings-October and May, as well as the annual report issued in May. We also invite families in to a variety of class events to share in their child's learning. We hold family events across the year to share curricular and other knowledge and to engage with parents around school improvement.

We also ask for family feedback throughout the year and through an annual audit - all feedback is used to help shape our next steps in our school journey.

We have a supportive and active Parent Council who also have a fundraising sub-committee. There is an opportunity to chat with the Parent Council members during the Infant Induction Programme.

Parents can very much get involved in school improvement too - we are always looking for parents with an interest or skill in particular areas. We have many family members in throughout the year to tell children about their careers.

Parents are notified of school news/information mainly through the process of emails and text messages using an Information Application called 'Groupcall'. Parents are encouraged to download the application 'Xpressions', this can give you the quickest access to information sent out by the school. All we ask from parents is that they provide us with an email address and mobile number and keep these details up to date. This App can also be used when you have children at both Primary and Secondary Schools. More information can be found at: <http://xpressions.groupcall.com/>

ParentsPortal

Parentsportal.scot is a digital approach to sharing information with parents/carers. It replaces the traditional school bag run. Parents/carers can update contact details and report absences quickly and easily to the school. A link to register will be sent to parents/carers once your child has started at the school and an account can be set up using your existing MyGovScot account.

On some occasions it may still be necessary to send home 'pupil post', so please check your child's school bag for letters.

If you have any questions relating to your child's schooling, please feel free to telephone the school to make an appointment, we will be happy to assist. To avoid disruption to class, it is important that appointments are made.

Infant Induction Programme

Between January and June, Senior Staff and P.1 teachers visit the children in their nursery setting and meet informally with the Nursery Staff.

In the month of May, a Parents' Evening is organised to introduce and welcome all parents to our school. Parents have the opportunity to see our school, to ask questions, order school uniform and to meet with the Leadership Team and members of the Parent Council.

During term 4, the children are invited into the school on 4 different occasions. They work with school staff, meet other children in their year group, spend some time in the P1 classrooms and learn about the school.

Our Induction Programme gives us an opportunity to warmly welcome the children and their parents to Grammar Primary School and helps ensure that a happy and smooth transition from Nursery is achieved.

Helpful Addresses and Websites

Educational Services,

County Buildings
Wellington Square
Ayr
KA7 1DR

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

Local Councillors - WARD 5

Mr Martin Dowey/Mr Lee Lyons / Mr George Weir / Mr Bob Shields
County Buildings
Wellington Square
Ayr
KA7 1DR

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.

USEFUL LINKS

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

<http://www.scotland.gov.uk/Topics/Education>
<http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>
Children (Scotland) Act 1995 - <http://www.legislation.gov.uk/ukpga/1995/36/contents>

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

<http://www.legislation.gov.uk/asp/2000/6/contents>
Education Scotland's Communication Toolkit for engaging with parents -
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

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/>

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

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

Building Curriculum for Excellence Through Positive Behaviour and Relationships -

outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support -

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

CURRICULUM

Information about how the curriculum is structured and curriculum planning -

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

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

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

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

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

Information on Skills for learning, life and work -

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

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

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

The Skills Development Scotland website 'My World of Work' offers a number of tools to support careerplanning - <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 fact file - 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

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>

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>

Information on how to access statistics relating to School Education -

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>