



***Straiton Primary School  
and  
Early Years Centre  
2023  
Handbook***



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## General School Information

### *Welcome by Head Teacher*



On behalf of all the children, parents and staff I am delighted to welcome you to our school. Situated in our beautiful village in the heart of a UNESCO Biosphere Reserve, we are incredibly proud of our quaint little school just on the outskirts of our equally quaint and beautiful village of Straiton.

At Straiton Primary School and Early Years Centre we set high standards with the view to giving our young people the best possible start in life – through active learning, exploration, teamwork, nurture and by making use of the picturesque setting in which we are lucky enough to learn and have fun in each day. We strive to do our best in all areas, and are keen to develop a culture of thinking built upon the care and wellbeing of all.

Quite simply, everyone at the school wants to play our part in making Straiton, and the wider world in general, a more positive, fair and sustainable place to live, work and play. We believe we can all make a positive difference, and our pupils are testament to that positive change.

**“Small school, big heart”**

Please don't hesitate to contact the school if we can assist in any way.

Best wishes

A handwritten signature in black ink, appearing to read 'A Hislop'.

Andrew Hislop

Head Teacher

## School Ethos

### VISION AND VALUES

At Straiton Primary and Early Years Centre we have aim to create a culture of thinking, built upon a culture of wellbeing, where we look to make a positive difference to the lives of all.

**“Small school, big heart”**

### THIS IS HOW WE DO IT HERE

Every interaction that takes place between a member of our school community is underpinned by 3 key values that we have all agreed to try our best to live by...

**Positive**

**Supportive**

**Compassionate**

### AIMS

#### **We aim to create a positive ethos by which:**

- all pupils are provided for equally
- there is an atmosphere of trust and co-operation between staff and pupils
- there is a safe, relaxed and happy teaching environment
- staff, pupils and parents are valued
- visitors are welcomed
- staff and pupils are encouraged and motivated as fully as possible

#### **We aim to provide a stimulating and appropriate curriculum for our pupils which will be:**

- staffed and resourced effectively
- well planned and evaluated
- delivered using a variety of teaching approaches
- broad, balanced and will provide continuity
- effective in ensuring pupils achieve the highest possible standards according to their abilities.

#### **We aim to improve the standard of attainment with the school by:**

- promoting an ethos of achievement
- setting targets in literacy and numeracy in line with National Policy
- monitoring pupil attainment closely through Early Intervention methods,
- appropriate diagnostic testing and National Tests.

#### **4. We aim to assist our pupils personal & social development by:**

- building self esteem
- promoting an appreciation of people and property
- developing controlled, responsible behaviour
- fostering an awareness of the importance of physical and mental health and fitness

- developing study skills and habits of individual study
- 5. We aim to promote an effective partnership which links home, school and community by:**
- establishing effective communications through regular letters to parents and pupils progress reports
  - supporting the Parent Council
  - actively involving parents in their children’s education
  - making the best possible use of outside agencies.
- 6. We aim to help staff develop their full potential by:**
- building a strong school team which operates in an atmosphere of openness, support and effective communication
  - a quality programme of career review and development
  - using development planning effectively
  - providing a high quality service with continuous improvement built in.

### School Information



**Straiton Primary School & Early Years Centre**  
**27 Newton Stewart Road**  
**Straiton**  
**Ayrshire**  
**KA19 7NH**

Email: [straiton.mail@south-ayrshire.gov.uk](mailto:straiton.mail@south-ayrshire.gov.uk) or [andrew.hislop@south-ayrshire.gov.uk](mailto:andrew.hislop@south-ayrshire.gov.uk)

Website: <https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/>

Twitter: [https://twitter.com/straiton\\_ps](https://twitter.com/straiton_ps)

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 [School catchments - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://south-ayrshire.gov.uk)

PRESENT ROLL	17 (School) / 3 (EYC)
STAGES COVERED	Early Years to P7 (Ages 3-12)
ROLL AT EACH STAGE	Early Years Centre: Ante-Pre = 2, Pre-School = 1 P1 = 2, P2 = 3, P3 = 2, P4 = 0, P5 = 4, P6 = 4, P7 = 2
DENOMINATIONAL STATUS	Non-Denominational
CO-EDUCATIONAL	Straiton Primary School is co-educational.

#### House Structure

There are three houses, with House Captains voted in at the beginning of each session:

**Milton**      **Blairquhan**      **Balbeg**

<b>*School Hours</b>	School starts	9.00am
	Morning Break	10.45am – 11.00am
	Lunch	12.15pm – 1.00pm
	School Closes	3.00pm

<b>*Early Years Centre</b>	Morning Session	9.00 – 12.00am
	Full Day	9.00 – 3.00pm

The school reception can be contacted by telephone between 8.30a.m and 3.00p.m each day. Parents or carers that have a matter they wish to discuss with the class teacher, please contact the school office to make arrangements.

**School Staff**

**TEACHING**

HEAD TEACHER  
(Named person and  
Pupil Support Coordinator)

Mr Andrew Hislop



PRINCIPAL TEACHER

Miss Lesley Wilson

CLASS TEACHERS  
(2022-23)

EYC	Miss Lesley Wilson
P1 – 4	
P5 – 7	Mrs Anne Riddicks
NCC	Miss Lesley Wilson

EARLY YEARS PRACTITIONER

Miss Karen Butcher

PUPIL SUPPORT TEACHER

Mrs Fiona Bruce

**SUPPORT STAFF**

SCHOOL ASSISTANTS

Mrs Brown

CLERICAL ASSISTANT

Mrs Scobie

JANITOR  
CLEANING / CATERING  
ASSISTANT

Julie



**VISITING SPECIALISTS**

SCHOOL CHAPLAIN

Rev. Jones

PERCUSSION INSTRUCTOR

Mr Welsh

## School Holidays

### Approved School Holiday Arrangements: 2023/2024

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers ( <b>Inservice</b> )	Thurs	17 Aug 2023	85
		Teachers ( <b>Inservice</b> )	Fri	18 Aug 2023	
		Pupils return	Mon	21 Aug 2023	
		<i>local holiday</i>	Fri	*22 Sept 2023	
		<i>local holiday</i>	Mon	*25 Sept 2023	
		Close	Fri	13 Oct 2023	
		Teachers ( <b>Inservice</b> )	Mon	23 Oct 2023	
		Re-open (Pupils)	Tues	24 Oct 2023	
		Close	Fri	22 Dec 2023	
Second	Mid Term	Re-open	Mon	8 Jan 2024	143
		Close	Fri	9 Feb 2024	
		<i>local holiday</i>	Mon	12 Feb 2024	
		Teachers ( <b>Inservice</b> )	Tues	13 Feb 2024	
		Re-open (Pupils)	Wed	14 Feb 2024	
		Close	Thurs	28 Mar 2024	
					143
Third		Re-open	Mon	15 Apr 2024	195
		Close	Wed	1 May 2024	
		Teachers ( <b>Inservice</b> )	Thurs	2 May 2024	
		Re-open (Pupils)	Fri	3 May 2024	
		<i>May Day</i>	Mon	6 May 2024	
		<i>local holiday</i>	Fri	24 May 2024	
		<i>local holiday</i>	Mon	27 May 2024	
Close	Fri	28 June 2024			
					195
	Session 2024/25	Teachers ( <b>Inservice</b> )	Fri	16 Aug 2024	
		Teachers ( <b>Inservice</b> )	Mon	19 Aug 2024	
		Pupils return	Tues	20 Aug 2024	
NB	Good Friday: 29 March 2024				
* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup					
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>					

## **Enrolment**

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for Primary One beginning in August each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. Further information can be obtained from the school.

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

Children who live in the catchment area of a particular school are required to enrol at that school. There they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area.

## **Teaching and Learning**

### ***The Curriculum***

#### **The Curriculum for Excellence**

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

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

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

Every child is entitled to a **broad general education**, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and 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.

### **Core Curriculum**

The curriculum can be described as all experiences which school provides for each pupil. We provide a curriculum for excellence which ensures:

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

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

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

The primary curriculum is divided into these main areas:

- Literacy – including French
- Mathematics & Numeracy
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

### **Literacy and English**

At Straiton Primary, we use a variety of learning and teaching methods to support the development of Literacy skills in all our learners. Upon developing these skills, it is our aim children will:

- Engage with a wide variety of texts, and develop an appreciation of the richness and breadth of knowledge within written language.
- Enjoy exploring and discussing word patterns and text structures.
- Make links across the curriculum to demonstrate how they can apply their literacy skills in a wide range of contexts.

We offer opportunities for children to communicate, collaborate and build relationships through the use of Literacy and Language, supporting their development in using enriched vocabulary and the ability to articulate thoughts and feelings through spoken and written texts.

## **Reading**

Reading underpins all learning, and it is for this reason we put a strong emphasis the skills required for reading and understanding a text. Our aim is to establish a love of reading across the school, developing core knowledge and skills.

We use the resource “Giglets” to deliver an engaging and differentiated learning experience within reading for all pupils. Giglets is an interactive, online resource which includes a variety of rich, rigorous and relevant texts for all ages. It encourages a love of reading, and challenges pupils to improve comprehension and language acquisition through a range of High Quality Thinking Questions and literacy rich tasks.

## **Writing**

The development of writing is a high priority at Straiton Primary School, and we aim to develop children’s skills in all types of writing activities.

We follow the programme “Talk for Writing” and use this to develop writing skills from our Early Years Centre to Primary 7. Talk for Writing is based on how children learn. It places the learner, through formative assessment, at the heart of the planning, teaching and learning process. Talk for Writing helps children to become better speakers, listeners, readers, writers and thinkers. It encourages children to engage in talk through discussing their ideas and refining their spoken and written expressions. Talk for Writing has three focus areas: **imitation**, **innovation** and **independent application**.

## **Listening and Talking**

One of our main aims is to help our children and young people become effective contributors – communication is therefore a priority of ours. Alongside our running programmes, Giglets and Talk for Writing, our children are provided with a range of different opportunities to develop their listening and talking skills.

## **Modern Languages**

French is taught in P1-7. This is in preparation for the children going onto Girvan or Carrick Academy where they will continue their studies of the language. The children are very enthusiastic about learning French and are thrilled when they can begin to communicate. They cover a variety of topics including ‘All about me’, Family, Pets, Countries and Nationalities, Weather, Clothes Time, Food and Drink.

## **Mathematics & Numeracy**

At Straiton Primary School and EYC we want our young people to engage with mathematics and build their comprehension of the subject across the curriculum.

Society requires young people who are sophisticated mathematical thinkers, pattern spotters and problem solvers. Therefore, we aim to empower our young people as mathematicians. We aim to provide opportunities for learning that promotes deep engagement with all areas of numeracy and mathematics.

Our purpose is to offer a better way to build mathematical understanding in, and beyond, our classrooms.”

*(S. Morrow, G. McNeil & G. Meharg - ‘Glasgow Counts Framework’ 2016)*

We will endeavour to teach this through using the CPA (Concrete, Pictorial, Abstract) approach to develop conceptual understanding, to develop problem solving, reasoning and fluency through contextual real-life questions and situations (party planning, tuck shop). To create mathematical mindsets through mixed ability group experiences. To engage in mathematical conversations through number talks. To meet the needs of all learners through removing the ceiling placed on children by constantly changing the groups they work in. Using a variety of visual resources and materials to promote a breadth of strategies.

This will provide a solid foundation for our young people to confidently engage with any area of numeracy in real world situations and to explain their reasoning.

Finally, the school recognises that language can also be barrier to the learning of numeracy, and great effort is made to support the children's understanding of key mathematical language as it develops across the levels.

### **Health and Well-being**

Health and Wellbeing understanding and practice is incorporated into the everyday life of the school. Children and young people should feel respected, safe, and happy within the school and wider community, and all staff are proactive in creating an environment which supports the mental, emotional, social and physical health of each child.

Mindfulness and Growth Mindset are embedded within the everyday life of the school. Children have access to a Mindfulness room, effective and personalised resources and books, allowing them to establish positive strategies and life skills to deal with the different situations they may face. One of our goals is to develop awareness of mental health, and provide support, across our whole school and wider community. This is to establish a strong culture and ethos to improve wellbeing and support each child to reach their full potential.

High quality Physical Education (PE) is essential for improving and maintaining the health and wellbeing of all pupils. All children receive at least 2 hours of high quality PE each week, with opportunities to take part in afterschool clubs and develop specific skills with ActiveSchools.

PE should:

- Engage pupils in the learning process.
- Build positive relationships.
- Challenge and motivate pupils and help build resilience and teamwork.
- Develop sportsmanship and competitiveness through competitions.
- Develop pupils thinking skills and knowledge as part of lifelong learning.
- Provide a good understanding of their bodies and physical health.

### **Art**

After learning about the characteristics of a range of media and how these may be used for artistic effect, the children are then given the opportunity to use them to give expression to their own individual artistic flare and creativity. Studying and appreciating works of art, creating and designing, using paints, pencils, clay, fabric etc., all go into the enriching experience of Art.

### **Music**

The work covered in music is designed to give children the opportunity to hear and appreciate rhythm and melody and to give them the chance also to make music for themselves. A variety

of resources are used to satisfy the aims of the primary school music syllabus. Many opportunities to make music and song are offered as part of ongoing work. Throughout the year, each class is involved in performing and presenting assemblies and musical productions.

We also are privileged to be able to provide tuition in the use of percussion instruments for an hour per week to all pupils in P5-7. Some children also have the opportunity to learn the chanter and saxophone. Children thrive on these activities and get great satisfaction from them.



### **Drama**

From their earliest years, children use imaginative play to explore and make sense of the world around them. Drama activities in school are designed to build upon this basic human instinct for creativity and imagination so that pupils develop a greater range of dramatic skills and

techniques. Communication of ideas and feelings, both real and imaginary help to make children more sensitive to the feelings and opinions of others and more effective and confident about their day-to-day interactions.

Children are given opportunities for dramatic expression under the guidance and direction of their teachers. This culminates in assemblies, concerts and plays which are always of a very high standard. Pupils have the opportunity to watch and enjoy theatrical productions staged by others such as visiting the Gaiety theatre at Christmas for the pantomime.

### **Dance**

Classes participate in short programmes of Dance throughout the year. As well as social dance (mainly taught in November and December in preparation for Christmas parties) we also cover modern dance and dance linked to participation in performance and presentation.

### **Science**

Science is an important part of our everyday lives and it is integral to the world's medical, economic and environmental development. At Kirkmichael Primary School, not only do we aim to develop children's scientific knowledge, through learning in science we also encourage pupils to develop their curiosity, innovation and creativity. Within our school science is mainly developed through Interdisciplinary Learning topics and Curriculum Development days.

Through learning in science, children and young people will have opportunities to:

- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop curiosity and understanding surrounding their bodies, their environment and Planet Earth.
- Explore scientific language, formulae and equations
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Increase their understanding of the Earth's resources and the need for sustainable and responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

- Develop skills of scientific inquiry and investigation, including:
  - Planning and designing
  - Analysing, interpreting, evaluating and presenting findings
  - Making predictions
  - Collaborating with others
  - Carrying out investigations
  - Presenting and analysing data

### **Social Studies**

Social Subjects for pupils at all stages is designed to stimulate awareness and understanding of the environment and their place within it, to enable them to learn about the factors which have shaped their world and to develop their knowledge of others:-

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

Through the study of social subjects we encourage pupils to adopt positive attitudes to the world around them and their place in it.

### **Technologies**

Technologies are taught to enable children to be informed, skilled, thoughtful, adaptable and enterprising young citizens. The skills developed through technology build confidence and embrace technologies as well as developing their problem solving capabilities.

We actively promote outdoor learning and develop learning across the curriculum using our local resources and environment. Dailly is very fortunate to be surrounded by a very rich outdoor learning environment providing opportunities for the children to develop their knowledge about nature and their environment and to develop their skills in ways that add value to their everyday experiences in the classroom.

### ***Opportunities for Wider Achievement***

During the session, after school activities are offered to all pupils. Parents are notified and permission to attend sought. Activities vary from crafts, sports, ICT, homework, music and cookery. After School Clubs vary each session and are offered to certain ages and stages of the school as appropriate. The school works in partnership with Active Schools who offer a wide range of sporting activities.

Some of the After School Activities we offer are :

- |              |               |
|--------------|---------------|
| Multi-sports | Badminton     |
| Gymnastics   | Indoor Hockey |
| Dance        | Football      |
| Tennis       | Book club     |

The pupils are involved in a wide variety of activities including sports, inter-school events, concerts, plays, pantomimes, field trips, discos, and celebrations. These occasions afford the

opportunity for very valuable social training apart from the very obvious educational advantages.

The assistance of parents in extra-curricular activities is always welcome, (subject to a PVG check being made) and any parent who is able to use his or her talents or interests in this way will receive the full support of the school.

Class Teachers keeps a record of the children's wider achievements and these are celebrated during assemblies.

### ***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***

The Education (Scotland) Act 1980 continues to impose a statutory duty on local authorities to provide religious observance in Scottish schools.

Scotland is a society with a longstanding Christian tradition. However, Scotland has for many generations also been home to many who have other faith and belief traditions, never more so than at present. This trend is likely to continue as Scotland remains a country where people from other communities are welcomed and we can expect Scotland to become increasingly diverse in the range of faith and belief traditions represented. Religious observance needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these but it must equally be sensitive to

individual spiritual needs and beliefs, whether these come from a faith or non-faith perspective.

Scottish Government Ministers also accept the definition and aims of religious observance proposed by the Review Group as being:

*“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”.*

Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor.

It should also provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

Religious study takes the form of lessons in the history and practice of the world’s religions. Children attend weekly assemblies in the school hall and Rev. Jones, our school Chaplain attends our special services at Harvest, Christmas and Easter. Mr Jones can also work alongside the Class Teachers and visit classes to support their R.M.E programme. In addition to the time devoted to the subject in school, pupils may attend Straiton Parish Church to take part in special services.

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.

## **Health and Wellbeing**

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

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

### **Promoting Positive Behaviour**

Children have the right to learn in a happy, safe and secure environment and in Straiton Primary School and Early Years Centre it is our priority to work with parents to achieve this for all children (United Nations Convention on the Rights of the Child Article 28 and Article 31). There is a consistent approach to promoting positive behaviour used across the school and Early years centre. We are a Rights Respecting School where children learn about their rights and how to behave appropriately to ensure rights for all.

We are committed to promoting positive behaviour at Straiton Primary School and Early Years Centre. Behaviour management is viewed as the joint responsibility of all staff and extends to include a partnership with parents. Children are praised when they are seen to be working hard and behaving well. A range of rewards are used and these are awarded, individually and collectively, for effort, enthusiasm, behaviour and work – please see the guidelines below for more information.

### ***Personal Achievement***

*Personal Achievement Certificate – how to get a certificate:*

- *Great piece work for the individual – shared with school and placed on WOW board.*
- *Great deed/going above and beyond.*
- *Great achievement inside or outside of school.*
- *Going above and beyond in any way to better themselves or help others.*

### ***House Achievement***

*As personal achievement plus:*

- *Whole school challenges.*

*Termly team building days (Captain/Vice captain to agree activities with whole house)*

*End of session reward day for winning house*

### ***Class Points***

*Own class rewards – Teachers decision*

Finally, Parents are kept informed of any issues concerning behaviour to allow us to work together to resolve these as quickly as possible.

## ***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 out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

The Pupil Support Coordinator and Named Person (Mr Hislop) 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, please contact Mr Hislop.

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

### **AIMS**

1. To promote equality of opportunity and social justice taking account of South Ayrshire's statement of Values.
2. To develop and maintain an equal opportunities ethos in Straiton Primary School.
3. To treat people as having equal value and respond sensitively to their individual differences and needs.
4. To provide a combination of practices and procedures to create an equal opportunities ethos providing personal development, counteraction of prejudice and injustice and access to services.

It is one of our main priorities to ensure that all pupils are included and given equal opportunity and access to every school activity.

To promote this statement we undertake to:

- Make all areas of the curriculum available to boys and girls alike.
- Apply disciplinary measures in a uniform manner to both sexes.
- Allocate tasks within the school fairly.

- Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.
- Apply school regulations relating to dress to all pupils

The Race Relations (Amendment) Act 2000 places a duty on public bodies to promote racial equality and prevent racial discrimination. All establishments have a racial Equality and Cultural Diversity policy. All areas of the curriculum are taught with no bias of any kind.

Opportunities to take part in all areas of the school are widely encouraged, and stereotyping is discouraged by all staff. To this end, classroom tasks are equally distributed, with care being taken in choice of language, both oral and written.

*“No one should be denied opportunities because of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion.” – Scottish Government website.*

## Assessment

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

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

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

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. In August 2017, new national standardised assessments (NSA) were introduced in all schools in Scotland. These assessments 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 take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

### **Tracking and monitoring Progress**

The progress of individual learners is tracked and monitored during the session through our tracking system. This is in place to ensure continuous improvements for learners across the curriculum. Staff talk with their pupils to discuss strengths, identify areas for development and set targets. This allows children to know what they need to do to be successful in their learning.

Staff have tracking folders which contain pupil data to measure and track attainment and wider achievement. Staff meet with the head teacher throughout the session to analyse the data and put in place interventions, support and challenge where appropriate to raise attainment and achievement.

## ***Reporting***

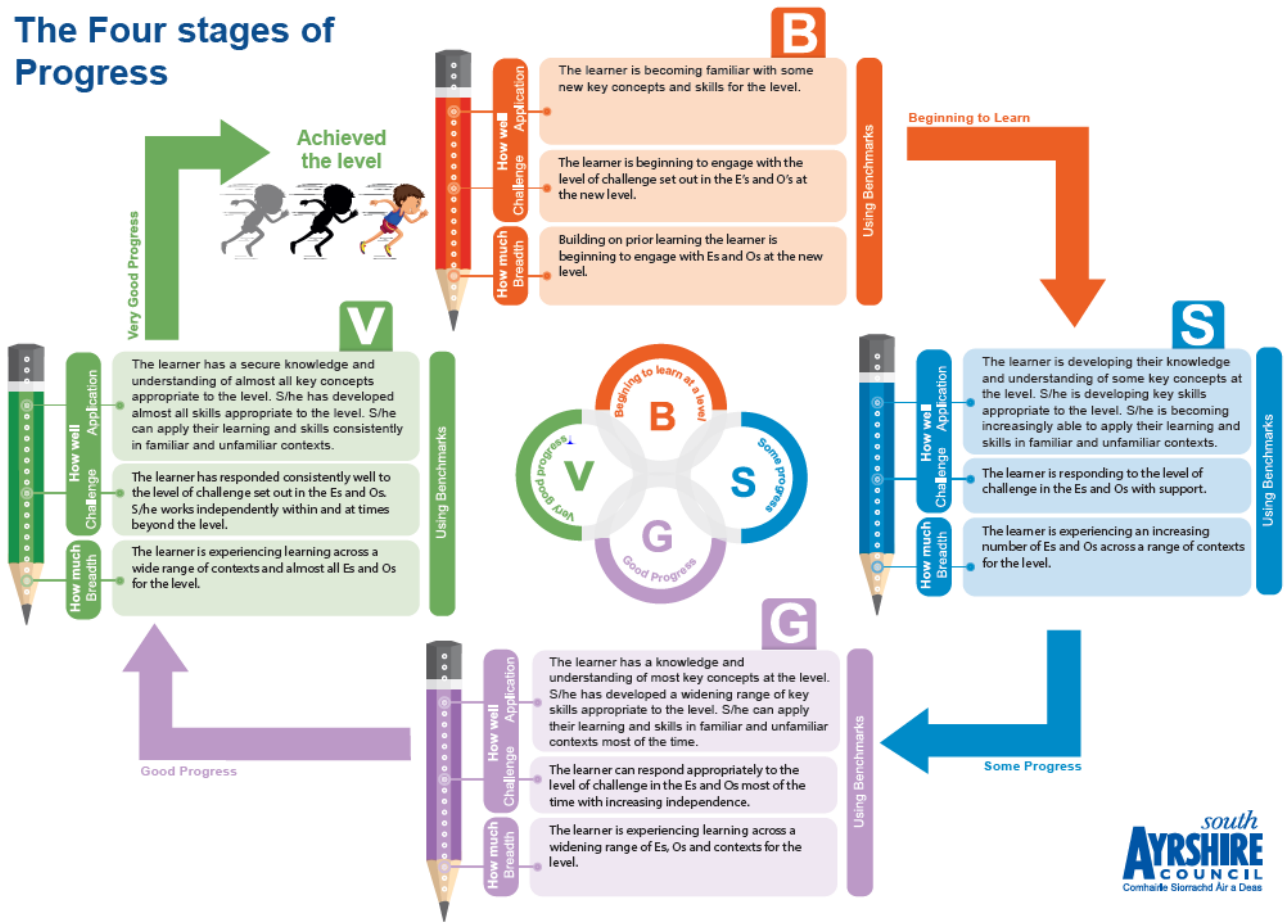
### **Reporting - how will your child's progress be reported?**

At Straiton Primary School and Early Years Centre every child is offered a broad, balanced and progressive curriculum. There is depth to the learning while incorporating personalisation and choice.

Opportunities to discuss children's progress are offered to parents termly. Parent workshops / Open days / Coffee and Chat sessions are held throughout the year to ensure that parents are fully informed and have the skills to support their child. Any parent with questions or concerns is welcome to make an appointment to discuss these at any time.

Parents will be provided with a written report which outlines their child's progress twice a year. Teachers will assess your child's progress **within each level** using the criteria set out in the diagram and table below.

# The Four stages of Progress



Four stages of progress through level	What this means
<p><b>B</b> Beginning to learn at a new level</p>	<ul style="list-style-type: none"> <li>The learner is becoming familiar with some new key concepts and skills for the level.</li> <li>The learner is beginning to engage with the level of challenge set out in the Experiences and Outcomes at the new level.</li> <li>Building on prior learning the learner is beginning to engage with Experiences and Outcomes at the new level.</li> </ul>
<p><b>S</b> Making some progress in learning with the level</p>	<ul style="list-style-type: none"> <li>The learner is developing their knowledge and understanding of some key concepts at the level. S/he is developing key skills appropriate to the level. S/he is becoming increasingly able to apply their learning and skills in familiar and unfamiliar contexts.</li> <li>The learner is responding to the level of challenge in the Es and Os with support.</li> <li>The learner is experiencing an increasing number of Es and Os across a range of contexts for the level</li> </ul>
<p><b>G</b> Making good progress in learning within the level</p>	<ul style="list-style-type: none"> <li>The learner has a knowledge and understanding of most key concepts at the level. S/he has developed a widening range of key skills appropriate to the level. S/he can apply their learning and skills in familiar and unfamiliar contexts most of the time.</li> <li>The learner can respond appropriately to the level of challenge in the Es and Os most of the time with increasing independence.</li> <li>The learner is experiencing learning across a widening range of Es, Os and contexts for the level.</li> </ul>
<p><b>V</b> Making very good progress in learning with the level</p>	<ul style="list-style-type: none"> <li>The learner has a secure knowledge and understanding of almost all key concepts appropriate to the level. S/he has developed almost all skills appropriate to the level. S/he can apply their learning and skills consistently in familiar and unfamiliar contexts.</li> <li>The learner has responded consistently well to the level of challenge set out in the Es and Os. S/he works independently within and at times beyond the level.</li> <li>The learner is experiencing learning across a wide range of contexts and almost all Es and Os for the level.</li> </ul>

## How do I know how well my child works from day to day?

Your child's teacher(s) will record one of the following for homework, effort and behaviour.

If there is anything that you wish to discuss following receipt of your child's mid-year tracking or final report at the end of the school year, please do not hesitate to contact the school.

	Homework		Effort		Behaviour
1	Always makes a good attempt	1	Always works conscientiously	1	Always behaves well
2	Usually makes a good attempt	2	Usually works conscientiously	2	Usually behaves well
3	Occasionally makes a good attempt	3	Making some effort but capable of more	3	Some improvement required
4	Rarely makes a good attempt	4	Rarely puts in the effort to make good progress	4	Serious concerns

## Transition

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

- curricular frameworks are designed to ensure continuity of learning
- staff have transition meetings to discuss arrangements that are in place to support and challenge individual and groups of pupils
- information sessions are held by the Head Teacher and other relevant staff for parents who have children moving into Primary 1 from the Early Years Centre and who are new to the area
- Primary 7 pupils will normally transfer to Carrick Academy. A well-established transition programme is in place for this and other local secondary schools.

### Transfer to Secondary school

Pupils are normally transferred between the ages of 11 ½ and 12 ½ 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.

### Details for Secondary School are

Carrick Academy  
74 Kirkoswald Road  
Maybole  
KA19 8BP  
01655 883003

## Support for Pupils

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

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**'

**(known as “GIRFEC”)** Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child’s ‘wellbeing’.

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

If a child needs help or support, the Named Person along with parents/carers and the 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 3<sup>rd</sup> 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**.

### **Support for pupils**

Mr Hislop is the Pupil Support Co-ordinator for Straiton Primary and Early Years Centre and is available to speak to parents about any concerns or questions they have regarding support for their child.

We are very fortunate to have Mrs Christine Robertson, Cluster Pupil Support Teacher, one and a half days a week. Mrs Robertson supports children in a variety of ways and also provides support to Class Teachers and other members of staff working closely with our children.

We are a Dyslexia Friendly School and have DFS tool boxes in each class to support all children.

### **Homework**

Pupils are given homework to supplement the learning which they have been doing in class, either as a means of reinforcing basic elements of their education – reading, spelling, number processes etc., or to expand upon and promote continued interest in and attention to all areas of the curriculum including personal research.

Homework is a very good discipline for children, teaching them the habits of study and discovery they will need for later life. Homework issued should not take longer than half an hour each night, in the upper stages, to complete and should be interesting for the children and parents. It is something, which we hope parents and children will do together.

Homework is a link between home and school, it is a means whereby a parent can gauge the stage and progression of learning being made by their child. It keeps families informed and involved.

Children from P4 upwards may be given a larger piece of homework to be completed over a number of days. Homework is always based upon the needs of your child and therefore may vary from others in the class to ensure appropriate differentiation.

The school firmly believes in the importance of regular, effective homework. It is regarded as a normal, not extra, part of school work.

## WHAT MAKES GOOD HOMEWORK?

For *pupils a good piece of homework is one which has been:*

- \* given your full attention
- \* done to the best of your ability
- \* checked for careless errors
- \* well presented
- \* handed in on time
- \* successful in making you think about your work

*What is the teacher's role in homework?*

- \* to prepare homework that is appropriate to the pupils
- \* to ensure homework is worthwhile
- \* to assess and mark homework constructively
- \* to communicate with parents

*What is the parents' role in homework?*

- \* to set aside a regular time and space
- \* to talk to your child about his/her home and school work
- \* encourage your child to use a variety of resources, including the local library
- \* contacting the school in the case of any concerns about your child's progress

## **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 them. They will help to set their own targets and to review these.

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

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

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named 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 612201

#### **Principal Educational Psychologist**

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

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

Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR

Tel: 01292 612406, 612292

### **Enquire**

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

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

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

### **Scottish Child Law Centre**

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

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

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

### **Resolve**

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG

Tel: 0131 222 2456

### **Advocacy Service**

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 wishes 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 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.

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

### **School Improvement**

Each session the School's priorities for improvement are identified through a process of self-evaluation which involves gathering the views of staff, children parents and all who work in partnership with us. Our School Improvement Plan highlights how we will continue to improve learning and teaching.

#### **Key Priorities for Improvement for 2023-24:**

##### **Numeracy and Mathematics**

- Closing the attainment gap in Numeracy and Mathematics between all our pupils while continuing to raise expectations in relation to problem solving and reasoning.
- To continue to embed Number Talks and focus on mathematical language.
- To introduce the Concrete Pictorial Abstract (CPA) approach and share this with parents.

##### **Literacy and English**

- Closing the attainment gap in Literacy and English between all our pupils while continuing to raise expectations in relation to critical thinking, creativity and learner discussions.

- To continue to develop skills and knowledge in all aspects of Literacy with a focus on further developing reading into writing skills and introducing the 'Balanced Reader and Writer' approach.

#### Early Years

- To establish clear and consistent approaches to planning and pedagogy.
- Continue to develop outdoor experiences making full use of the outdoor area.

#### Health and Wellbeing

- Develop a clear ethos of inclusion between all stakeholders with our children and young people's wellbeing at the heart of every decision.
- Further develop tools for tracking and measuring wellbeing of our children.
- Work with the primary partnership to facilitate opportunities for children to become more active, healthier, independent and resilient.

#### Pupil Equity Funding

- Implement our PEF proposal with a clear focus on targeting our most disadvantaged and vulnerable children who have been identified using a wide range of data and evidence.

#### Developing the Young Workforce

- Staff will help young people develop skills through the cluster working party based on STEM and SSERC (Science programme), offering vital learning experiences and opportunities for the work force of tomorrow.
- Further develop partnership working with other practitioners, parents, employers and the wider community to better prepare young people for the World of Work.
- Provide opportunities for co-designing and implementing learning experiences about the World of Work.

### **Standards and Quality Report**

Each session a Standards and Quality Report is produced detailing the main achievements of the school over the last 12 months. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Dailly Primary and EYC and how they will benefit from learning here.

***The full Standards and Quality Report for 2021-22 is available on Straiton Primary School BLOG.***

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

#### **Additional information**

A variety of school information is available on Straiton Primary School website and on twitter. Parents are kept informed of other events and opportunities through our newsletters, class letters and 'Sharing the Learning' leaflets and on our Facebook page.

## Pupil Voice

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

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting. As a school we are always trying to be the best we can be.

All pupils are members of our Pupil Voice Groups:

RRSA (Rights Respecting Schools Award)

DFS (Dyslexia Friendly Schools)

ECO and School Grounds

HWB (Health and Well-being)

JRSO (Junior road safety Officers)

As members of these committees the children are responsible for assisting with developments and improvements in 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. In secondary school’s attendance is recorded each period.

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

Family holiday not authorised by the school:

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

- A family holiday judged to be important to the 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 outwith 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 outwith school:

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

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

### **School uniform policy**

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect



discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

- potentially, encourage friction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

### **Uniform**

At Straiton Primary and Early Years Centre we actively encourage all pupils to wear the uniform. It is very important to our school as a community that all pupils have a shared identity.

In school children should wear a navy blue sweatshirt or cardigan, white polo shirt, grey or black skirt/trousers. A shirt and Straiton school tie can also be worn. In the Early Years Centre the children are also encouraged to wear the sweatshirt and polo shirt. It helps the children to be very much part of their class the children are not worried about getting messy in their good clothes

'BE SCHOOL WEAR (Border Embroideries)' are now providing our uniform for the Early Years Centre and the school. Parents/Carers have a variety of ways to purchase the uniform including visiting the shop in Ayr, 'School Trends' and using the website <http://www.border-embroideries.co.uk>

### **Please label all clothing and belongings with your child's name.**

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

### **Playground Supervision**

An adult presence is provided in playgrounds at break times in terms of the **Safety and Supervision of Pupils (Scotland) Regulations, 1990**. At Straiton Primary School our School Assistants supervise pupils from EYC Children to P7.

Regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person. Appropriate staff carry out playground supervision under the guidance of Mr Hislop, the Head Teacher. Supervision includes 15 minutes before school opens for P1-P7 pupils, during breaks between classes and at the end of the school day.

Regular meetings between the supervisors and head teacher take place to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

### **Parental complaints procedure**

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

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

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

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

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

*Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL*

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

School meals are currently provided by staff at Cairn Primary School and delivered on a daily basis. Three week menus include a wide variety of meals for the children to select from. Should your child have any special dietary requirements please inform the school office to allow the catering staff to accommodate these requirements.

Children order their lunches in advance from three week menus and payment should be sent to the school office the week before lunches are due.

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 **£7330**) where earned income is £610 or less per month, Universal Credit, 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 where earned income is £610 or less per month**). Universal Credit, 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 (excludes nursery provision)**

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). 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 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 apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

### **Insurance**

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

### **Valuable items**

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

### **Use of Mobile Phones**

The use of mobile phones is discouraged. Parents / Carers are asked to support us in this and encourage children to leave mobile phones at home. Where necessary, children are given

access to the school phone through the school office. Where pupils are given permission by their parents to bring mobile phones to school, mobile phones should be turned off and handed into the school office between 9.00am and 3.00pm.

If a pupil brings a mobile phone to school and does not follow the above procedure, then the school will confiscate the phone and contact the parents of the pupil at which time the agreed procedures for bringing mobiles to school will be explained. The parents will be asked to come into school to collect the mobile phone from the school office.

### **Use of Social Media**

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

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

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

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

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

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

## **Health and Medical Information**

Routine screenings are conducted for pupils in P1 and P7 especially for sight, hearing, height, weight and oral health throughout the year. These are undertaken by the appropriate Health professionals linked to the school. All children have the opportunity to receive a Flu Immunisation Vaccine and parents will receive detailed information on this.

Parent/Carers will always be notified if a child takes unwell. You will be notified by a phone call so please ensure all contact details are updated. If we feel they require urgent medical attention we would take them to an appropriate medical centre and notify you.

### **Health Promotion and Nutrition:**

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

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools. The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

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

Further guidance can be found at:

[www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf](http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf)

### **NHS Ayrshire & Arran NHS - Oral Health Promotion Initiatives in Nursery and Primary Schools**

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

Childsmile:

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

- **A core tooth brushing programme** – In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**

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

### **The National Dental Inspection Programme:**

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

### **Data Protection Act**

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

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

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

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

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



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

### **What are my rights?**

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

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

### **If you have a complaint**

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

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

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

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

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

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

### **If you have no Internet Access**

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

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

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

### **Education Statistics Privacy Notice**

### **Transferring Educational Data About Pupils**

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

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

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do



well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

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

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

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

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

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

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

Public Authorities have to allow access to the following information:

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

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 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**

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

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

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

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

### **Local Councillors**

Mr W Grant

Mr B Connolly

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 Information**

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

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

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

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

Children (Scotland) Act 1995 –

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

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

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

Education Scotland's Communication Toolkit for engaging with parents –

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

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

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

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

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

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

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

### **Parental Involvement**

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

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

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

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

### **School Ethos**

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

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

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

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

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

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

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

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

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

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

### **Curriculum**

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

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

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

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

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

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

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

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

**Information on the Senior Phase –**

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

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

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

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

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

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

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

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

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

### **Assessment and Reporting**

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

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

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

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

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

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

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

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

### **Transitions**

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

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

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

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

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

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

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

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

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

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

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

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

### **Support for Pupils**

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

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

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

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

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

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

### **School Improvement**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**For further Information please contact:**

**0300 123 0900**

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