



---

# Heathfield Primary School and Early Years Centre School Handbook 2025-2026



## Contents

<b>Welcome</b>	<b>Page 3</b>	<b>Reporting</b>	<b>Page 30</b>	<b>Health and Medical Information</b>	<b>Page 60</b>
<b>Contact Details</b>	<b>Page 4</b>	<b>Transition</b>	<b>Page 32</b>	<b>Data Protection Act</b>	<b>Page 64</b>
<b>Leadership Team</b>	<b>Page 6</b>	<b>Support for pupils</b>	<b>Page 33</b>	<b>Additional Information for Parents</b>	<b>Page 68</b>
<b>Staff List</b>	<b>Page 7</b>	<b>Information Sharing</b>	<b>Page 42</b>		
<b>The School Day</b>	<b>Page 10</b>	<b>Child Protection</b>	<b>Page 43</b>		
<b>Enrolment</b>	<b>Page 11</b>	<b>School Improvement</b>	<b>Page 44</b>		
<b>Parental Involvement</b>	<b>Page 12</b>	<b>Key Attainment Data</b>	<b>Page 46</b>		
<b>Parent Council</b>	<b>Page 13</b>	<b>School Policies</b>	<b>Page 47</b>		
<b>School Ethos</b>	<b>Page 15</b>	<b>Code of Conduct</b>	<b>Page 48</b>		
<b>The Curriculum</b>	<b>Page 16</b>	<b>Choosing a School, Attendance</b>	<b>Page 50</b>		
<b>The Core Curriculum</b>	<b>Page 18</b>	<b>Care and Welfare</b>	<b>Page 52</b>		
<b>Curriculum Development</b>	<b>Page 22</b>	<b>Parents Complaint Procedure</b>	<b>Page 54</b>		
<b>Equal Opportunities and Inclusion</b>	<b>Page 27</b>	<b>School Meals (inc Free Meals)</b>	<b>Page 55</b>		
<b>Assessment</b>	<b>Page 29</b>	<b>Use of Social Media</b>	<b>Page 58</b>		

# Head Teacher – Welcome Statement

---



Dear Parents, families and friends of Heathfield,

I would like to take this opportunity to welcome you and your family to our school. At Heathfield Primary and Early Years centre we believe in strong and positive partnerships between home and school. We are proud of our positive relationships and strong place within the Heathfield community.

We aim to provide a safe, happy and nurturing environment where children are encouraged to be kind, respectful and responsible. We provide a dynamic and relevant Curriculum through the Curriculum for Excellence and have high but realistic expectations for achievements, attainment, progress and growth of each learner respecting the whole child

We encourage our families and community to be engaged and involved in the life of the school and in your child's learning and strive to provide a range of opportunities to suit all our families.

We are passionate about equality and inclusion and work tirelessly to provide equity for all pupils. We want to recognise, respect and promote children's rights as stated in the United Nations Convention on the Rights of the Child (UNCRC). These include the right to be treated fairly, to be heard and to be as healthy as possible.

Best wishes,

Gaenor Hardy

## School Information

Name

Heathfield Primary School

Address

Heathfield Road  
Ayr  
KA8 9DR



Telephone Number

01292 612123

Email address/Website

[Heathfield.Mail@south-Ayrshire.gov.uk](mailto:Heathfield.Mail@south-Ayrshire.gov.uk)  
<https://blogs.glowscotland.org.uk/sa/heathfieldps/>

Denominational Status

Non-denominational  
P1-7

Accommodation and capacity

Planning capacity:746  
Current role: 435 (excluding Nursery)  
Parents and families should note that the working capacity of the school may vary dependent upon the numbers of pupils at each stage and the way in which the classes are organised.

## House Structure

The School operates a House Point System of Red, Blue, Green and Yellow Houses supported by the House Captains and teams of prefects.

## Early Years Provision

The School operates an Early Years Class.

## Catchment map and area

Details of the school's catchment area and street names are available for inspection at the school. Parents and families can also access them on the Council's website - <https://south-ayrshire.gov.uk/school-catchments>

## Physical Access

At the front entrance of the school there is a ramp allowing for wheelchair access and we also have lift access at the main entrance of the school. We have four disabled toilets on the ground floor and two on the second floor. An additional handrail has also been fitted to the staircase at the far end of the school.

## Leadership Team

Gaenor Hardy – Head Teacher  
Kathryn Hamilton and Natalie Spence– Depute Head Teachers  
Caryn Davidson / Linda Cameron / Laura Boyd / Charlene Sewell– Principal Teachers

## Leadership Team

<b>Gaenor Hardy</b>	<b>Head Teacher</b>
<b>Kathryn Hamilton</b>	<b>Depute Head Teacher</b>
<b>Natalie Spence</b>	<b>Depute Head Teacher (0.8)</b>
<b>Laura Boyd</b>	<b>Depute Head Teacher (0.2)</b>
<b>Caryn Davidson</b>	<b>Principal Teacher</b>
<b>Linda Cameron</b>	<b>Principal Teacher</b>
<b>Charlene Sewell</b>	<b>Acting Principal Teacher</b>
<b>Abigail Young</b>	<b>Acting Principal Teacher</b>

**School Staff:**

<b>Name</b>	<b>Designation</b>	<b>Name</b>	<b>Designation</b>
Nicola Bingham	Class Teacher	Emma Caufield	Class Teacher
Hannah Gonzalez	Class Teacher	Amy Gibson	Class Teacher
Aileen Kerr	Class Teacher	Caryn Davidson	Class Teacher
Samantha Devlin	Class Teacher	Lynn McMillan	Class Teacher
Hannah Robb	Class Teacher	Leanne Hall	Teacher
Louise Wilson	Class Teacher	Lorraine McArthur	Class Teacher
Sarah Black	Class Teacher	Hugh Skilling	Class Teacher
Emma McGovern	Class Teacher	Carol Kirkland	Class Teacher
Lindsey Connell	Class Teacher	Adam Sweeney	Class Teacher
Maureen Khan	Class Teacher	Jennifer Webster	Teacher/PE Co-ordinator
Suzanne Reynolds	Class Teacher	Leanne Hall	Teacher
Frances Taylor	Class Teacher	Kathleen Terras	Music Teacher

**School Staff (cont):**

<b>Name</b>	<b>Designation</b>	<b>Name</b>	<b>Designation</b>
Allan Ward	Class Teacher	Carissa McDonald	Class Teacher
Sarah Howie	Class Teacher	Kerry Hogg	Class Teacher
Lauren Dodds	Class Teacher (temp)	Natalie McKay	Class Teacher (temp)
Aimee Shields	Class Teacher (temp)		

**Early Years Staff:**

<b>NAME</b>	<b>DESIGNATION</b>	<b>NAME</b>	<b>DESIGNATION</b>
Kelly Kotze	EYC Depute Manager	Holly Bloy	Senior Early Years Practitioner
Lucy Guthrie	Senior Early Years Practitioner	Kay Sinclair	Early Years Practitioner
Emma Meeuwsen	Early Years Practitioner	Hayley Martin	Early Years Practitioner
Paul Forrest	Early Years Practitioner	Chloe Freeburn	Early Years Practitioner
Connie Bryden	Early Years Practitioner	Louise Drennan	Early Years Practitioner

## Support Staff

<b>NAME</b>	<b>DESIGNATION</b>	<b>NAME</b>	<b>DESIGNATION</b>
Kayley Fulton	Clerical Assistant	Janice Clotworthy	School Assistant
Claire Meldrum	Clerical Assistant	Lewis Henderson	School Assistant
Karen Wilson	Clerical Assistant	Sharron Gallagher	School Assistant
Stephanie Shearer	School Assistant	Helen Ianotti	School Assistant
Mhairi Thomson	School Assistant	Ashley Peat	School Assistant
Amanda Orr	School Assistant	Lisa Davies	School Assistant
Laura Thomson	School Assistant	Vance Carson	Janitor
Joy Dizlek	School Assistant	John Kennedy	Janitor
Gillian Forsyth	School Assistant	Debbie Strachan	School Cook
Lauren Simpson	School Assistant		

## The School Day



Start: 9.00am  
Interval: 11.00am – 11.15am  
Lunch: P1-P3 12.30pm – 1.15pm / P4-P7 12.45pm – 1.30pm  
Close: 3.00pm

HOOSC (Heathfield Out of School Club) operates on a daily basis from 7.45am – 9am and 3.05pm - 6.00pm. Further information can be obtained by phoning 07752262449. **There is a charge for this service.**

Details of South Ayrshire Councils 2026 - 2027 school holidays can be found at

<https://www.south-ayrshire.gov.uk/school-holidays>





## Enrolment



The main enrolment exercise for Primary 1 takes place in January when pupils register for education. At all other times, Parents and families 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).

The dates will be in the local press. Parents and families should make every effort to come to school on the advertised days or where this is not possible, please contact the school to make an alternative arrangement.

The induction programme for children coming into Primary 1 will be held during May and June. This will include meetings for parents. Our induction programme provides opportunities for parents, families and children to become familiar with Heathfield Primary.

Parents and families are welcome to speak to any of the Leadership Team should you have any comments, questions or concerns. We value working in partnership with our families. Please make an appointment by phoning the school office on 01292 612123.

Parents and families may, if desired, make a request to the local authority for your children to be placed in a school other than your local school. Further details and any other matter relating to enrolment can be obtained from the school.

## **PARENTAL INVOLVEMENT**

Every effort is made to involve and interest parents and families in all aspects of schoolwork and activity. The school encourages close liaisons with parents and families and welcomes approaches from parents and families with any suggestions about how to go about further improving this area. We see Home and School as being a partnership to provide the best education possible for our children. A member of the Leadership Team will be happy to speak to you if you seek advice or wish to discuss a matter which concerns you. It is obviously easier to organise if you arrange an appointment but if there is an emergency please ring or call at the school.

Three times a year parents and families are invited to meet with their child's teacher Parents' Meetings to discuss their child's progress.

Most of the communication from the school is done by email unless parents and families choose to opt out of this in favour of hard copies.

We are extremely fortunate that many parents and families give their support to the school whenever it is required. We are well supported by the Parent Council and Fundraisers who raise a great deal of money for the school. Any parents and families willing to give up a little time to assist in the school should contact the school office.



## **Parents and Families as Partners – Parent Council and Parent Forum:**

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

Parents and families are welcomed to be:

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

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

- \* receive information about the school and its activities:
- hear about what partnership with parents and families means in our 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 their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents and families 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 and families
- promote contact between the school, parents, pupils, providers of early years education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff; and

- raise funds for the school for the benefit of pupils (the Heathfield Fundraisers fulfil this role).

Parent Council Members are: Susanne McInnes, Chairperson  
Lorna Finlayson, Deputy Chairperson  
Gaenor Hardy, Head Teacher, Advisor

For more information on parental involvement or to find out about parents and families as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.go.uk](http://www.parentzonescotland.go.uk)

Heathfield Fundraisers are mainly responsible for arranging events for parents and families and raising funds for the school. Volunteers are welcome – please contact the school office if you want to join in.

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

National Parent Forum of Scotland – [enquiry@parentforumsotland.org](mailto:enquiry@parentforumsotland.org)

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



## **SCHOOL ETHOS**

### **What is the ethos, values and aims of the school?**

We are pleased to welcome your child to Heathfield Primary School and look forward to working with you. Heathfield has long established itself as a school which aim to provide the highest standards of teaching and learning. We aim to support each pupil so that they may find the means of developing both intellectually and socially: to prepare them for the challenges, responsibilities and experiences of adult life: to provide a safe, suitable and enjoyable environment for learning; to instil a sense of responsibility, social, personal and environmental; to have an effective partnership linking home, school and community; to foster good relationships between staff and pupils and among pupils; to provide equal opportunities for all pupils; to have a high expectation pf pupil performance; to provide a full range of courses in line with national and local guidelines.

All persons at school are treated equally, no matter their ability, religion, race, or gender. Heathfield promotes a society in which each child can work and play in harmony and receive an equal opportunity to develop to his or her own potential.

Heathfield School adheres to traditional values namely **Inclusive, Supportive, Ambitious**. We aim to develop 'A Curriculum for Excellence' in line with national guidelines in order to deliver the most appropriate curriculum to meet the needs of all our children today. We are also concerned with the emotional and social development of our pupils. In co-operation with parents, we aim to cultivate qualities of honesty and consideration for others; to encourage self-reliance and a sense of responsibility to the community. We aim to achieve the best by ensuring that the general ethos of the school is conducive to learning, with the children participating actively and happily in school life. A full copy of our school aims is available on request or can be found in the school improvement plan.



## The Curriculum

### Curriculum for Excellence

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

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

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

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

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

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

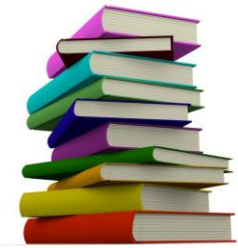
## **Broad General Education**

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 well being of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people to go on to further study, secure work and navigate life. It brings real life into 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 Core Curriculum**

### **Literacy and English**

Literacy and English is split into four main outcomes, i.e. Listening, Talking, Reading and Writing. The acquisition of the skills therein is essential to every aspect of the curriculum since language is the principal medium of learning. We aim to enable pupils to:

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

We use a variety of resources to deliver language in the classroom and ensure that classrooms are dyslexia friendly. Pupils requiring support are closely monitored, as are those showing a special aptitude. This applies to all curricular areas.

### **Read, Write, Count**

The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints. Tips and advice to help parents engage in their child's learning.

## Mathematics



We aim to enable pupils to :

- Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Understand the application of mathematics, its impact on our society and its potential for the future.

We use an active approach to learning as far as possible, also making use of interactive whiteboards where possible.

## Social Studies

Using a variety of resources we aim to enable pupils to:

- Broaden their understanding of the world by learning about human activities and achievements in the past and present; political, social and environmental issues and the values underlining their own society and other societies.
- Develop the capacity for critical thinking through accessing, analysing and using information.
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures.
- Establish firm foundations for lifelong learning.



## Sciences

We aim to enable pupils to:

- Investigate their environment by observing, exploring, investigating and recording.
- Demonstrate a secure understanding of the big ideas and concepts of science.
- Make sense of evidence collected and presented in a scientific manner.
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.



## Technologies

We aim to enable pupils to:

- Develop an understanding of technologies and their impact on society – in the past present and future.
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life.
- Gain the confidence and skills to embrace and use technologies now and in the future.
- Evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors.



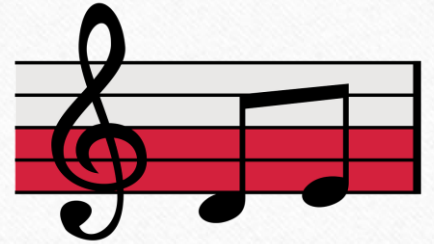
## Expressive Arts

We aim to enable pupils to:

- \* Express themselves in different ways and be creative.
- Experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation.
- Develop important skills specific to expressive arts and also transferable skills.
- Develop an appreciation of aesthetic and cultural values and ideas.

Expressive Arts encompasses three subjects: Art and Design, Drama and Music. Tuition is available to some pupils in string and brass instruments. The school is very proud of its orchestra and choirs who participate in musical events outside school.

Our Primary 7 pupils stage a musical production each year. We also participate in the Ayrshire Music Festival and the YMI project.



## Religious and Moral Education:

Religious and Moral Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of other faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance of the beliefs of others especially where they differ from their own.

Parents and families have the right to withdraw their child from religious education and/or religious observance. Any parent who does not wish his or her child to take part should contact the head teacher so that alternative arrangements may be made for their child. These policies have regard to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools'.

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



## **School Improvement Plan**

During the previous session we have two clear priorities in our School Improvement Plan as follows:

### **Priority 1 - Learning Teaching and Assessment**

Learners will:

- participate in well-planned activities that support understanding and skill development.
- experience learning relevant to real-life contexts.
- understand what they are learning, how they are progressing, and what they need to do to improve

### **Priority 2 – Outstanding Learning, Teaching and Assessment**

We aim to:

- to increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.
- to enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.
- to evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.
- to indicate some improvement in the learning experience using feedback from a group of learners.

### **Priority 3 - To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire**

We aim to:

- To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society
- To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry
- To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs
- To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment

## **Opportunities for Wider Achievement**

The assistance of parents and families in out of class activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school. We monitor all wider achievement and ensure that every stage of the school has access to out of class activities at some point each year. This is possible because of the support of the staff and parent volunteers and the significant contribution of our Active Schools' Coordinator.

## **Composite Classes**

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

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management 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 and families 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 and families 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.

## Health and Wellbeing – Positive Relationships Policy

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

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

We are a Rights Respecting School committed to fostering an ethos where everyone feels valued, respected and included. We have consistent and high expectations, which contribute to a safe and stimulating environment where all children can learn and succeed. We aim to equip children with the skills, qualities and attitudes to contribute effectively to the life of our community.

We aim to:

- Promote high expectations consistently.
- Encourage pupils to reflect on their choices and their impact.
- Model, expect and reward positive behaviour.
- Value every member of our school family.
- Promote positive relationships throughout the school and beyond.
- Provide a consistent and fair approach.
- Meet all learners' needs.
- Champion the social, emotional and mental wellbeing for all.



### **Positive Relationships Charter**

- I will show respect and manners.
- I will have a 'can do' attitude.
- I will aim high and always try my best.
- I will make good choices and reflect on my actions.
- I will have kind hands, feet and words.
- I will be honest.

### **Strategies to Promote a Positive Learning Environment**

All staff will work together to:

- Deliver an engaging, relevant and dynamic curriculum, appropriate to the needs of each child.
- Include pupils' ideas and interests when creating learning experiences and environments, inside and outside.
- Be consistent and fair.
- Communicate with parents about their child's learning, early years and school experience.
- Nurture positive relationships.
- Provide opportunities for pupils to have responsibilities i.e. monitors, pupil groups.
- Encourage and model a growth mind-set.
- Use Restorative Questions to support children and ensure their voices are heard.

- \* What happened?
- \* What were you thinking?
- \* How did you feel?
- \* Who else has been affected?
- \* What do you need/to do?

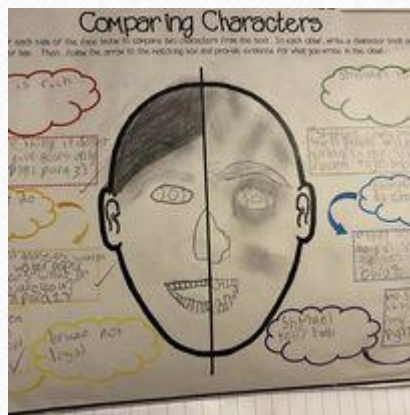
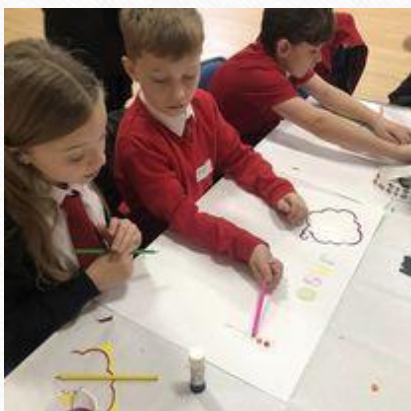
Further details can be found in our Positive Relationships Policy on the school website.

## Equal Opportunities and Inclusion

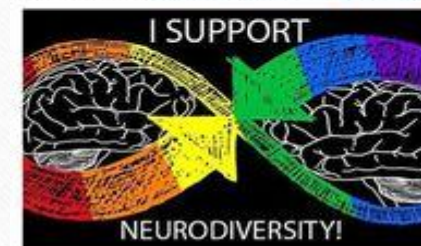
In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

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



Save the Date: 28<sup>th</sup> of November from 9.00 – 10.00  
Neurodiversity Parent Meet-Up & Coffee  
**Special Guest: South Ayrshire Autistic Society**  
Please RSVP to [heathfield.mail@south-ayrshire.gov.uk](mailto:heathfield.mail@south-ayrshire.gov.uk)



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

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents and families 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 who along with the Named Person (if this is not the same individual) has pastoral care responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

If you need further information on any of the above contact your school Pupil Support Co-ordinator. For children in the EYC – Primary 3, this is Mrs Lynsey Hopper, P4 –P6, this is Mrs Kathryn Hamilton and for P7 it is Ms Caryn Davidson.

# 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 are 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 (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional Source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

## Scottish National Standardised Assessments

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

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

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

## **Tracking and Monitoring Progress**

The progress of individual learners is tracked and monitored rigorously throughout each year. We collect data on progress in a range of ways and using a range of different assessment procedures. Targets are set for pupils in their class work and on Staged Intervention paperwork and progress is carefully monitored.

Pupils from Primary 3 – Primary 7 will undergo a STAR reader assessment 4 times each year which provides a reading age and a standardised score. This data is carefully tracked to identify strengths and areas for development for the whole school, stages, classes, groups and individuals.

A range of other data supports the impact of intervention groups, phonological awareness in the early level, spelling and mathematics. Writing is carefully tracked through moderating standards against the benchmarks.

The progress of individual learners is tracked and monitored during the session. Staff have termly meetings with the Leadership Team to report on progress of individuals in the core areas. Progress through the curriculum is reported to parents during parents' meetings in October and March. All parents will receive one written report during the course of the academic year.

You will receive a tracking report once year outlining your child's progress. You will also have the opportunity to meet with your child's teacher twice in the year to discuss their progress at parents' meetings.

The Curriculum for Excellence and assessment data and the data relating to pupil's 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.

## Reporting activities for individual learners

- 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

## Reporting activities for group/class/school/setting

- Assemblies
- Open days/events
- 'Meet the teacher' sessions
- School concerts/shows
- Achievement wall displays
- Wall displays showcasing learning
- School/class newsletter 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 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 4 years of secondary education. Parents and families will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.**

**During P7 there are a number of activities planned at the academy which gives pupils the opportunity to visit their chosen secondary school and familiarise themselves with it.**

**The children of Heathfield Primary catchment mostly transfer to: Prestwick Academy, Newdykes Road, PRESTWICK, Tel (01292) 477121**



## 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 entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote the child's 'wellbeing'.

All children have rights in terms of 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 Named Person along with parents/carers and the TAF 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 parent/carers the Team Around the Family will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

## Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004. 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 give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. For instance, 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 give in school, 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 three main 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 (eg 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 Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and families and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

### **Stage 4 – Specialist Help from a Multi-agency team**

At this stage, a **wellbeing assessment** will be completed. The Pupil Support Co-Ordinator or Named Person will contact the appropriate multi-agency team, and working partnership with parents and families and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team with 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.

## **Co-ordinated support Plan (CSP)**

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is a '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](http://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

Education will also access support where appropriate from colleagues within 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 and families help 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 support plan (Action Plan or CSP). Parent's and Children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents' Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents and families 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 Assessment and Plan. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these.

## **How can parents and families make requests for assessment?**

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

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

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents and families or young people can ask an education authority to arrange for an 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 and families 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 and families do if they don't agree with the authority?**

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

Parents and families 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](http://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 and families get support and information relating to additional support needs?**

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

### **Quality Improvement Manager**

**County Buildings**

**Wellington Square**

**AYR**

**KA7 1DR**

**Tel: 01292 612504**



**Principal Educational Psychologist**

**Queen Margaret Academy**

**Dalmellington Road**

**Ayr**

**KA7 3TL**

**Tel: 01292 612819**

**Co-ordinator (Inclusion)**

**Educational Services**

**County Buildings**

**Wellington Square**

**Ayr**

**KA7 1DR**

**Tel: 01292 612426 or 612292**

**Enquire**

**Scottish Enquire helpline: 0845 123 2303**

**Textphone: 0131 22 22 439**

**Email: [info@enquire.org.uk](mailto: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](mailto:enquiries@sclc.org.uk)**



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

**Resolve**

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

**Advocacy Service**

Circles Network  
2 Bridge Street  
Ayr, KA7 1JX  
Tel: 01292 285372 Or 07557 150035  
Website – South Ayrshire – Circles Network

## **Psychological Service**

Educational Psychologists have five core functions to their service delivery including:

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

These services can be delivered at different levels, including the level of the child, the school or to 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 all of the children in a school such as relationship-based policies, teaching and learning, etc.

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult 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 discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist. Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website: [www.eps.south-ayrshire.gov.uk](http://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 lead the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

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



## **School Improvement**



### **How has the school improved over the last 12 months?**

**We have a strong and empowered staff who collaborate within stages and across the school. New staff experience a nurturing induction processes as they join teams of experienced staff. Our Parent Council is very active and committed to contributing to school improvement.**

**We have rigorous processes in place to track pupil progress and our data has shown that pupils have made good progress during home learning and on their return to school, particularly in reading. Pupils experience a varied and active curriculum and have a range of opportunities to succeed.**

**The Inclusion Team provides support for groups and individuals and builds strong relationships with families through effective communication and support for pupils. We have continued to build our strong, positive relationships with children, families and partners, based on approachability, trust and a nurturing ethos.**



## Key attainment data 2024 - 2025 Curriculum for Excellence Levels

Early Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	70	80	72	79	79	
Listening and Talking	81	83	87	94	79	90
Reading	81	83	75	81	80	92
Writing	76	80	72	79	80	92
Numeracy	84	85	85	89	84	92

First Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	75	73	86	76	76	
Listening and Talking	80	95	93	90	88	98
Reading	82	81	91	84	78	85
Writing	75	73	90	78	76	84
Numeracy	82	75	90	84	75	84

Second Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	87	68	87	85	78	
Listening and Talking	91	96	95	89	92	99
Reading	87	81	92	85	80	87
Writing	87	70	87	85	79	84
Numeracy	80	80	87	85	79	86

## **School Policies and Practical Information**

### **What additional information is available to parents?**

#### **Rights Respecting School**

At Heathfield, we are a Rights Respecting School. Each classroom, as well as each area of the school has a Charter which has been developed with the pupils. We achieved our Rights Respecting Schools Gold Award in November 2024.

#### **Behaviour Policy**

A Rights Respecting School teaches children and young people that they have rights under the United Nations' Convention on the Rights of the Child (CRC). From this starting point they also learn their responsibility to respect others' rights in all relationships in the community. The ethos created demonstrates to children the inclusiveness of a Rights Respecting School and paves the way to participation in the life of the community. This in turn helps them learn how to formulate, express and listen to opinions, helping to raise their achievement. Our Behaviour Policy will be evolving to become our Promoting Positive Relationships Policy throughout 2022-23.

## Classroom Charters

Classroom charters have been shown to be an effective way of promoting a mutual understanding and common use of language among pupils, teaching and non-teaching staff to enable a cross-school rights-respecting ethos. Classroom charters enable children and adults alike to consider their classroom values and the actions that need to be taken to achieve them. In a rights-respecting school, these charters must be built on the CRC.

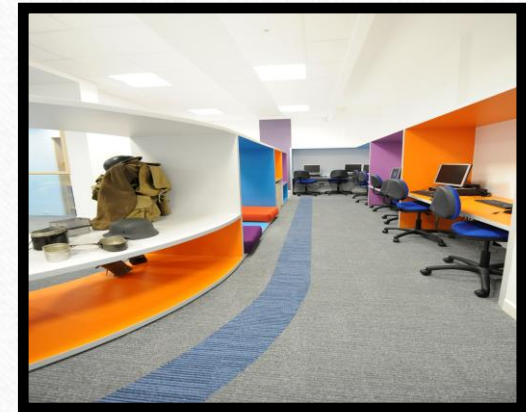
New classroom charters are created at the beginning of the session and revisited at regular intervals.

Each day a member of Leadership Team will be on duty during pupil breaks. Emergency situations will usually be dealt with by this person.

## Emergencies

Occasionally there may be an emergency situation regarding behaviour. This would be when a child/children/staff are in danger of injury or exposure to violence. A named child should go immediately to the nearest office with an EMERGENCY CARD. Office staff will alert a member of the Senior Leadership Team to attend the area.

The Library



## **Heathfield Primary School Code of Conduct**

**Purpose:** to highlight the shared expectations of all staff regarding specific behaviours, to provide consistency across the school.

- We show good manners by speaking politely, saying please and thank you, good morning, good afternoon and holding doors for others.
- When lining up we do so promptly, quietly and we stand in a straight line, facing the front.
- When moving around the school, we walk quietly, keeping to the left hand side of corridors and stairs.
- In school we wear school uniform. We do not wear hoodies, scarves, hats etc.
- We come to school with correct equipment. (Specific information from the class teacher.
- In class we are allowed to drink plain water.
- If we need to go to the toilet during class time, we return to the class without delay. At interval and lunchtime we do not hang about in the toilets.
- We do not eat in the corridors or toilets.
- At interval and lunchtime we are not in the classroom unless it is a wet break. We are allowed to collect and return our lunchboxes to the trolleys/cloakrooms. If we are attending a meeting eg. Pupil council or ECO Committee, we will be with an adult.
- At P.E we wear our gym kit. Long hair is tied back and all jewellery is removed. We change into gym shoes whenever we go to the gym hall.

## **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. In secondary schools attendance is recorded each period.

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

**Family holiday not authorised by the school:** Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- \* A family holiday judged to be important to the wellbeing and cohesion of the family following serious or terminal illness, bereavement or other traumatic events:
- \* Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).
- \* Where parents and families 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, 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 now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the coding system. **It would be extremely helpful in this regard, if parents and families could contact the school by telephone 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**

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

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



## **Care and Welfare**

### **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 families 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 & safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits 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.

Heathfield Primary prides itself in the fact that all pupils do wear school uniform. Following wide consultation, it was evident that parents and families wanted to keep the school shirt and red tie and not move to the sweatshirts like many other schools. We also introduced a red warm jacket with the school name embroidered on the front and it is a warm fleece on the other side when children are not at school. This has been in great demand and looks very smart too. Several younger children wear the school blazer when starting school.

## 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 head teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.



## 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 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](mailto: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 and Clothing Grant Information**

All Primary 1 to Primary 5 pupils in Scotland received free school meals. Further information relating to school meal menus, free school meals and clothing grants can be found on the South Ayrshire Council website – [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)

The current criteria for entitlement is detailed on the South Ayrshire website, which is reviewed and updated annually  
[Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://www.south-ayrshire.gov.uk)

## **Educational Maintenance Allowance (EMA)**

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and on-line application form can be accessed from the following link

<https://south-ayrshire.gov.uk/article/28209/Education-maintenance-allowance>

## **Transport Guide to Parents and families (excludes EYC 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 \(south-ayrshire.gov.uk\)](http://www.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](mailto: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.

**At Heathfield PS, parking around the school can be very difficult and we receive many complaints from local residents and concerned parents. Please ensure if you have to bring the car to the school that you park in a safe place, preferably a short distance away and walk with your child for the last few minutes. Please note that the car park is for staff only.**

## **Insurance**

South Ayrshire Council holds Public Liability, Employer 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, 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 and families are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Please ensure every item brought to school has your child's name on it. Parents and families 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

Children are asked where possible **not** to bring mobile phones to school, as we are not able to replace any that get lost.

However, there will be occasions when it will be appropriate for the child to carry a mobile phone as instructed by the parent/carer. Under such circumstances, the mobile phone should remain switched off during school hours and only switched on after 3.05pm.

Office staff using the school phone will make any telephone calls home which require to be made throughout the day.

## 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 your own private and personal relationships with pupils;**
- \* **Take care to avoid becoming personally involved in a pupils' personal affairs;**
- \* **Decline pupil-initiated 'friend' requests;**
- \* **Manage their privacy settings and keep them under review;**
- \* **Report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.**

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



## **Health and Medical Information**

**Medical inspections are carried out on Primary 1 pupils by the school nurse. Dental inspections are also carried out at select stages and a report provided for the school. No inspections will be carried out without parental permission.**

**It is vitally important that parents and carers provide the school with any relevant medical information for your child. If your child takes ill at school, we will endeavour to phone a parent in the first instance. If unable to contact a parent, we will telephone the emergency contact number. Please ensure telephone numbers are always kept up to date. Failure to contact a friend or relative will result in your child staying in school, or in an emergency, being taken to hospital by members of staff.**

**If your child requires medication to be taken or be kept in school, please complete the relevant medical form which can be obtained from the school office. Staff will not administer any medication without this form being completed.**

**At Heathfield we request that if your child is unwell and not coming to school, that you telephone the school before 9.00am. A message will then be passed to your child's teacher.**

## 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](http://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 and families of newborn children may be referred to the programme by their Health visitor. Dental Health Support Workers visit Parents and families 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 preventative oral health programme for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventative 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](http://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 and families 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](mailto: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](mailto: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.

## Helpful Addresses and Websites

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

[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)

[www.education.gov.scot/parentzone/](http://www.education.gov.scot/parentzone/)

[www.hmie.gov.uk](http://www.hmie.gov.uk)

Councillor Hugh Hunter, County Buildings, Wellington Square, AYR, KA7 1DR  
Councillor Martin Kilbride, County Buildings, Wellington Square, AYR, KA7 1DR  
Councillor Ian Cochrane, County Buildings, Wellington Square, AYR, KA7 1DR  
Councillor Cameron Ramsey, County Buildings, Wellington Square, AYR, KA7 1DR

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question or in relation to subsequent school years.



## Additional Information for Parents

### School Policies and Practical Information

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

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

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

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

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

Standards in Scotland's Schools (Scotland) Act 2000 - <http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

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

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

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

Choosing a School: A Guide for Parents – information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>



## **Parental Involvement**

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

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

**Parentzone** provide information and resource for parents and Parent Councils –

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

## **School Ethos**

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

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

**Journey to Excellence** – provides guidance and advice about cultures and ethos –

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

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

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

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

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

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

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

## **Curriculum**

**Information about how the curriculum is structured and curriculum planning –**

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

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

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

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

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

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

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

**Information on the Senior Phase –**

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

**Information on Skills for learning, life and work –**

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

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

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

**Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –**

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

**The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning -**

<http://www.skillsdevelopmentscotland.co.uk/>

## **Assessment and Reporting**

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

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

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

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

**Curriculum for Excellence factfile - Assessment and qualifications –**

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](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](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

**Career Information, Advice and Guidance in Scotland – A Framework for Service redesign and Improvement – provides guidance on career information, advice and guidance strategy –**

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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

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

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

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

**Enquire** is the Scottish advice service for additional support for learning -

<http://enquire.org.uk/>

**Parenting Across Scotland** offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

## **Support For Pupils**

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

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

**Supporting children’s Learning Code of Practice (Revised edition)** – provides Statutory guidance relating to the education (Additional Support for Learning) (Scotland) Act 2004 as amended –

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

**Getting It Right For Every Child and Young Person**, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

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

## **School Improvement**

**Scottish Schools Online** – provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

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

**Education Scotland's Inspection and review page** provides information on the inspection process –

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

**The Scottish Survey of Literacy and Numeracy (SSLN)** is an annual sample survey which will monitor national performance in literacy and numeracy –

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

**Scottish Credit and Qualifications Framework (SCQF)**

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

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

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

**Amazing Things** — information about youth awards in Scotland –

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

**Information on how to access statistics relating to School Education –**

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

