



# ST. CUTHBERT'S PRIMARY SCHOOL



**School Handbook**  
**January 2019**  
**65 Kirkland Street**  
**Maybole**  
**KA19 7HD**  
**01655**  
**885807**

[www.stcuthberts.sayr.sch.uk](http://www.stcuthberts.sayr.sch.uk)

[StCuthberts.mail@south-ayrshire.gov.uk](mailto:StCuthberts.mail@south-ayrshire.gov.uk)

Twitter - @StCuthbertsPr

## CONTENTS

	Page No.
<b>Appendix 1</b> .....	0-1
<b>Head Teacher Welcome Statement</b> .....	2
<b>Contact Details</b> .....	3-7
Name	
Address	
Telephone number	
Website	
Email address	
Catchment map and area	
Stages of education provided	
Present school roll	
Denominational status	
Whether the school provides teaching by means of the Gaelic language	
Head Teacher's name	
School Staff and Management Team	
Named person details	
Email address and website (if any) for the Parent Council	
Arrangements for when a parents has a concern about a pupil and an overview of how these concerns will be dealt with;	
Procedure in case of a pupil's absence or sickness	
Complaints procedure	
Arrangements for apparent, offered or seeking a place for the parent's child in the school, to visit school.	
The School Year and School Hours	
<b>Enrolment</b> .....	8
<b>Parental Involvement</b> .....	9-11
What opportunity is there for parents to be involved in their child's Learning?	
Parents as Partners - Parent Council and Parent Forum	
<b>School Ethos</b> .....	12
What is the ethos, values and aims of the school?	
<b>The Curriculum</b> .....	13-32
Curriculum for Excellence	
Opportunities for Wider Achievement	
Composite Classes	
Religious and Moral Education	
Health and Wellbeing (including the School Disciplinary Policy)	
Equal Opportunities and Inclusion	
<b>Assessment</b> .....	33-35
<b>Reporting</b> .....	36
Reporting - how will your child's progress be reported?	
<b>Transition</b> .....	36
How do we ensure that there is a smooth transition between stages?	
Transfer to Secondary School	
<b>Support for Pupils</b> .....	37- 44

How do we ensure that there is someone in school who knows you child really well and can support them through challenging times?  
 Additional support for learning  
 What are additional support needs (ASN)?  
 How do we make sure we can meet the additional support needs of pupils in South Ayrshire?  
 Stage 1 - in class support  
 Stage 2 - additional support from a service that is universally available  
 Stage 3 - specialist help from a multi-agency team  
 Support available  
 How can parents help support children and young people with additional support needs?  
 What role do children and young people play?  
 How can parents make requests for assessment?  
 What can parents do if they don't agree with the authority?  
 Where can parents get support and information relating to additional support needs?  
 Psychological Service  
 Child Protection

**School Improvement** ..... 45

How has the school improved over the last twelve months?  
 How has the school improved the attainment of young people?

**School Policies and Practical Information** ..... 46-68

What additional information is available to parents?  
 Pupil voice  
 Choosing a School  
 Attendance  
 Family holiday not authorised by the school  
 Extended leave with parental consent  
 Advice to parents  
 Routine and Expected Visits outwith School  
 Transferring Educational Data about pupils  
 School Uniform Policy  
 Playground supervision  
 Parental Complaints Procedure  
 Public Private Partnership (PPP) Programme  
 School Meals and Free School Meal Information  
 Footwear and Clothing Grant Information  
 Education maintenance allowance (EMA)  
 Transport Guide to Parents  
 Privileged seats  
 Insurance  
 Valuable Items  
 Use of mobile phones  
 Use of social media  
 Health and Medical Information  
 Health promotion and nutrition  
 NHS Ayrshire and Arran - Oral Health Promotion Initiatives in Nursery and Primary schools  
 Data Protection Act  
 Freedom of Information (Scotland) Act 2002  
 Helpful addresses and websites (Appendix A)

**APPENDIX 2** .....69-71

## Head Teacher - Welcome Statement

As the Head Teacher of St. Cuthbert's Primary School, I am delighted to welcome you as a new or prospective parent, I hope you find the information in this, our school handbook, both informative and useful. We are the only RC Denominational Primary School within the town of Maybole.

The staff within the school work hard to provide high quality learning experiences for children from Primary 1 through to Primary 7 with a fantastic transition into their respected Secondary of choice.

We strive in St. Cuthbert's to provide all of our pupils with a well-balanced and varied curriculum, tailored to individual needs. It is structured to enable each child to develop spiritually, intellectually, socially, physically and to help our young people to become successful learners, confident individuals, effective contributors and responsible citizens in an ever changing world. Providing pupils with a wide range of experiences throughout their time at the school will contribute to their development as the future workforce of Scotland.

We are extremely proud of our high academic achievements and encourage all pupils to give their best at all times. Here at St. Cuthbert's we believe that although practise will not always make you perfect, but practise will make you better!

As staff, pupils and parents working in partnership, we can and will continue to ensure that St. Cuthbert's is a school which will achieve much and is one we are proud to be associated with in our community.

I would be delighted to provide any further information you may require, and would be happy to show you round our school. Please do not hesitate to contact me.

Many thanks

Mark Ingram  
Head Teacher

**School Information****Name** St. Cuthbert's Primary School**Address** 65 Kirkland Street  
Maybole  
KA19 7HD**Telephone Number** 01655 885807**Website** <http://www.stcuthberts.sayr.sch.uk/>**Email address** [stcuthberts.Mail@south-ayrshire.gov.uk](mailto:stcuthberts.Mail@south-ayrshire.gov.uk)**Catchment map and area**

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

**Stages of Education Provided** P1 - P7**Present School Roll** The present school roll stands at 22**Denominational Status** Roman Catholic**Gaelic Language** Primary 1 Sample - Not immersive**Name of Head Teacher** Mark Ingram

**School Staff**

Name	Designation
Mr Mark Ingram	Head Teacher
Ms Dympna Melody (Maternity)	Class Teacher P4/5/6/7
Mr Jamie Moan	Principal Teacher/ 1/2/3 Class Teacher
Mrs Louise Ferguson/Mrs Karen McSheffrey/Mrs Avril Denton	Covering P4/5/6/7 (Maternity)
Mrs Raqual Harper-Titchener	Covers P1/2/34 & P5/6/7 McCrone
Mrs Alexandra Strang	Clerical Assistant
Mrs Louise McDermott	School Assistant
Mr Gavin Stalker	Educational Psychologist
Tracy Nelson	Music Instructor
Mr Chris Crookston	PE Specialist
Mr Ryan Douglas	Active Schools
Canon John McGee	School Chaplain
Mrs Yvonne McClung	Janitor/Cleaning/ Catering Assistant

**Management Team**

Name	Designation
Mr Mark Ingram	Head Teacher/Named Person
Mr Jamie Moan	Principal Teacher

**Named Person**

Mark Ingram  
Head Teacher  
65 Kirkland Street  
Maybole  
KA19 7HD 01655 885807/882349

**Parent Council Email  
Website**

**Concerns**

--

**Absence Procedure**

In the event that your child is absent, you are required to make contact with the school office. If you have not notified the office, the school will then make an attempt to contact you. If no contact is made then the absence will be marked as Unauthorised until a letter confirming the absence has been submitted.

**Complaints procedure**

Initial contact should be made with the class teacher. Class teacher will feedback the impact and result of the complaint. If the complaint is not dealt with satisfactorily then contact should be made with a member of the management team in person, by phone call or by arranging a meeting. If you wish to escalate the complaint to authority level, then a complaint should be made to South Ayrshire at County Buildings.

**Placing request**

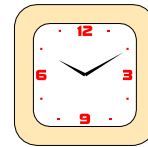
If you wish to move your child to St. Cuthbert's, you should first make contact with the school and speak to the Head Teacher. A placing request form should be collected from any schools office. This should be completed and sent into County Buildings to Jacqueline Galloway. The authority then have up to 8 weeks to resolve this request.

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk). Catchment map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR  
Useful links to additional information to be found in Appendix 2

## The School Year and School Hours

### School Hours

9.00 am - 10.45 am	Work Period 1
10.45 am - 11.00 am	Morning Interval
11.00 am - 12.30 pm	Work Period 2
12.30 pm - 1.15 pm	Lunch
1.15 pm - 3.00 pm	Work Period 3



Starting on August 20 2019, Primary 1 will attend from 9:00am until 3:00pm.



### After School Club / Breakfast Club

A Breakfast Club is currently being run at St Cuthbert's Primary starting at 8.15am every morning.

After School clubs are organised throughout the year. We listen to what the pupils want, and provided the school can offer this, we will run a club accordingly.

Examples of this in the past have been football, dancing, homework, multi-sports, basketball, keep-fit, tennis, volleyball, coding, mandarin, art and athletics.



## 2018/2019 Holidays

<b>Close</b>	<b>Fri</b>	<b>21 Dec 2018 at 2.30pm</b>
<b>Open - staff &amp; pupils</b>	<b>Mon</b>	<b>7 Jan 2019</b>
<b>Close</b>	<b>Fri</b>	<b>8 Feb 2019 at 3pm</b>
<b>Local holiday</b>	<b>Mon</b>	<b>11 Feb 2019</b>
<b>Teachers In-Service</b>	<b>Tues</b>	<b>12 Feb 2019</b>
<b>Re-open for pupils</b>	<b>Wed</b>	<b>13 Feb 2019</b>
<b>Close</b>	<b>Fri</b>	<b>29 Mar 2019 at 3pm</b>
<b>Open - staff &amp; pupils</b>	<b>Mon</b>	<b>15 Apr 2019</b>
<b>Close</b>	<b>Thurs</b>	<b>18 Apr 2019</b>
<b>Re-open</b>	<b>Tues</b>	<b>23 Apr 2019</b>
<b>May Day holiday</b>	<b>Mon</b>	<b>6 May 2019</b>
<b>Local holiday</b>	<b>Mon</b>	<b>27 May 2019</b>
<b>Teachers In-Service</b>	<b>Tues</b>	<b>28 May 2019</b>
<b>Re-open for pupils</b>	<b>Wed</b>	<b>29 May 2019</b>
<b>Close</b>	<b>Fri</b>	<b>28 Jun 2019 at 1.30pm</b>

## Session 2019/2020

<b>Teachers In-Service</b>	<b>Fri</b>	<b>16 Aug 2019</b>
<b>Teachers In-Service</b>	<b>Mon</b>	<b>19 Aug 2019</b>
<b>Pupils return</b>	<b>Tues</b>	<b>20 Aug 2019</b>
<b>Local holiday</b>	<b>Fri</b>	<b>20 Sept 2019</b>
<b>Local holiday</b>	<b>Mon</b>	<b>23 Sept 2019</b>
<b>Close</b>	<b>Fri</b>	<b>11 Oct 2019 at 3pm</b>
<b>Teachers In-Service</b>	<b>Mon</b>	<b>21 Oct 2019</b>
<b>Re-open for pupils</b>	<b>Tues</b>	<b>22 Oct 2019</b>
<b>Close</b>	<b>Fri</b>	<b>20 Dec 2019 at 2.30pm</b>

## Enrolment

### **School Registration**

The details for enrolment of children for Primary 1 will be published in the local press. Enrolment normally takes place in the January proceeding the starting date in August. Parents should attend the school on the given day when their child will be registered for education. The child's birth certificate and either a utility bill or Council Tax notice will be required.

Parents and children will then be invited to take part in our Infant Induction Programme. This will include classroom visits, parents meetings and opportunities for the children to learn together across Nursery and Primary 1.

Every effort will be made to ensure that parent and child are ready for the child's entry to school.

At all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section choosing a School).

## Parental Involvement and Home School Links

In St. Cuthbert's, parents are viewed as valuable partners in their child's learning.

As a school, we place a strong emphasis on partnership working, and are keen to foster strong links with parents, and to work in partnership with all parents and members of the community to the benefit of all pupils.

Parents are encouraged to visit the school at any time to discuss their child's progress. However, it would be helpful if an appointment is arranged in advance through the office, to ensure the appropriate member of staff is available.

Formal Parents' afternoons/ evenings are held twice throughout the year, where parents are given the opportunity to meet with teachers to discuss any areas of concern and to celebrate successes. In addition, we run a series of open afternoons, where parents are given the opportunity to visit their child's class and work alongside them for a short while "Learning Together".

St. Cuthbert's Primary School are currently reviewing methods of communication between school and parents / guardians and will e-mail communications (if parent / guardian has an e-mail address). We also communicate by text and will soon communicate on twitter. Our new website will be more interactive and practical in terms of keeping parents informed with daily updates.

In the past, parents have assisted the school in many ways - parent helpers, extra-curricular activities, etc. We are fortunate in St. Cuthbert's to have a hard working Parent Council, who work closely with the Head Teacher and staff to benefit the school and the wider community.

The Head Teacher would love to hear from any parent willing to become involved in assisting in extra-curricular areas within the school.

Parents are regularly invited to be involved in decisions about school policy. The Head Teacher is currently looking at arranging regular weekly parent drop-in sessions to chat informally and to discuss a range of issues about the school and the work we do.

Parents are valued partners in St. Cuthbert's Primary School.

## Parents as Partners

### Parent Council and Parent Forum

Parent Council's 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.

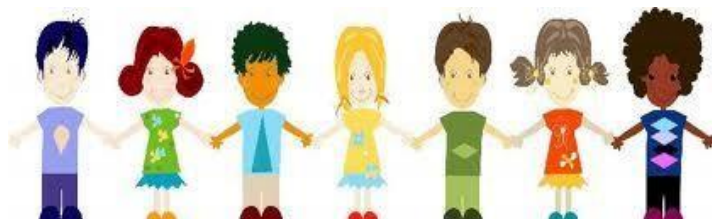
All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:-

- 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 you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

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



## ST. CUTHBERT'S PRIMARY SCHOOL PARENT COUNCIL

### **Co-opted Members**

Mr Mark Ingram, Head Teacher  
Councillor Connolly  
Councillor Grant  
Councillor Campbell

### **Parent Members**

**Chair:** Stephanie McGougan  
**Vice Chairperson:** Caroline Hewitt  
**Treasurer:** Caroline Hewitt & Stephanie McGougan  
**Secretary:** Claire Murdoch

These parents can be contacted via the school office or the parent council facebook page.

The Parent Council organise many events throughout the year including fairs and social events. All parents are strongly encouraged to become involved by helping at any events or by supporting them. The Parent Council also fund a number of events that happen throughout the year for all pupils in the school.

More information can be given from the school office.

The local councillors are invited to attend all meetings of the Parent Council.

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](http://www.parentzonescotland.gov.uk).

The Scottish Parent Teacher Council is the national organisation for PTAs and Pas in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent Forum of Scotland - [enquiry@parentforumscotland.org](mailto:enquiry@parentforumscotland.org)

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

## School Ethos

In St. Cuthbert's Primary School our values are important beliefs about how we should behave. These values make us the people we are, allowing us to achieve in life and be the best we can be.

As a community we have five common values which we share:

**Honesty Equality Ambition Respect Truth**

All staff are fully aware of the vision for the pupils of St. Cuthbert's Primary School and contribute to the ethos of the school and the values contained in the Catholic Charter.

Our school aims are founded on our shared values and ambitions of the school and wider community and have been developed in consultation with all stakeholders, pupils, staff and parents. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council and the values, principles and practices of Curriculum for Excellence.

St. Cuthbert's Primary School will aim:

- to enable our children to become successful, lifelong learners through a challenging, relevant and enjoyable curriculum where pupils staff and parents work in partnership to ensure achievement and attainment for all through high quality learning and teaching experiences.
- to develop confident individuals who can communicate clearly and share ideas while acknowledging and respecting the views and opinions of others.
- to encourage children to be effective contributors who are actively involved in their own community and the wider community and where the Gospel values of equality, fairness, respect and inclusion are evident in all that they do.
- to create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.
- to promote an ethos of support and effective communication with staff, pupils and parents.



# CURRICULUM RATIONALE



## VISION STATEMENT

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.



## AIMS

- To foster a meaningful understanding of the Catholic Faith.
- To encourage positive and supportive relationships between pupils, staff and parents.
- To create an ethos of inclusion, respect and support to ensure pupils feel welcomed and nurtured.
- To provide a safe, caring and nurturing environment promoting achievement and attainment for all.
- To ensure that every child feels valued and supported and has equal access to all opportunities within the school.
- To have high expectations of all learners.
- To create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.



## VALUES

FAITH	RESPONSIBILITY
RESPECT	OPPORTUNITY
HONESTY	



## OUR UNIQUE QUALITIES

- Our faith
- Our children
- Our staff
- Our location and community
- Wider achievement opportunities



## OUR KEY DRIVERS

- Raising attainment and achievement for all
- Continuous improvement
- Partnership working
- Leadership at all learners

"The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community, curriculum areas and subjects; interdisciplinary learning, and opportunities for personal achievement." BTC3

## WE WILL:

- Support
- Be pupil centred
- Nurture
- Include
- Provide opportunities
- Be positive
- Meet learners needs
- Develop effective partnerships
- Access outdoor opportunities
- Have high expectations
- Be ambitious
- Work with the community
- Reflect
- Improve

## OUR CHILDREN WILL BE:

- Safe
- Healthy
- Happy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included
- Resilient and tolerant
- Compassionate
- Risk takers
- Numerate and literate
- Challenged
- Creative
- Innovative



## The Curriculum

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

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

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

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

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

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** - to ensure that the school is a place where children feel safe and secure.



## The Core Curriculum

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In St. Cuthbert's Primary School, the curriculum is designed taking these guidelines into account to provide a well- balanced programme of learning, which is organised in four contexts. These are:

- Ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

This is achieved in St. Cuthbert's by careful consideration of not only **what** is taught but also **how** it is taught. The curriculum is designed to meet the needs of all learners and through careful planning, teachers ensure appropriate levels of work and suitable pace of learning for all young people.

The curriculum in St. Cuthbert's is designed to ensure:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation of Choice
- Coherence
- Relevance

All pupils work at their own level, with all pupils setting achievable targets in their learning. There will be increased opportunities for personal achievements, which are planned, recorded and celebrated by pupils and by staff.

Within Curriculum for Excellence, learning is arranged in levels as follows:

Early Level	Nursery and Primary 1
First Level	Primary 2 - Primary 4
Second Level	Primary 5 - Primary 7
Third Level	Secondary 1 - Secondary 3
Fourth Level	Secondary 4 - Secondary 6

All levels are a guideline in terms of when these milestones are achieved. Pupils are assessed as individuals. Some pupils will achieve these levels earlier or later than these guidelines suggest. Here at St. Cuthbert's we aim for our pupils to leave the school working at a level above the National average.

Across all stages of the school, our pupils learn in an active way. Children are given opportunities to interact, discuss, discover and learn from each other, in a very active practical way.

They work and learn together in a co-operative way, making decisions and directing a lot of their own learning. Within the school, many opportunities are provided for children to take personal responsibilities in a number of areas including Pupil Council, Eco-Committee, Junior Road Safety Officers, Sports Leaders and Peer Mediation.

The curriculum is organised under eight areas:

Mathematics / Numeracy  
Language / Literacy  
Social Subjects  
Science  
Technologies  
Religious & Moral Education  
Expressive Arts  
Health & Wellbeing

### **Mathematics / Numeracy**

**Our programme of work aims to support our pupils to:**

Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society  
Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.  
Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future  
Establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

**Within our programmes, children will learn about:**

#### **Information handling**

Exploring, understanding and developing secure skills in using  
Data and analysis  
Ideas of chance and uncertainty

#### **Number, money and measurement:**

Exploring, understanding and developing secure skills in using  
Basic arithmetical and other number processes, including estimation  
Measurement  
Patterns and relationships  
Equations and expressions

#### **Shape, position and movement**

Exploring, understanding and developing secure skills in using  
Properties of 2D shapes and 3D objects  
Symmetry, angles and transformations



Teejay Mathematics, Heinemann and Scottish Heinemann are the core resources for the teaching of maths within St. Cuthbert's, although many other resources are also used. As well as basic numeracy, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way.

We place great emphasis on mental maths and core numeracy. Each class undertakes work involving mental maths daily as part of our Big Maths Programme, CLIC and the leading mental strategy programme, Number Talks. Interactive maths is encouraged in all classes. Teachers supplement the work of the core scheme with their own activities to provide reinforcement or to challenge our more able pupils.

Regular assessments are undertaken and recorded within learners numeracy profiles. Children are encouraged to learn maths in a context, and to apply gained skills across all aspects of their learning.

### **Literacy and English**

Our programme of work is skills based and seeks to cover experiences and outcomes which will allow our pupils to engage fully in society.

At St. Cuthbert's we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

All children in St. Cuthbert's, from Primary 1 through to Primary 7, experience a range of learning activities within Reading, Writing and Talking & Listening. They will develop and extend their literacy skills through opportunities to:



- Communicate, collaborate and build relationships;
- Reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others;
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT;
- Develop an understanding of what is special, vibrant and valuable about our own and other cultures and their languages:
  
- Explore the richness of what is special, vibrant and valuable about our own and other cultures and their languages;
- Explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative;
- Extend and enrich vocabulary through listening, talking, watching and reading.

They will also develop and extend their English Language skills through opportunities to:

- Engage with a wide range of texts to develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage;
- Enjoy exploring and discussing word patterns and text structures.

### Phonics

Here at St. Cuthbert's Primary we use Bug Club synthetics phonics resource in Primary 1. This programme is continued through Primary 2 and 3 to provide learners with a consistent and familiar approach to developing a strong foundation within literacy. This programme provides learners with the opportunity to be active participants, blending and segmenting words for themselves and learning through collaborating in group interaction. This encourages the learners to build upon their previous experiences from Nursery.

### Reading

The Bug Club Reading programme is used throughout the school and is designed in a way that children can continue to apply their phonics skills to rich, wider reading books. Bug Club books feature a cast of exciting characters to really motivate children to pick up books and read. Guided reading is carried out in class using the books and eBooks can be accessed at home with each child's unique username and password being used on any device with internet access. Books are allocated to each child in accordance to their reading level. The learners have thoroughly enjoyed developing their personal homepage and their reading experiences have been widened. Pupils without internet access at home are provided with opportunities to read the eBooks in school.

Each class has its own library and all children have access to the school Dyslexia Friendly Library where they can read a range of non-fiction books as well as fiction.

### Writing

**Big Writing** is the main writing resource used in St. Cuthbert's Primary School and offers a coherent and progressive programme for the development and improvement of each learner's writing.

Writing takes three main forms - **personal** writing, **functional** writing and **imaginative** writing.

Learners are given opportunities to express their own ideas and opinions or for a more practical purpose to learn the skills for letter writing, completing forms etc. This is done mainly through formally taught writing lessons and through topic work, as this gives relevance to the tasks and learners are motivated because they are interested and involved.

A number of methods are used to improve sentence structure, spelling, punctuation and use of vocabulary. These are not taught in isolation, but are part of an integrated approach to ensure accurate and fluent expression.

### **Talking & Listening**

Talking is a very important skill. There is a great deal of emphasis placed on learners being able to give a good account of what he/she is doing in school - learners are encouraged to talk at great length about what they are drawing or making, or where they have been, or what they intend to do next. The development of this skill is consciously encouraged throughout the whole school - by the time children reach Primary 7 they should be able to give clear accounts of their work, interview people for information, put forward a point of view in a debate etc. - all skills they will need if they are to be successful in their adult life. It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for learners to talk in pairs, groups, with the teacher and other adults.

Throughout the whole primary school, our learners are encouraged to develop the skills of listening through various activities - listening to teachers reading stories, listening to other pupils giving reports of a visit or specific activity, listening to assemblies etc. In the classroom children are taught to be active listeners.

A variety of activities are used such as games, stories and music. Listening skills are developed through every aspect of the curriculum.

### **Foreign Languages**

As part of the 1+2 language initiative, both French and Mandarin are taught throughout the school every week, through a variety of tactile and interactive resources. The aims of both language programmes are to develop pupils' conversational French and Mandarin in the hope that this will foster an interest in, and a desire to continue to learn a modern language in later life. Another important aim of the programme is to raise awareness of, and respect both the French and Chinese cultures and lifestyles. Currently, Gaelic is taught in Primary 1 with the long term aim to deliver it throughout the school.

## Social Studies

In St. Cuthbert's, our social studies programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

### **People in the Past:** including

People in societies  
People and events in the past

### **People in place:** including

People and landscapes  
People and communities

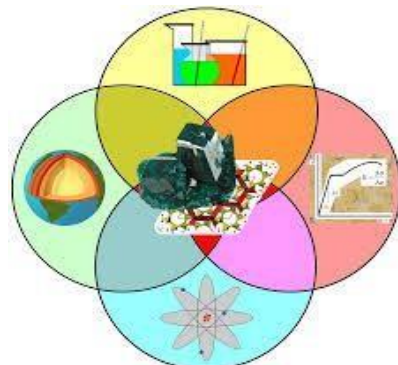
### **People and Society:** including

Society and the economy  
Decision-making in a democracy



Through our Social Studies programmes, all children in the school will have the opportunities to:

- Develop their skills in literacy and numeracy;
- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of our local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop their understanding of their own values, beliefs and cultures and those of others;
- Develop my 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 stimulate enterprise and influence business;
- Establish firm foundations for lifelong learning and for further specialised study and careers



## **Sciences**

In St. Cuthbert's, our science programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

### **Our living world:** including

The diversity of living things, the uniqueness of being human and the importance of cells

### **Our material world:** including

Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society

### **Our physical world:** including

Harnessing and using energy sources, motion and travel on land, sea air and space

The development of communication systems

Learning in the sciences will enable children to:

- Develop curiosity and understanding of the 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 the skills of scientific inquiry and investigation using practical techniques;
- Develop skills in the accurate use of scientific language, formulae and equations;
- Apply safety measures and take necessary actions to control risk and hazards;
- Recognise the impact the sciences make on their life, the lives of others, the environment and on society;
- Recognise the role of creativity and inventiveness in the development of the sciences;
- Develop an understanding of the Earth's resources and the need for responsible use of them;
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding;
- Develop as a scientifically-literate citizen with a lifelong interest in the sciences;
- Establish the foundation for more advanced learning and future careers in the sciences and the technologies.

## **Technologies**

In St. Cuthbert's, our technology programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

### **Investigating and designing:** including

- Learning about technologies and their effect on society
- Investigating resources and materials
- Developing design skills and knowledge



### **Evaluating:** including

- Evaluating and improving products and solutions
- Evaluating the impact of products, systems and processes

### **Producing:** including

- Using technologies effectively
- Planning and organising

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and information technologies. It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Learning within this area will enable all children to:

- Develop an 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 life, the lives of others and the environment;
- Gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community;
- Become an informed consumer and producer who has an appreciation of the merits and impacts of products and services;
- Be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues;
- Broaden their understanding of the role that information and communication technology (ICT) has in Scotland and in the global community;
- Broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies;
- Experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.



## Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Learning is organised in four areas:

Art & Design

Drama

Music

Dance



Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Our programmes provide opportunities for the learners which will:

- Enable them to experience the inspiration and power of the arts;
- Recognise and nurture their creative and aesthetic talents;
- Allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities;
- Provides opportunities for them to deepen their understanding of culture in
- Scotland and the wider world;
- Be enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

In addition to core learning in this area, the children across the school are provided with the opportunity to:

- Receive instrumental tuition from visiting teachers for percussion, chanter and drums
- Be part of the school choir;
- Participate in the annual South Ayrshire Music Festival;
- Participate in the annual school show;
- Link with a range of external companies to provide drama and dance workshops;
- Produce work for local and authority wide charities

## **Health and Wellbeing**

Children need to learn to experience what it feels like to develop, enjoy and live a healthy lifestyle. St. Cuthbert's is a health promoting school that has built very positive relationships with staff, pupils, parents and outside agencies.

Health & Wellbeing is the responsibility of all staff in the school, who ensure children develop knowledge and understanding, and the skills needed for mental, emotional, social and physical wellbeing. This is embedded across the curriculum and helps the children to make informed decisions about their health.

All pupils have access to 2 hours of quality PE every week; some of that time is spent with a PE specialist, who delivers a range of core skills. Various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance, and in the Upper Primary classes, swimming. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle. Pupils are expected to wear the appropriate kit.

St. Cuthbert's Primary work with Active Schools closely throughout the school year across all stages. Active Schools aims to provide more and higher quality opportunities for children to participate in school sport and to increase capacity through the recruitment of volunteers who deliver the activity sessions. The Active Schools Network works together with organisations and individuals, including PE staff and Sports Development officers, local sports clubs and Community Sport Hubs to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools work to ensure that young people are given a voice within schools to develop the opportunities which they want to take part in.

The need for parental co-operation should be stressed.

## Opportunities for Wider Achievement

As part of their learning, our young pupils will be provided with the opportunity to participate in an extensive range of planned activities which contribute to their personal achievement, and which extend and further develop learning beyond the classroom.

It is the policy of the school to provide, an extensive range activities for pupils. These activities are organised each session in conjunction with our Active Schools Co-ordinator - Ryan Douglas. School staff provide a valuable role in providing a wide range of activities too. Primary 7 pupils have the opportunity to achieve the John Muir award. The range of activities vary from term to term, and include badminton, tennis, basketball, football, dance, drama, choir, arts & crafts, etc. The assistance of parents in the programme is always welcome, and any parent is welcome to use his or her talents and interest in any way, will be given the assistance and encouragement to do so.

The Head Teacher would be delighted to hear from anyone in this position!



### Active Schools

Our Active Schools Co-ordinator is involved in supporting out of school activities.



Active Schools is a term given to all schools in Scotland that provide pupils with Schools is to give school-aged children the tools, motivation and opportunities to be more active throughout their school years and into adulthood.



Ryan Douglas, our Active Schools Co-ordinator works hard to liaise with children, staff and parents to engage children in a range of activities which aim to encourage our children to lead a more active life.

### **What is Active Schools?**

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

Active Schools aims to provide more and higher quality opportunities for children to participate in school sport and to increase capacity through the recruitment of volunteers who deliver the activity sessions.

Within South Ayrshire the Active Schools team are part of Education Services and comprise an Active Schools Manager and 9.6 (FTE) Active Schools Coordinators; 6 Primary ASC's, 2 Secondary ASC's and 1.6 ASC's with a responsibility for both primary and secondary schools, with one coordinator focusing on Additional Support Need provision across the authority. This structure was designed to allow an increased focus

on leadership programmes within secondary schools which would in turn have a direct impact on provision within primary schools, and to ensure targeted support for children and young people with Additional Support Needs.

#### **Who do Active Schools work with?**

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

#### **What does Active Schools achieve?**

Active Schools creates opportunities for children and young people to participate in sport and physical activity before and after school, during lunch time and at weekends. In 2013/14 Active Schools recorded over 93,000 participant sessions and 82% of these were delivered by our network of over 500 volunteers including senior pupils, students, teachers, parents and club coaches.

Active Schools also assists with the transition from school sport into club and community sport by working closely with local sports clubs, Community Sports Hubs and National Governing Bodies of sport to highlight the opportunities that exist in the local community and encourage children and young people to get involved. This integrated way of working creates and develops pathways into sport which, in turn, encourages longer term participation.

\*Participant sessions are the visits pupils have made to activities. These figures do not represent the number of pupils who actually take part, and should only be considered as indicative of participation in Active Schools.

#### **Get Involved in Active Schools.**

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

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

To discuss how to increase sport and physical activity opportunities within your school, or to volunteer with Active Schools please contact us on 01292 294191 or email us at [activeschools@south-ayrshire.gov.uk](mailto:activeschools@south-ayrshire.gov.uk)

## JRSO



We have particularly active Junior Road Safety Officers (JRSO) who work in a variety of ways to send the road safety message to pupils, parents and staff. This is done through competitions, posters, articles in the newsletter and presentations during assembly. A tip of the week is updated on the JRSO noticeboard regularly.

## Eco Committee

Our Eco Committee meets regularly to discuss issues raised around the school and focus on new initiatives and projects. We currently have members from P1-P7.

These pupils are elected annually and roles and responsibilities are shared. The school is currently working hard to obtain a green flag. Contributing to the committee helps develop children's awareness of the environment, communication and organisational skills.

This session, the Eco Committee aim to form three subgroups in order to take this forward.

A Litter Group would constantly reinforce the need to put litter in the bins and keep our playground and school tidy. They would work with the rest of the school on ideas to encourage children and adults to dispose of their litter responsibly.

Waste Minimisation. They would encourage the pupils to recycle waste correctly and highlight the importance of doing this.

Food and the Environment. The Eco committee would work to help raise awareness of the journey our food makes from "the farm to the fork". They would also been discuss the importance of using Scottish produce where possible and the impact of this on the Scottish economy.

### 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.

### **Religious and Moral Education**

Our Christian faith permeates all aspects of school life where everyone is treated with equality, fairness, love and respect. We are a community of faith and learning providing the highest quality of education through the promotion of Gospel Values, through celebrations and worship and through service to the common good.

We are implementing the new Roman Catholic experiences and outcomes in line with Curriculum for Excellence guidelines.

The programme entitled This Is Our Faith has been ratified by the Vatican and through meaningful faith experiences our pupils will develop their knowledge and understanding of faith and experience the presence of God through their individual and communal prayer life. God's Loving Plan is the document we use to give guidance on the teaching of relationships education in our school. Our planned liturgical opportunities help develop in our pupils the skills to reflect, discern and use critical thinking skills to assist them in making informed choices and develop a greater understanding of what it is to be part of a wider community of faith.

Children in Primary 3 and 4 each year are given the opportunity to participate in the Sacraments of Reconciliation, Confirmation and First Holy Communion. We attend monthly mass on the first Friday of each month at Our Lady of St Cuthbert's to celebrate with our faith community. We also follow a programme for the study of Other World Religions, (normally Judaism and Islam) from Primary 3 onwards.

**Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register. Parents have the right to withdraw their children from Religious Education and Observance. Parents who wish to exercise this right of withdrawal should inform the Head teacher in writing to that effect so that alternative arrangements can be made**

These statements are in line with national guidance on Religious Education (1993) and to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, 'Curriculum for Excellence - Provision of Religious Observance in Schools'

### **RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL**

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

*Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.<sup>1</sup>*

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected.



## **Health and Wellbeing – Including School Behaviour Policy**

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

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

Within St. Cuthbert's, all pupils receive high levels of pastoral support. As well as ensuring children make progress in their learning, all staff within the school have a shared responsibility for the general care and wellbeing of the young people. Staff take time to speak with children in class, during breaks, in the playground and will, where necessary, forward any concerns or issues to the relevant member of the management team.

We encourage a greater emphasis on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross-curricular approach to health promotion within classrooms, we also follow a calendar of whole school health events. Younger children enjoy free fruit each week. As well as serving nutritionally balanced meals at lunchtime, our school kitchen also provides a healthy choice tuck shop. All food and drinks supplied in St. Cuthbert's, through our school meals comply with the Health and Nutrition Act (2007).

Health and Wellbeing is the responsibility of all staff in the school, who will ensure children develop knowledge and understanding, and the skills needed for mental, emotional, social and physical wellbeing. It helps them to make informed decisions about their health.

Across the school year, all pupils have access to two hours of quality physical activity per week. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance, and in swimming. Our PE Teacher ensures all children have access to a wide and varied range of activities. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.

## Pupil Behaviour

Pupil behaviour in St. Cuthbert's is the responsibility of everyone, and it is essential the guidelines are implemented in a fair, consistent way. The policy is based on a system of sanctions and rewards, which encourage all children to think about the choices they make in relation to how they behave.

There is an emphasis on children **being taught** how to behave in different situations. It is essential that good behaviour patterns are established and maintained for effective learning and teaching to take place and to encourage children to be successful learners, confident individuals, responsible citizens and effective contributors in society.

Everyone in St. Cuthbert's has the right to:

- be treated with fairness and respect
- learn (and teach) without being interrupted by others
- be safe
- make mistakes

The school models and holds the following Values for both staff and pupils:

- Cooperation:** Staff, parents and pupils working in partnership within both classroom and playground
- Fairness:** All staff ensuring that all children are treated equally through consistent use of consequences
- Honesty:** Staff appreciate children who take responsibility and ownership for their behaviour
- Respect:** Staff and pupils demonstrate mutual respect; understand different beliefs and cultures; consider different viewpoints; look after own and others' property.
- Trust:** Staff convey the expectations that all pupils can manage their own behaviour, and use rewards to encourage good choices. Pupil should be able to trust all staff to treat them equally and fairly.

Parental support is key to the success of the school's behaviour policy, which works most effectively because of the partnership forged between parents and the school.

## Equal opportunities and inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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

Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) has 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.

A statement of aims concerning the promotion of equal opportunities and social inclusion highlight priorities for action within the school and the responsibilities of key staff. Provide details of where information and advice for parents may be accessed.

**How is Learning in the Broad General Education Assessed?**

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

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

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

**National Standardised Assessments**

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

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

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

### **How is Learning in the Senior Phase Assessed?**

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

### **Tracking and monitoring Progress**

The progress of individual learners is tracked and monitored during the session.

## Good Assessment Supports and Helps Your Children while they are learning

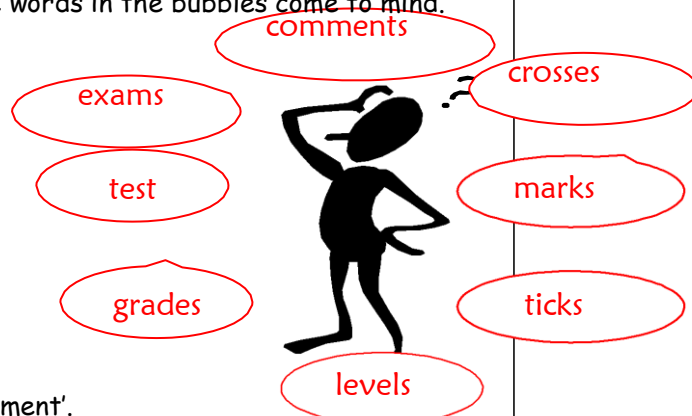
This is the other kind of assessment: it's sometimes called '**formative assessment**'. Like summative assessment it's about gathering information about your child's learning. It is different because the information is used to help pupils to improve their learning and to do better. This is sometimes called 'closing the gap'.

The words in the bubbles describe what formative assessment actually involves in schools. You will see right away that it is much less familiar to you than summative assessment. The words will be unfamiliar to most parents and carers, but they describe the techniques and the language that teachers are increasingly using with your children. A parent's leaflet giving more information about Formative Assessment is available from the school office.

## Good Assessment Helps Your Children to Know How Well they Have Learned

When most of us as adults see the word 'assessment' and think back to our days at school, what is the kind of assessment we remember? The words in the bubbles come to mind.

We remember exam nerves or getting a test mark back and feeling really good .... or really bad! We may recall red pen corrections and comments on our school jotters. On a good day it might have been 'really good work' or 'well done' and on a bad day 'you can do better' or 'this is not good enough'.



This kind of assessment is called 'summative assessment'.

It focuses on measuring current performance - on how successful the learner has been.

It tends to come at the end of a topic or a piece of work with the emphasis on correcting mistakes, and putting right what the pupil has got wrong.

It helps your children to know how well they have done and what level they are working at. It provides teachers, parents and carers with the same kind of feedback. Also it is used to provide local authorities and the government with evidence of how well schools are performing so that they can be held accountable for standards.

Of course it's important for young people to know how well they have done and it's also important that teachers and schools should be accountable for how effective they are in helping your children to learn. However recent research shows that too much emphasis on summative assessment is not necessarily the best way to improve your child's learning.

## Reporting

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

The Curriculum for Excellence and assessment data and the data relating to pupils performance for South Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year. Parents Night is held in October and April with a written report produced in March.

## Transition

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

- curricular frameworks designed to ensure continuity of learning;
- the arrangements that are in place to support pupils making transition and what role their parents can play, moving to primary education, from primary to secondary education and on leaving school;
- the contact details of the school to which pupils will normally transfer for the subsequent stages of their education.

### Transfer to Secondary School

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

An induction programme for secondary school takes place for all P7 pupils. Children from St. Cuthbert's normally transfer to: **Queen Margaret Academy, H.T. Mrs Oonagh Browne.**

## Welcome to Queen Margaret Academy

I would like to take this opportunity to welcome you and your child to Queen Margaret Academy. The following guide outlines some of the work of the school while our website will give you regular updates of activities and events.

At Queen Margaret Academy we are an ambitious community of learning and faith where our young people are inspired, motivated and successful. We aim to offer a high quality education for all our young people in a distinctive Catholic context empowering them to maximise their talents and achieve.

Our faith is celebrated regularly through Masses and events, largely conducted by our liturgical committee, led by Fr Stephen Latham and supported by the wider staff body and local parishioners.

Fundamental to a school is a positive culture and ethos. Queen Margaret Academy have 6 values which we base our work:

Community, Ambition, Responsibility, Equity, Faith and Respect.

Throughout a young person's time at Queen Margaret Academy we aim to support them in partnership with home and local parishes to become resilient individuals who will add value to our school and our community.

I look forward to working with you to support our young people in their journey through secondary school.

Yours sincerely

Oonagh Browne



### **Getting It Right for Every Child (GIRFEC)**

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

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

If a child needs help or support, the Named Person along with parents/carers and the 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

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

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

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

Staged intervention can be broken down into the following stages:

### **Stage 1 (a) - In class support**

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

### **Stage 1(b) - In school support**

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

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

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

### **Stage 3 - Specialist help from a multi-agency team**

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

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

All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

#### **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](http://www.enquire.org)

### **Supports available**

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

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

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 Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

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

### **What role do children and young people play?**

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

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

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

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

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

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

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

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

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

### **Where can parents 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 612021

**Aileen Valenti**

#### **Principal Educational Psychologist**

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

**Gavin Stalker**

#### **Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612406, 612292 or 612504

**Laurence Brown**

**Co-ordinator (Pupil Support)**

**Scott Mulholland**

Ayr Academy  
Fort Street  
Ayr  
KA7 1HX  
Tel: 01292 612292

**Enquire**

Scottish Enquire Helpline: 0845 123 2303

Text phone: 0131 22 22 439

E-mail: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

**Scottish Child Law Centre**

54 East Cross Causeway  
EDINBURGH  
Midlothian  
EH8 9HD  
Tel: 0131 667 6333  
E-mail@ [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

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

**Resolve**

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

**Advocacy Service**

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

## **Psychological Service**

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

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

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

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

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

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

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: [www.eps.south-ayrshire.gov.uk](http://www.eps.south-ayrshire.gov.uk) as can other information on South Ayrshire's Psychological Service.

## **Information Sharing**

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3<sup>rd</sup> 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](http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf)

## **Child Protection**

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

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

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.



## School Improvement

At the heart of everything we do in St. Cuthbert's is school improvement. We are committed to ensuring all young people are given high quality learning and teaching and have opportunities to experience high levels of achievement within and outwith the classroom. We self-evaluate using the new How Good Is Our School 4 (HGIOS 4) which allows us to compare what we do in the school against National Standards.

The school continues to encourage young people to participate in a range of local, Scottish and National competitions.

Attainment and Achievement in St. Cuthbert's is good, and pupils across the school are making good progress in all aspects of their learning. Assessments undertaken at key points of the school through AFE P1 and InCas in P1, P3, P5 and P7 have been useful in identifying the needs of all young people across the school. GL Assessments are also used through P2-7.

Children across the school are highly motivated, interested and the majority are confident learners. All staff continue to have high expectations of children's behaviour and work habits.

### Pupil Voice

Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils is 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.

An effective Pupil Council is in place within the school. Representatives from each class are elected each year to take part in the Pupil Council. Pupils have to make a statement of their intent and be voted for by their classmates. The Pupil Council meets once a week. The Pupil Council play an active part in the life of the school and are responsible for meeting with their classmates and teachers and Head Teacher. They take part in the decision making process within the school and they act upon suggestions put to them by their classmates.

Consultation with pupils about their views on their school environment and their learning is important and valuable within St. Cuthbert's Primary School.



### **Choosing a School**

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

<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

### **Attendance**

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

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

#### **Family holiday not authorised by the school**

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

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

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

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

- The availability of cheap holidays;
- The availability of desired accommodation;

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

#### **Extended leave with parental consent**

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

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

#### **Advice to parents**

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

#### **Routine and expected visits out with school**

St. Cuthbert's Primary 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 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 outwith the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session

## School Uniform Policy

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

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

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material 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.

Children are encouraged to wear the St. Cuthbert's school uniform. Our uniform consists of purple jumper, white polo shirts or white shirts and ties. School uniform can be purchased through BE SCHOOLWEAR school uniforms on Dalblair Road. Any other information can be obtained by phoning the school office.

We would also suggest that packed lunch boxes, school bags, jewellery, etc, with football insignia are inappropriate.

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

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 unnecessarily expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Parents receiving family income support, family credit, housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the Executive Director, Care, Learning & Wellbeing. Information and application forms may be obtained from schools, area offices and from Headquarters, County Buildings, Ayr.

To save time and trouble for both parents and teachers.

**PLEASE ENSURE THAT YOU PUT YOUR CHILD'S NAME ON HER/HIS CLOTHES!**

### **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**.

The playground is supervised at playtimes and lunchtime by school assistants and the janitor. Members of the Management Team are also present in the playground on a daily basis.

If the weather is inclement, pupils may be given access to shelter from 8.50 am onwards. Pupils are encouraged not to arrive at school earlier than this.

### **Parental Complaints Procedure**

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

**If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher, Mr Ingram, 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-ayshire.gov.uk](mailto:listeningtoyou@south-ayshire.gov.uk).  
In writing 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.

St. Cuthbert's Primary School actively promotes partnerships with parents.

We are always keen to improve our service and value any input from parents. The Head Teacher would be happy to hear from any parent who has suggestions on how to improve the work of the school.

Parents are encouraged to raise any issues or concerns with a member of the school management team, who will assist in every way possible to reach a positive conclusion. Formal complaints should be made in writing to the Mr M Ingram, who will endeavour to solve your concern as quickly as possible.

**Public Private Partnership (PPP) Programme**

This is not applicable to St. Cuthbert's Primary School, although the school does await the news of a new placement for the school and major upgrade in facilities and management within the next 2 years.

## **School Meals and Free School Meal Information**

Meals are provided in school and are served in the gym hall at 12.30 p.m. Money for meals is payable on Monday morning, cheques made payable to South Ayrshire Council School Meals. We would be very grateful if parents could send correct money, preferably labelled in an envelope. Whole families who take school meals should pay the money altogether, if possible, brought in by oldest child to the school office. Children who require a special diet on medical grounds will be catered for. Please contact the Head Teacher if special arrangements need to be made. Milk is available for purchase during the morning break. Packed lunches are taken in the school hall and supervised at the same time as school meals.

### **How Does it Work?**

- Menus are sent into classes every Tuesday for pupils in P4 - P7 to choose their options for the following week. Pupils in P1 - P3 are given a menu home every Tuesday for parents to help them choose for the following week.
- Payment for meals to be sent into to school every Monday or Thursday at the latest for the whole week's meals as all banking for school meals is collected from the school every Friday morning by G4S.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be 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 **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£6420**) **Universal Credit** where earned income is £610 or less per month. Income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR. Telephone 01292 612465.

Free school meals are available to all P1-P3 pupils.



### **Footwear and Clothing Grant Information**

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 £610 or less per month**. Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

## **Transport Guide to Parents**

South Ayrshire Council has a policy of providing free transport to all primary pupils whose main address is more than two miles from their catchment school by the recognised shortest walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school or Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Tel - 01292 612284. These forms should be completed and returned before 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](mailto:school.transport@SPT.co.uk).

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

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

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

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

## **Seatbelt Statement**

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

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

Signage will be prominently displayed in vehicles or an announcement will be made by

Drivers to remind children and young people that seatbelts are provided on the vehicle.

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

### **Privileged Seats**

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Educational Services, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are allocated 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

Over the past few years, there has been a significant increase in the number of young people using mobile phones. Schools have effective communications systems for all eventualities within schools and the use of mobile phones should be unnecessary within the school.

If pupils do bring mobile phones to school with the approval of their parent or guardian, they remain the responsibility of the owner at all times in terms of security and safekeeping. The school cannot accept responsibility for loss or damage of any personal phone, i-pad or i-pod.

While appreciating the safety aspect of children having mobile phones in their school bag we require that they are switched off during school time.



Mobile phones should be switched off at all times within the school buildings unless prior consent has been received from a member of the management team. The existing communication systems within schools will be used for dealing with emergencies.

Where an individual repeatedly breaches the school guidelines, existing behaviour procedures will be invoked and the parent or guardian contacted.

We would also ask that children do not use their phones during interval and lunchtime. If children require to make contact with parents for any reason, they should come into the school office and do this. That way we are aware of any emergency that the child has. We cannot accept responsibility for loss or theft of mobile phones.

## Use of Social Media

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

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

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

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

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

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**

In the event of a child taking ill, or having a serious accident during school, the parent or emergency contact is informed at once and appropriate action taken to ensure the well-being of the pupil. If no contact can be made, the child will be looked after in school or in serious cases, the family doctor contacted to ensure the child is treated as soon as possible. No child will **ever** be sent home before contact is made. It is therefore **vital** that the school is provided with **up to date** contact telephone numbers for all pupils. This responsibility lies with parents.

Routine immunisations are also carried out in the school if the parent consents for this to be done. The school nurse and health visitor are regular visitors to the school and as well as carrying out routine health checks, they are involved in the health programme throughout the school.

In the unlikely event of a child having to take medicine during school hours, certain procedures must be followed. Further information can be provided by the Head Teacher.

If your child suffers from Asthma, it is important that you inform the Head Teacher of any restrictions, which need to be applied to your child's activities, and the medication which has been prescribed so it can be used appropriately.

It would be extremely helpful if you could inform the school of any medical conditions your child suffers from. These must be reported to the Head Teacher in writing.

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

#### **Childsmile:**

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

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

### The National Dental Inspection Programme:

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



## **Data Protection Act**

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

## **How we will use the information about you and your child**

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

## **Who we share your information with**

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

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

## **What are my rights?**

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

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

## **If you have a complaint**

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

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

Email: [DataProtection@south-ayrshire.gov.uk](mailto:DataProtection@south-ayrshire.gov.uk) | Telephone: 01292 612223

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

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

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

### **If you have no internet Access**

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

### **How to access our full Privacy Notice**

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

### **Education Statistics Privacy Notice** **Transferring Educational Data About Pupils**

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

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

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

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

### **Your Rights and Further information**

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

### **The Freedom of Information (Scotland) Act 2002**

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

Public Authorities have to allow access to the following information:

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

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

## Helpful Addresses and Websites

<b>Organisation</b>	<b>Address</b>	<b>Telephone Number / Websites</b>
<b>South Ayrshire Council</b>	Educational Services County Buildings Wellington Square AYR KA7 1DR	0300 123 0900 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>
<b>Mr D Hutchison People Directorate</b>	Educational Services County Buildings Wellington Square AYR KA7 1DR	0300 123 0900
<b>Councillor Connolly Councillor Campbell Councillor Grant</b>	County Buildings Wellington Square Ayr, KA7 1DR	0300 123 0900
<b>Area Officer</b>	Ayr Registration Office 43 Sandgate AYR	01292 284988
<b>Area Community Education Officer</b>	25 Wellington Square AYR	01292 886569
<b>School Nurse Diane Irvine</b>	Girvan Community Hospital Girvan	01465 716455
<b>School Psychologist Carole Campbell</b>	Queen Margaret Academy Dalmellington Road AYR	01292 292674
<b>Social Work</b>	Girvan Area Office, 17/19 Knockcushan Street	01465 712299
<b>Education Scotland</b>	The Optima 58 Robertson Street GLASGO W G2	0141 282 5000 <a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a>
<b>Education Scotland Inspectorate</b>	HM Inspector of Schools Europa Building, 450 Argyle Street,	0141 242 0100 <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>

<b>Care Inspectorate</b>	Care Commission Office Sovereign Road, Suite 3 Academy Road IRVINE KA12 8RL	01294 323920
<b>Mrs Oonagh Browne</b>	Head Teacher Queen Margaret Academy 33 Dalmellington Road Ayr KA7 3TL	01292 612020

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

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

### **School Policies and Practical Information**

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

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

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

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

#### **Children (Scotland) Act 1995**

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

#### **Standards in Scotland's Schools (Scotland) Act 2000**

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

#### **Education Scotland's Communication Toolkit for engaging with parents**

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

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

[http://www.scotland.gov.uk/Publications\(2011/09/14082209/0](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 literary, numeracy and health and wellbeing**  
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

**Broad General Education in the Secondary School - A Guide for Parents and Carers**  
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

**Information on the Senior Phase**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

**Information on Skills for learning, life and work**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

**Information around the Scottish Government's 'Opportunities for All' programme**  
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

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

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

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

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

## **ASSESSMENT AND REPORTING**

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

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

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

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

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

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

**Information on recognising achievement, reporting and profiling**

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

## **TRANSITIONS**

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

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

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

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

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

<http://www.educationscotland.gov.uk/resources/practice/p/planningforchoicesandchanges/>

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

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

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

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

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

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

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

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



## SUPPORT FOR PUPILS

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

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

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

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

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

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

## SCHOOL IMPROVEMENT

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

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

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

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

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

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

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

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

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

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

**Amazing Things** - information about youth awards in Scotland

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

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

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

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

For further information please contact:

**0300 123 0900**

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

**0300 123 0900**

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

**0300 123 0900**

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

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

**0300 123 0900**

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

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

**0300 123 0900**