



KINGCASE PRIMARY SCHOOL & EARLY YEARS CENTRE



SCHOOL HANDBOOK

2024-25

NURSERY AVENUE
PRESTWICK
KA9 2DG
(01292) 473451

CONTENTS

SECTION A

General School Information

1. Head Teacher Welcome Statement
2. School Ethos, Aims and Values
3. School Information
 - Name & Address
 - Telephone number
 - Email address
 - Website
 - Denominational status
 - Accommodation and capacity
 - House structure
 - Early Years provision
 - Catchment map and area
4. School Staff
5. Leadership Team
6. The School Year and School Hours
7. Enrolment

SECTION B

Teaching and Learning

1. Curriculum for Excellence
2. The Core Curriculum
3. Opportunities for Wider Achievement
4. Composite Classes
5. Religious and Moral Education
6. Sensitive Aspects of Learning
7. Equal Opportunities and Inclusion
8. Health and Wellbeing (including the school discipline policy)
9. Assessment and Reporting
10. Transition
11. Support for Pupils (Additional Support Needs)
12. Getting it right for Every Child (GIRFEC)
13. Child Protection
14. School Improvement
15. Pupil Voice

SECTION C

Home / School / Community

1. Parental Involvement and Home School Links
2. Homework
3. Parents as Partners – Kingcase Family Partnership
4. Choosing a School
5. Attendance
6. School Uniform Policy
7. Parental Complaints Procedure

SECTION D

Care and Welfare

1. Playground Supervision
2. School Meals and Free School Meal Information
3. Footwear and Clothing Grant Information
4. Transport Guide to Parents
5. Insurance
6. Valuable Items
7. Use of Mobile Phones
8. Use of Social Media
9. Health and Medical Information
10. Data Protection Act
11. Transferring Educational Data about pupils
12. Freedom of Information (Scotland) Act 2002
13. Helpful addresses and websites

SECTION A – GENERAL SCHOOL INFORMATION

Welcome by the Head Teacher

A very warm welcome to Kingcase Primary School and Early Years Centre. Our handbook gives information about policies and practices within our school community as well as information about our curriculum. I hope you find the information in this booklet both helpful and interesting.

As a school, we fully appreciate and value the importance of positive parental partnership. By working together, we can develop a partnership that will enhance not only your child's education but will also give you and your child a strong sense of belonging and commitment to the Kingcase community.

We are proud of the high educational standards we have created and the caring, positive atmosphere in our school. We have high expectations for all our children and encourage them to work hard and foster self-confidence and self-belief. Our school motto 'Believe, Achieve, Succeed' captures this well.





We appreciate that we are in the privileged position of sharing in the upbringing of your child. Thank you for choosing Kingcase Primary School as your child's place of learning. The staff and I look forward to working with you and your child.

Please don't hesitate to get in touch if you require any further information.

Kind Regards
Ryan Delaney



OUR SCHOOL AIMS, VISION AND VALUES

Values	Honesty, Respect, Responsibility, Compassion, Equity
Vision	<div>  Create a safe, happy, caring and inclusive school where we work together, learn from each other and share ideas. </div> <div>  Have high hopes and expectations and believe in each other and ourselves. </div> <div>  Focus on improvement and remember every gain is a victory! </div> <div>  Embed quality learning, teaching and assessment into daily practice and value the importance of continual self-evaluation and reflection. </div>
Aim	<p>To ensure that all pupils fulfil their potential as:</p> <p>Successful Learners Confident Individuals</p> <p>Responsible Citizens Effective Contributors</p> <p>by engaging fully in school life and embedding our vision and values in our practice.</p>
Motto	‘Soaring to Excellence’

The Prestwick Promise

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

SCHOOL INFORMATION

Name	Kingcase Primary School and Early Years Centre
Address	Nursery Avenue Prestwick KA9 2DG
Telephone Number	(01292) 473451
Email address	kingcase.mail@south-ayrshire.gov.uk
Website	https://blogs.glowscotland.org.uk/sa/kingcasepsandeyc/
Twitter	@kingcaseps
Head Teacher	Mr Ryan Delaney
Denominational status	Non-denominational
Accommodation and capacity	The working capacity of our school is 544. Although the working capacity may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. Our current primary roll is 337.
Early Years provision	Our current Early Years roll is 56. We operate term time, Monday-Friday 9am – 3pm.
Catchment area	Details of the school's catchment area can be accessed on the Council's website at www.south-ayrshire.gov.uk .

Useful Links	Please see Appendix A at the back of this handbook.
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Gaelic Language	There is currently no Gaelic language provision
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SCHOOL STAFF	
Name	Designation
Mrs Kirsty MacDonald	P1 Teacher
Miss Tanya MacPherson	P1 Teacher
Mrs Laura McInroy	P2 Teacher
Mrs Katie George	P3/2 Teacher
Mrs Stacey Smith	P3 Teacher
Mrs Mairi Hull	P3 Teacher (Wednesday-Friday)
Miss Gemma Cochrane	P4 Teacher (Monday, Tuesday, Alternate Wednesday)
Mrs Nicky Craig	P4 Teacher (Alternate Wednesday, Thursday, Friday)
Miss Rebecca Taylor	P4 Teacher (Monday, Tuesday, Wednesday)
Mrs Lyndsay Duncan	P4 Class Support Teacher (Wednesday, Thursday, Friday AM)
Mrs Lyndsay Duncan	P4 Teacher (Wednesday, Thursday, Friday)
Mrs Susan Fulton	P5 Teacher (Acting PT)
Mrs Lisa Afrin	P5 Teacher – (Friday) (Acting PT) & Early Years
Miss Lauren Glass	P5 Teacher
Miss Emma Morrison	P6 Teacher
Mrs Joanne Scott	P6 Teacher (Monday, Tuesday, Wednesday)
Mrs Emma Jamieson	P6 Teacher (Wednesday, Thursday, Friday)
Mrs Gail Nicoll	P7 Teacher
Miss Zoe Clive	P7 Teacher
Mrs Leigh Wilson	Class Support Teacher (Monday, Tuesday, Wednesday & Thursday)
Mrs Rachael Fullard	Cluster Support Teacher (Monday & Tuesday)
Mrs Nicola Creek	Teacher (EAL)
Mrs Emma Fairbairn	Senior Early Years Practitioner
Mrs Tracey Fisher	Early Years Practitioner
Miss Lyndsey Boyd	Early Years Practitioner
Mrs Laura Meney	Early Years Practitioner
Miss Lisa McKeown	Early Years Practitioner
Mrs Emma Kerr	Early Years Practitioner
Mrs Maureen Ramage	Early Years Practitioner
Miss Hollie Barker	Early Years Practitioner
Mrs Heather Agnew	Early Years Practitioner / Infant end Support
Mrs Jean Barrett	School Assistant (Monday, Tuesday & Wednesday)
Mrs Jill Gibson	School Assistant
Mrs Angela Borland	School Assistant
Mrs Grace Fulton	School Assistant (Wednesday, Thursday & Friday)
Miss Pauline Ferguson	School Assistant (Monday, Tuesday, Wednesday & Thursday)
Mrs Rachel Kelly	School Assistant (Temp)
Mr Grady McTaggart	School Assistant (Temp)
Miss Nicola Connell	Instrumental Instructor
Mr Dave O'Connell	Instrumental Instructor (Cello)
Mrs Lisa Brill	Instrumental Instructor (Brass)
Mr Aiden McLean	Active School Co-ordinator
Mrs Lesley-Anne Ruddock	School Clerical Assistant
Mrs Clare McCallum	School Clerical Assistant
Ms Helen Petrie	School Clerical Assistant (Mon, Tue, Wed (am))
Mr Matt Hood	Janitor
Mrs Katie Jones	Catering Supervisor
Mrs Maria-Annette Steele	Catering Assistant
Miss Jean McGarry	Catering Assistant
Mrs Elizabeth Crichton	Catering Assistant
Mrs Avril MacCormick	Catering Assistant
Mrs Andrea Mitchell	Cleaner
Mrs Trisha Milligan	Cleaner
Miss Susie Muir	School Nurse
Rev Ian Wiseman	School Chaplain

SENIOR LEADERSHIP TEAM	
Name	Designation
Mrs Ryan Delaney	Head Teacher (Child Protection Coordinator)
Mrs Jennifer McClure	Depute Head Teacher (Acting)
Mrs Stacey Smith	Principal Teacher (Maternity Leave)
Mrs Susan Fulton	Principal Teacher (Acting-Maternity Cover)
Mrs Lisa Afrin	Part-Time Principal Teacher (Acting)
Miss Suzanne George	Depute Head Teacher (Currently Seconded)

THE SCHOOL YEAR AND SCHOOL HOURS

OPEN : 9.00am
 INTERVAL : 10.45 - 11.00am
 LUNCH : 12.45 - 1.30pm
 CLOSE : 3.00pm



BREAKFAST CLUB

“Rise Breakfast Club operates Monday – Friday from 8am-9am in the main hall in our school. This is a privately run facility, for further information please email claire@risebreakfastclub.com or text 07484179138.

AFTER SCHOOL CLUB

An after-school care facility is available to the pupils of Kingcase. The facility is run by Prestwick After School Care Service. The children are picked up from the school and transported by foot (weather permitting) to Prestwick Community Centre, Caerlaverock Road, Prestwick. For further information, please call **07738585287 or 07738585291.**

SOUTH AYRSHIRE COUNCIL

Educational Services

Approved School Holiday Arrangements: 2024/2025

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers (Inservice)	Fri	16 Aug 2024	
		Teachers (Inservice)	Mon	19 Aug 2024	
		Pupils return	Tues	20 Aug 2024	
		<i>local holiday</i>	Fri	*20 Sept 2024	
		<i>local holiday</i>	Mon	*23 Sept 2024	
		Close	Fri	11 Oct 2024	
		Teachers (Inservice)	Mon	21 Oct 2024	
		Re-open (Pupils)	Tues	22 Oct 2024	
		Close	Fri	20 Dec 2024	
					84
Second	Mid Term	Re-open	Mon	6 Jan 2025	
		<i>Close</i>	Fri	7 Feb 2025	
		<i>local holiday</i>	Mon	10 Feb 2025	
		Teachers (Inservice)	Tues	11 Feb 2025	
		Re-open (Pupils)	Wed	12 Feb 2025	
		Close	Fri	4 Apr 2025	
					148
Third		Re-open	Tues	22 Apr 2025	
		<i>May Day</i>	Mon	5 May 2025	
		<i>Close</i>	Fri	23 May 2025	
		<i>local holiday</i>	Mon	26 May 2025	
		Teachers (Inservice)	Tues	27 May 2025	
		Re-open (Pupils)	Wed	28 May 2025	
		Close	Fri	27 June 2025	
					195
	Session 2025/26	Teachers (Inservice)	Mon	18 Aug 2025	
		Teachers (Inservice)	Tues	19 Aug 2025	
		Pupils return	Wed	20 Aug 2025	
NB Good Friday: 18 April 2025					
* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup					
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>					

SCHOOL ENROLMENT

The main enrolment exercise for Primary 1 takes place in the January proceeding the starting date in August. The process is completed online.

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year.

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

During the summer term, parents and children will be invited to participate in our Induction Programme. For the children, this is an opportunity to meet new classmates and members of staff as well as giving them the opportunity to experience school activities in their new environment. This is also an opportunity for parents to meet staff members and other parents as well as getting to know the school environment, procedures and practices.

Parents wishing to enrol their child at other times throughout the year should contact the school office.

EARLY YEARS

Enrolment for Early Years Education usually takes place in February. Parents of children who will be aged 3 or 4 years during the following school session are invited to attend their preferred Early Years Centre and complete an application form. Please see our Early Years Section of this handbook for further details.



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 ensure children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

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

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

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

There is a strong emphasis on looking after the health and wellbeing of all our pupils and ensuring that Kingcase is a place where our children feel safe, secure and well cared for.

THE CORE CURRICULUM



South Ayrshire Council provides guidelines for the curriculum at National level by the Scottish Government and at authority level. The primary curriculum is organised into these eight main areas:

- ❖ Mathematics
- ❖ Language – including French for P5-7 and Spanish for EYC – P7
- ❖ Health & Wellbeing
- ❖ Social Subjects
- ❖ Sciences
- ❖ Technologies
- ❖ Expressive Arts
- ❖ Religious and Moral Education

In Kingcase Primary and Early Years Centre, our curriculum is designed taking into consideration the four context for learning:

Ethos and life of the school
Curriculum areas and subjects
Interdisciplinary Learning
Opportunities for personal achievement

The curriculum is designed to meet the needs of all learners. Teachers plan thoroughly to ensure appropriate levels of work and a suitable pace of learning for the varying needs of our pupils. They consider not only what is being taught but how it is being taught. We provide a curriculum, which ensures:

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

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

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

Our pupils are supported to set achievable targets, working at their own level through the broad general education. Pupils are encouraged to work collaboratively as well as independently. They are supported to develop a wide range of skills for learning, life and work through actively engaging in their learning. Personal responsibilities are promoted through a range of classroom and whole school opportunities.

Progression through the broad general education is indicated through Curriculum levels, which are explained in the following table:

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



HEALTH AND WELLBEING

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

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

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

Through Personal and Social Education, children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

Our Ice Pack Programme encourages pupils to be actively engaged in their learning, to discuss with others and to be resilient. More specific targeted interventions may be used with children if and when appropriate.

A clear behaviour policy was devised by a working group, which included parents, staff and pupils. The policy promotes positive behaviour and helps ensure consistency throughout the school. A school award system is in place, allowing the Senior Leadership

Team to recognise the hard work and efforts of the children and give them praise for being successful learners, effective contributors, confident individuals and responsible citizens.

As a Rights Respecting School, the pupils work collegiately to develop various charters – playground, assembly, dining hall and class charters. This gives a consistent message about behaviours and expectations throughout the school.

Kingcase is a health promoting school. We support children to promote confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

We follow the South Ayrshire Skills Framework for HWB. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

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

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

Our programme includes:

- Mental, social, emotional and physical development
- Physical education and physical activity including sport
- Eating for health and hygienic practices
- Personal safety
- Drugs, alcohol, and tobacco
- Relationships and parenthood
- Planning choices

Health and wellbeing across learning: the responsibilities of all practitioners

Everyone within our learning community, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within our school and our wider community.

SENSITIVE ASPECTS OF LEARNING

Sensitive aspects of learning are dealt with carefully and delicately with the appropriate personal supporting our curriculum. For example, Our Positive Steps – sex education programme is implemented in close collaboration with our school nurse. The Health and Wellbeing Programme follows the experiences and outcomes of CfE and a wide variety of resources are used to support this.

Ice Pack is one of our main resources to support teachers in developing children's emotional wellbeing.

Please note that if you have a concern about the wellbeing of your own child or any other young person, you should immediately contact Mrs McKechnie (HT), Miss George (DHT) or call Social Work Initial Response Team on 01292-288645.

MATHEMATICS:



We implement the South Ayrshire Framework for Mathematics and the South Ayrshire Numeracy Strategy as well as National guidance and framework in Mathematics. This enables us to ensure a progressive programme is in place for the teaching of Mathematics and there is a strong emphasis on the development of numeracy and mathematical skills throughout our school. The concrete, pictorial, abstract approach is embedded in our practice to support high quality learning and teaching within this curricular area. We use a wide range of resources to support our teaching, including: Big Maths, Number Talks, Active Heinemann, Teejay Maths, White Rose Maths, Heinemann and Scottish Heinemann.

Within our national guidance, the mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

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

Shape, position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty

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

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

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics plays an important role in areas such as science or technologies and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

LANGUAGES:

Literacy and English:

We use the South Ayrshire Literacy Strategy and Skills Framework coupled with the CFE national guidance and framework to support our practice throughout the school and EYC. We follow North Lanarkshire Active Literacy programme, which supports continuity and progression throughout the school. The programme involves the development of Literacy skills for Reading, Writing, Listening and Talking. Our reading books are banded into colours and children work through the colours as they develop their skills in reading. A variety of books from many different reading schemes and novels make up this banding system.

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



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

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

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

The framework provides, for learners, parents and teachers, broad description of the range of learning opportunities, which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Effective learning and teaching in Literacy and English

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

Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

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

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning

- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

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

Links with other areas of the curriculum

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

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

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

Scots and Scottish Texts

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

Modern Languages

Within the Prestwick Cluster, we teach Spanish from Early Years through primary school. We have a progressive programme in place to support learning and teaching and ensure progression. At second level we introduce children to French and this language is taught in P.5, P.6 & P.7.



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

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

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

It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.

This framework of experiences and outcomes is intended to help to address this national need.

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

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

RELIGIOUS AND MORAL EDUCATION:

Within Kingcase we follow the South Ayrshire Council Skills framework for RME to support learning and teaching in RME. Our programme enables children and young people to:



- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief

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

Religious and moral education is therefore an essential part of every child or young person's educational experience. The experiences and outcomes allow opportunities for personalisation and choice, depth and reflection. They are structured within three organisers to enable teachers to plan learning about and through Christianity and those other world religions which are selected for study, and to plan for the development of beliefs and values. For the major religions, the lines of development are, Beliefs, Values and Issues, and Practices and Traditions.

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

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

Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

Our school chaplain is Reverend Wiseman from Kingcase Parish Church. Rev Ross from Ayr Baptist Church also works in partnership with our school.

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

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

Parents with different faiths and 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.



SCIENCE

Within Kingcase, the South Ayrshire Skills Frameworks and National Guidance are used to drive forward our Science curriculum. Nationally, our science curriculum has been arranged into 5 organisers:

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

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

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

Through engaging in our science programme, our pupils will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
-

- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decision on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

Although the content of the curriculum is important, the high aspirations of the sciences curriculum within *Curriculum for Excellence* will only be achieved through high quality learning and teaching. The sciences experiences and outcomes are designed to stimulate the interest and motivation of children and young people and to support staff in planning challenging, engaging and enjoyable learning and teaching activities. They allow flexibility and choice for both teachers and learners to meet individual learning needs.

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

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

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

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

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

SOCIAL STUDIES



Within Kingcase, the South Ayrshire Skills Framework is used to develop an understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

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

Our programme enables our children to:

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

At national level, the social studies experiences and outcomes have been structured under the three main organisers:

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

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

Although the content of the curriculum is important, our aspirations can only be achieved through high quality learning and teaching.

The social studies experiences and outcomes support staff in planning challenging, engaging and enjoyable learning and teaching activities, which stimulate the interest and motivation of children and young people. They allow flexibility and choice for both teachers and learners, which sustains interest and enthusiasm.

In social studies, effective learning and teaching will draw upon a variety of approaches including:

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

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

As they learn within the social studies, children will develop a range of skills including:

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

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



EXPRESSIVE ARTS

Within Kingcase Primary School and EYC, South Ayrshire Skills Framework is used to support the teaching of Expressive Arts. The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts

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

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

- **Successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies.
- **Confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation.

- **Responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **Effective contributors**, who can develop and express their creativity, work co-operatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

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

- art and design
- dance
- drama
- music

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

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

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

TECHNOLOGIES

We follow the South Ayrshire Council Skills Framework from Early Years through to Primary 7. This framework supports our children in being informed, skilled, thoughtful, adaptable and enterprising citizens, and supports them to:



- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community

- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

The technologies framework is created from the national CfE framework which has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:

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

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

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

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate

- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills.

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

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

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

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes, which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers. The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills.

Our children develop their creativity and entrepreneurial skills and are encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children are to play a major part in the global economy and embrace technological developments in the 21st century.

ASSESSMENT AND REPORTING

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



The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new, national standardised assessment (NSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

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 other 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 will take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

Tracking and Monitoring Progress

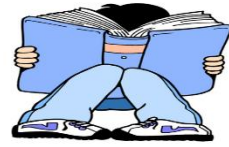
The progress of individual learners is tracked and monitored during the session. Meetings between the class teacher and the senior leadership team discussing individual pupil progress are held periodically and CfE levels are also recorded. Assessment data is analysed throughout the year by class teachers and the senior leadership to inform next steps in learning.

Reporting

Progress reports are shared with parents three times in a session and followed up with a parent appointment with the class teacher.

HOMEWORK POLICY

Homework encourages a “partnership” between the school and parents allowing parents to see the kind of work being carried out and the standard your child is achieving. It is important and essential that parents are involved in their children’s education and give them every encouragement.



Within Kingcase Primary School, home learning tasks are shared weekly with parents using the digital platform Microsoft Teams, accessed through GLOW*. Each stage posts their homework grid on a Friday. Grids consist of weekly reading and spelling activities, along with a numeracy & maths task. Grids include a ‘Things to remember’ box, which is updated weekly. Topic or additional tasks such as projects, talks or presentations may be issued throughout the session, with clear deadlines and expectations.

P1-3 pupils have a homework jotter to complete their tasks in and take a reading book home each week. Jotters and reading books are issued on a Friday. Jotters and reading books are collected in on a Thursday. Teachers mark jotters and give feedback weekly. Teachers may use stickers, stampers or write comments.

P4-7 pupils use Class Notebook, accessed through Microsoft Teams to share their homework with their teacher. Pupils have until Friday morning to upload their tasks. Teachers check Class Notebook weekly and leave feedback for pupils by typing a comment, leaving a sticker or voice note.

*Primary 1 pupils are added to GLOW by SAC around September time.

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

At Kingcase Primary we provide a wide range of activities for our children. As well as in class opportunities led by the teacher, our active school coordinator and music specialists as well as local organisations and clubs support the promotion of a variety of activities. These activities vary from term to term but include: such things as tennis, football, golf, gymnastics, gardening, chess, orchestra.



The assistance of parents in the programme is always welcome so please feel free to get in touch to discuss this further.

ACTIVE SCHOOLS

Active Schools aims to get everyone involved in giving children an active start and encouraging them to stay active as they grow up. Active Schools does this by: Increasing opportunities for all children and young people to be engaged in physical activity and sport.

Aiden McLean, our Active Schools Coordinator works hard to engage children and their families in a wide range of activities to support a healthy lifestyle.

PUPIL VOICE

Consultation with pupils about their views on their school environment and their learning is important and valuable in 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.

Kingcase Pupil Council meets regularly throughout the year. The Council is made up of a group of children who work together with all children within Kingcase, proposing and implementing new initiatives and plans for our school. In addition we have a range of pupil groups who lead on developing aspect aspects of school improvement-for examples Eco group, Fairtrade Group, Digital Leaders, Sports Committee. We use Education Scotland’s ‘Wee’ HGIOS (How good is our school?) to support children in evaluating our school effectively.

SCHOOL IMPROVEMENT

At the heart of everything we do at Kingcase is school improvement. Each year an Improvement Plan is created from our continuous evaluations and evidence gathering, which takes place throughout the session. Evidence is gathered from a range of partners including staff, pupils, parents, cluster colleagues and partners in the wider community. This session key improvements include:

- Learning, teaching and assessment
- Improvement in attainment in Numeracy
- Improvement in attainment in Literacy
- Improvement in Children’s Health and Wellbeing

The Prestwick Cluster schools work in close partnership when planning for School Improvement. We have key targets within the plan which relate to the cluster and we work together to take them forward to improve outcomes for all pupils.

The Schools Standards and Quality Report which is posted on our school website highlights the many achievements during the session. This includes wider achievements of the pupils, and CFE data for Literacy, Numeracy and Health & Wellbeing.

TRANSITION

We have well-established routines for transition at all levels. Children are invited to visit the school prior to joining. For children entering Primary 1, we plan regular visits and offer information sessions and workshops to parents.

TRANSFER TO SECONDARY SCHOOL

For pupils moving to secondary school, a programme of events take place throughout their P7 year along with regular visits to the secondary school.

The children of Kingcase Primary School normally transfer to:

**Prestwick Academy
Newdykes Road
PRESTWICK
KA9 2LB**

Telephone : (01292) 477121

Pupils are normally transferred between the ages of 11½ and 12½, to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

EQUAL OPPORTUNITIES AND INCLUSION

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

The national legislation around equal opportunities and social inclusion includes:

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

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

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000)
- **Most inclusive option:** Wherever possible, children and young people 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 relating to the support required to minimise barriers to learning;
- **Links to community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act)
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC)(the ASL Act) and the Children(Scotland) Act 1995
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation

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

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

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

To promote this statement we undertake to:-

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

To promote social justice we aim to:-

1. Provide equably for all pupils.
2. Promote self-respect and a positive self-image for all pupils.
3. Further development existing good practice in relation to school/local industry liaison.
4. Improve Inter-agency contacts and liaison with support agencies.
5. Develop better communication with parents with regard to CfE and progress of pupils.

SUPPORT FOR PUPILS

Getting It Right for Every Child (GIRFEC)

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

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

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

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

- Where and how a parent can find more information about how pupils' additional support needs will be identified and addressed;
- The provision made for pupils having additional support needs, whether the school is a special school or has a special class or unit.
- Who to contact if a parent of a pupil thinks that pupils needs additional support and where to get more information and advice;
- The guidance teachers and year heads responsibility;
- The homework policy, including the time that might be spent on homework at each stage and appropriate differentiation should be stated. This should include how parents can support their child's learning at home.

Additional Support for Learning

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

What are additional support needs (ASN)?

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

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

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

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

Staged intervention can be broken down into the following stages:

Stage 1 - In class support

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

Stage 2 – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

Stage 3 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 4 - Specialist help from a multi-agency team

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

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

All children at Stage 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.

Coordinated Support Plan (CSP)

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

Supports Available

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Looked After and Accommodated Service;

- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.
- Counselling Services

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

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

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

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or

some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Manager linked to their child's school.

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

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

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

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed 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 612292

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: info@enquire.org.uk

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

Scottish Child Law Centre

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

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

Resolve

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG

Tel: 0131 222 2456

Advocacy Service

Circles Network

2 Bridge Street

Ayr, KA7 1JX

Tel: 01292 285372 or 07557 150035

Website: [South Ayrshire - Circles Network](#)

PSYCHOLOGICAL SERVICES

Educational Psychologists have five core functions which are:

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

These services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and interventions that will benefit 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

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 listen and take them seriously;
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety.

Mrs McClure (Acting DHT and Pupil Support Coordinator) is the Child Protection Co-ordinator with Mr Delaney (HT) as the Depute Officer. Mrs McClure will lead on the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated office 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.

SECTION C – HOME / SCHOOL / COMMUNITY

PARENTAL INVOLVEMENT AND HOME SCHOOL LINKS

Communication between school and home is vitally important. As we are an Eco friendly school, we aim to ensure that most of our communication is electronic. E-mails are sent, text messaging is used and our school website also highlights important information. Parents are encouraged to contact the school and make an appointment to speak with the relevant staff member if they wish to discuss something. Please note, that staff are not available at the start or at the end of the day without making an appointment to speak with them. Staff must be in their classes with children as soon as the bell rings at 9.00 a.m.

Parents are very much part of school life and involved in many ways, for example, they:

- help/lead groups at activity time
- walk pupils back and forward to tennis
- help on school trips
- deliver talks to pupils
- are involved in coaching e.g. golf
- assist in / are members of the Eco group, DfS group
- demonstrate their skills and expertise, e.g. during World at Work Week
- accompany pupils and staff on residential trips
- make costumes, props for school concerts

Within Kingcase, we have a very strong Parent Council and Parent Teacher Association who work extremely hard to support the work of the school and to enhance the experiences for pupils. The Kingcase Family Partnership work very hard to raise money for the school. This money is targeted towards developments on our School Improvement Plan.

We keep parents informed in many ways, for example:

- At the start of session, we have a Welcome Event, which allows parents the opportunity to meet with staff, see the school, look at resources, learn about procedures and develop their knowledge about the School Improvement Plan.
- Workshops on aspects of our School Improvement Plan are delivered by staff – e.g. Co-operative Learning, Active Literacy, Maths, Dyslexia Friendly Schools.
- Interdisciplinary Events are organised with pupils.
- Termly and school newsletters are sent out to parents.
- Class newsletters are sent out to parents.
- Parent's Evenings take place three times a year
- Classes share their learning with parents through Twitter.

Pupils participate in concerts, and also work in an enterprising way and perhaps invite parents in to the school for coffee mornings and bring and buy sales.

Parents are part of focussed weeks that we plan – for example during “Room for Reflection” week parents are invited to experience this. During Fairtrade week, they may be invited to a Fairtrade event.

Each term, every pupil has the opportunity to take their work home and share it with their parents. Parents are encouraged to look at their child's work and take time to discuss the work and the progress their child is making.

Before each parents evening, a CfE tracking report is shared. Parents are encouraged to read the report and to reflect on any questions they may have before coming to parents evening.

Positive and Quality Partnership with parents is vitally important and staff at Kingcase are very appreciative of the support and encouragement from our parents.

PARENTS AS PARTNERS –KINGCASE FAMILY PARTNERSHIP

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

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

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

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

The Parent Forum decides how their representatives on the Kingcase Family Partnership are chosen and how it operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Kingcase Family Partnership if they wish.

The main aims of the Kingcase Family Partnership are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report to the Parent Forum;
- be involved in the appointment of senior promoted staff; and raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

KINGCASE FAMILY PARTNERSHIP

CHAIRPERSON	Mr Gordon Ghee (Parent)
VICE-CHAIRPERSON	Miss Katie Donaldson (Parent)

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

The Kingcase Family Partnership is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome-please contact the Kingcase Family Partnership 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 or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland – enquiry@parentforumsotland.org

PLEASE JOIN US ON FACEBOOK

Please join our Kingcase Family Partnership on Facebook, where we regularly post information on our events, this is a great way for us to keep in touch and let you know what is going on <https://www.facebook.com/groups/kingcasefp/>

CHOOSING A SCHOOL

Parents have the right to choose to school other than the catchment denominational or non-denominational school for their 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 Council website:<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx> or you can contact Educational Services on 01292 612162.

COMPOSITE CLASSES

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

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

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

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

ATTENDANCE

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

Regulation 7 of the Education (School 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.

If a child is absent from school for any reason, on the day of return a note explaining the reason for the absence should be given to the class teacher.

Family Holiday Not Authorised by School

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

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

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

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

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

Extended Leave with Parental Consent

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

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

Advice to Parents

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** - indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period.

Where no information is provided absences will be considered to be unexplained and therefore recorded as **unauthorised**.

Please see undernoted for absence codes:

– Present	~ In school but not in class	A Other Authorised Absence
B Sickness with educational provision	C Closed (e.g. election)	D Self Certified

E Authorised Parental Holiday	F Medically Certified	G Parental Holiday
H Holiday	H Should Not Attend	I In-service
J Late (arrives before mid-opening)	K Late (arrives after mid-opening)	M Missing
N Other unauthorised absence	O Other attendance out of school	P Medical or Dental Appointment
Q Exceptional domestic circumstances (authorised)	R Exceptional domestic circumstances	S Study Leave
T To be Confirmed	U Truancy or Unexplained Absence	V School Visit
V Field Trip	W Work Experience	X Exclusion
Z Extended leave with parental consent		

Routine and Expected Visits Outwith School

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

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

SCHOOL UNIFORM POLICY

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

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

- potentially, encourage friction (such as football colours);

- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling ear-rings, 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.

Kingcase Primary School Uniform

The school colours are purple sweatshirt/cardigan, gold or white polo shirt or shirt and tie and grey trousers/skirt. We have designed a school sweatshirt/cardigan and polo shirt which will be made available to those parents who wish to purchase them. Grey skirts, shirts, trousers, jumpers, etc. are acceptable.

Pupils require to wear suitable clothing for P.E. Shorts and T-shirts are comfortable with soft shoes for indoor activities.

Ordering of Uniform

Please note uniform can be ordered online from BE Uniforms website.

PARENTAL COMPLAINTS PROCEDURES

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

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

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

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

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

Care Inspectorate
Sovereign Road
Suite 3
Academy Road
Irvine KA12

SECTION D – CARE AND WELFARE

PLAYGROUND SUPERVISION

An adult presence is provided in playgrounds at break-times in terms of the **Schools (Safety and supervision of pupils) (Scotland) Regulations, 1990**.

No child having a school meal or packed lunch is allowed outwith the school gates at lunchtime.

However, in Kingcase Primary we believe that an enhanced level of adult presence in the playground is an important factor in maintaining good relationships amongst children. Therefore a number of non-teaching staff are present in the playground. Senior pupils are also given the opportunity to assist with and buddy younger pupils. Expectations of appropriate behaviour are clear. Members of the management team are always available and maintain a high profile during break times.

SCHOOL MEALS AND FREE SCHOOL MEAL INFORMATION

Midday meals are provided daily in the school dining hall. These are cooked and served cafeteria fashion. There is a wide choice of main courses and snack meals, including sweets, fruit and soup.

By arrangement with the School Medical Officer children on special diets can be accommodated.

An area of the dining hall is allocated to children who bring a packed lunch to eat in school.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£7,330**), Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. .

Free school meals are available to all P1-P5 pupils.

No pupil is allowed out of school without permission during school hours; this includes “packed lunch” as well as “school meals” pupils, who must remain in school during the entire lunch break.

FOOTWEAR AND CLOTHING GRANT INFORMATION

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is available on the Council website.

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105**), Universal Credit where earned income is £1342.08 or less per month, income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

TRANSPORT GUIDE TO PARENTS (excludes nursery provision)

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

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

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

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

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

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain 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 Educational Support Services, County Buildings, Wellington Square, Ayr, KA7 1DR at any time during the year.

Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

INSURANCE

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

VALUABLE ITEMS

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

USE OF MOBILE PHONES

Pupils are not permitted to bring mobile phones to school during the school day. They are expensive items and we would not like them to be damaged or broken. Pupils may, in an emergency, contact parents through the main office. Staff must keep mobile phones switched off during class contact times.

USE OF SOCIAL MEDIA

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

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

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

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

- only share information that you would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss your own private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;

- manage your privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to your 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

Full medical examinations are carried out by the school Medical Officer at Primary 1 and Primary 7 stages, when parents are invited to be present.



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

A constant check is kept on eyesight and hearing as the child progresses through the school.

It is imperative that parents keep the school fully informed about any medical condition affecting their children, and of any arrangements that need to be made in such cases.

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

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

If any parents want further information on the subject please contact the Head Teacher.

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

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

In cases of injury to a child where hospital attention may be necessary the child may have to be taken there without delay.

This would be done under the care of the school staff and parents contacted as soon as possible.

Health Promotion and Nutrition

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



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

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

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

For further information go to:-

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

NHS Ayrshire & Arran

Oral Health Promotion Initiatives in Nursery and Primary Schools

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

The National Dental Inspection Programme:

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

DATA PROTECTION ACT

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

How we will use the information about 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 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.

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

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

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

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

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

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their destination when leaving school) to help 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 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.

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

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

HELPFUL ADDRESSES AND WEBSITES

Organisation	Address	Telephone Number
Educational Services	County Buildings, Wellington Square, AYR KA7 1DR	0300 123 0900
Area Office	42 Sandgate, AYR	
Community Education Office	School Lets, Educational Services Burns House Burns Statue Square AYR KA7 1UT	(01292) 612655 Fax: (01292) 612261
Area Councillors	Hugh Hunter (Conservative)	(01292) 612390
	Margaret Toner (Conservative)	(01292) 612390
	Helen Moonie (Labour) - Provost	(01292) 612498
	Ian Cochrane (SNP)	(01292) 612381
	County Buildings Wellington Square AYR KA7 1DR	
Website Addresses		
www.south-ayrshire.gov.uk www.education.gov.scot/parentzone http://www.hmie.gov.uk		

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

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

APPENDIX A

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>

information on communications and a self-assessment tool for public authorities

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

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

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

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

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

PARENTAL INVOLVEMENT

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

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

Parentzone provide information and resource for parents and Parent Councils

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

SCHOOL ETHOS

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

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

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

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

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

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

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

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

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

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

CURRICULUM

Information about how the curriculum is structured and curriculum planning

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

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

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

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

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

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

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

Information on the Senior Phase

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

Information on Skills for learning, life and work

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

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

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

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

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

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

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

ASSESSMENT AND REPORTING

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

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

Information about Curriculum for Excellence levels and how progress is assessed

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

Curriculum for Excellence factfile - Assessment and qualifications

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling

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

TRANSITIONS

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

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

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

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

Choices and changes provides information about choices made at various stages of learning

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

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

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

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

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

Enquire is the Scottish advice service for additional support for learning

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

Parenting Across Scotland offers support to children and families in Scotland

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

SUPPORT FOR PUPILS

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

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

Information about the universal entitlement to support that underpins Curriculum for Excellence

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

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

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF)
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland
<http://www.awardsnetwork.org/index.php>

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

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

For further Information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔

مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

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

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

0300 123 0900