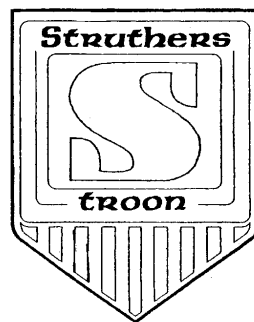




STRUTHERS PRIMARY



H A N D B O O K

2022/23

15a Staffin Road

Troon

KA10 7JB



01292 690073

Struthers.mail@south-ayrshire.gov.uk

Website – Struthers.sayr.sch.uk

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Welcome by Head Teacher



Dear Parent/Carer,

It is my pleasure to welcome you to Struthers Primary School and Early Years Centre.

Your child's happiness and development are extremely important to us.

We have a dedicated staff team at Struthers, who will all support your child to reach their full potential and develop their individual personality and talents. We look forward to working with you in partnership throughout the coming years to provide a service of the highest quality.

I truly believe that a child's time at school should be enjoyable and provide lasting memories to treasure. We encourage our children to be independent and successful learners, confident individuals, effective contributors and responsible citizens. We pride ourselves on our achievements and continually strive to improve our high levels of attainment.

This handbook has been prepared to give you an outline of the curriculum your child will be following and help you understand the basic routines in the school.

I hope the handbook is helpful and if you have any further questions arising, please do not hesitate to contact me.

Kind regards,

Gail McKellar

Head Teacher

Contact details

Name	Struthers Primary School
Address	15a Staffin Road TROON KA10 7JB
Telephone Number	01292 690073
Email address for school	Struthers.mail@south-ayrshire.gov.uk
Email address for Parent Council	Mr Craig Dalziel Craigdalziel@virginmedia.com
Website	Struthers.sayr.sch.uk
Head Teacher	Mrs Gail McKellar
Denominational Status	Non-denomination
Teaching by means of Gaelic language	Not offered
Present School Roll	330 pupils P1-P7
Accommodation and capacity	<p>Parents should note that the working capacity of school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. We currently have 330 pupils. The basic method of allocating teachers to primary schools nationally is set down by SEED. The allocation is according to the total number of pupils on the school roll; no account is taken of the way in which pupils within any given school may happen to be distributed across the age bands.</p> <p>The nationally agreed conditions of service for teachers set a normal maximum number of 25 pupils for classes of more than one stage i.e. composite class, 30 pupils</p>

	<p>for single stage classes P1-3 and 33 pupils for single stage classes P4-7.</p> <p>In 2022-23 our structure is Nursery, P1B, P1K, P2, P2-3, P3, P3-4, P4, P4-5, P5, P6, P7-6 and P7.</p> <p>Nursery provision – Our nursery offers 1140 hours per year. Our sessions are made up of 30 places in the morning and 30 afternoon places. We are now also able to offer 2 full day and one half day sessions. Registration is online during February.</p> <p>Our cluster schools are Barassie, Muirhead, Troon and Dundonald and these schools feed in to Marr College.</p>
House structure	Collennan (Green), Corraith (Yellow), Craiksland (Red) and Crossburn (Blue)
Catchment map and area	<p>Details of the school’s catchment area and street names are available for inspection at the school and parents can also access them on the Council’s website at www.south-ayrshire.gov.uk. Catchment map and area (available from the Resources Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR)</p> <p>Useful links to additional information to be found in Appendix 2</p>
Named Person Details	<p>Unless notified differently your child’s named person will be</p> <p>Miss Eilidh McBean (Mrs L Lockie – Acting)</p> <p>For more information on Named Person visit www.gov.scot</p>
Raising a Concern	<p>If you have a concern about your own child or any other concern in our school you should bring this to the attention of a staff member. The most efficient way to do this is to call the main office. Office staff will be able to direct your call to the most appropriate staff member.</p>

	<p>If you believe your concern to be a child protection matter Miss McBean is our child protection co-ordinator. If a member of staff is not immediately available to take your call, you will receive a call within 24 hrs.</p>
Pupil Absence	<p>If you are aware in advance that your child will be absent from school on a particular day/date please notify our school office by phone or in writing.</p> <p>If your child is unwell and is unable to come in to school without advance notice parents must contact the school office before 9.30am on the day of their absence.</p> <p>Where the school does not receive a call they will attempt to make contact with parents and listed emergency contacts for the pupil.</p> <p>If no contact can be made and the school has concerns, social work may be contacted.</p>
Complaints Procedure	<p>A complaint is regarded as an expression of dissatisfaction about an incident or action or lack of action, or about the standard of service provided by us.</p> <p>You may complain in person, by phone, by email in writing or online through the council's website at www.south-ayrshire.gov.uk/listeningtoyou.</p>
Enrolment	<p>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).</p>

Staffing Session 2018-

Name		Teaching Staff
Mrs Bloomer		P1B
Mr Kerr		P1K
Mrs McFadyen/Mrs Dees		P2
Miss Paterson		P2-3
Miss Leck		P3
Mrs Hayes		P3-4
Mrs Houston		P4
Mrs Love		P4-5
Miss McCormack		P5
Mr Cole		P6
Miss Wylie/Mr Haniford		P7-6
Miss McKay		P7
Miss Mulholland		NCCT
Miss Alexander		NCCT
Mrs McGuigan		NCCT & Early Years Teacher
School Assistants		Clerical Assistants
Mrs Boyd	Mrs Baird	Mrs Smith
Miss Caldwell	Mrs Flynn	Mrs Maley
Miss Cameron	Mrs Curson	Mrs McLaren
Mrs Moore	Mr Harnett	
Mrs Allan		
Early Years Depute Managers		
Mrs Pauline Galloway		Miss Rhian Craig
Early Years Practitioners		
Miss Gass (Senior)		Miss Little (Senior)
Mrs Kinnell		Mrs Rodger
Miss Campbell		Miss Rossi
Mrs Logue		Mrs Young
Mrs Kerr		Miss Allan (Mod. Apprentice)

Mrs Barr	Miss Constant
Mrs Baker	Miss Mathieson
Miss McArthur	Miss Swanson
Ms Bennett	Miss McFadzean
Ms Small (Acting Senior)	
Catering Staff	Janitor
Ms Cowan (Supervisor)	Mr Adams
Mrs Stevenson	
Ms Jardine	Cleaning Staff
Mrs Holmes	Mrs Johnstone (Cleaning Supervisor)
	Mrs Roos, Miss Lawson, Mrs Helliwell

Management Team	
Name	Designation
Mrs Gail McKellar	Head Teacher
Miss Eilidh McBean	Depute Head Teacher
Mrs Lucy Lockie	Acting Depute Head Teacher
Mrs Melissa Devlin	Acting Principal Teacher
Mrs Kerrie Grant	Acting Principal Teacher
Mr Darren Haniford	Acting Principal Teacher

The School Year and School Hours

Early Years Class		Primary 1-Primary 7	
Morning session	08.00am-12.45pm	Hours of Opening	<u>9.00am – 3.00pm</u>
Afternoon session	1.15pm- 6.00pm	Morning Break	<u>10.30am-10.45am</u>
		Lunch Break	<u>12.30pm-1.15pm</u>

3 year olds may start their nursery place the week after their 3rd birthday. Not all children will be ready for full sessions immediately and we will work closely with parents to ensure coming to our early year's class is not a stressful experience for children or their parents.

Please note* Primary 1 pupils attend from 9.30am – 3.00pm on the first day and from 9.00am to 3.00pm thereafter.

Pupil's attendance will be 189 days after deducting 7 In-Service days.

A Breakfast Club is currently available from 7.30am each day in our Gym Hall. Please contact strutherssunriseclub@gmail.com for more details.

An After School club run by South-Ayrshire Council is held in our Gym Hall from 3.00pm until 6.00pm each day. For more details, contact <https://www.south-ayrshire.gov.uk/out-of-school-childcare/> or telephone 01292 612029

Enrolment

The main enrolment exercise for primary 1 takes place in January when pupils register online 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)). Arrangements for P1 enrolment are announced throughout South Ayrshire. The school also sends out details on enrolling to pupils who are known to live in Struthers Primary catchment area.

Parents/guardians must register their child in the school allocated to their home area. Requests for placing your child in any other school can be made to South Ayrshire Council. If you wish your child to attend another school the procedure will be explained to you when registering your child.

Children who reach the age of 5 years before the 1st of March of the following year are eligible to enrol for P1 beginning August each year. Parents of children who reach age of 5 during January or February are entitled to request deferred entry. You will be required to upload your child's birth certificate, Council Tax notification and a utility bill when registering.

Nursery/Primary Induction Programme

Children beginning school for the first time will be given opportunities to visit Struthers throughout their nursery years. During May and June they will visit the school and be introduced to do some of the activities of the school, for example, group and class visits, assemblies and Sports Day. They will also meet staff and become used to the building, alleviating any worries they may have regarding starting school. Initial details are given to parents on Registration Day and full details at the new Welcome Night in May. Parents who make and receive placing requests are informed in plenty of time to enable their child(ren) to take part.

Parental Involvement

We have developed a very comprehensive Parent Partnership Policy which is available on our website. We value excellent home/school communication. Monthly newsletters are sent out and posted on the website to ensure all events and school priorities are communicated to all.

At the start of the session a yearly overview which highlights when staff are available to meet to discuss your child's progress and the curriculum for each stage is sent home.

- Homework diaries offer daily links
- Open door policy
- We have 3 Parent meetings each session and Tracking Reports are sent home throughout the session.
- We organise whole school learning events and invite parents in to share pupil progress.
- Our school website has a range of resources and guidelines on Curriculum expectations for each stage.
- We have Curriculum evenings and ask you for your preferred workshops to support you in helping your child at home.
- Classes have Website pages to allow you to keep updated on their learning.
- We have opportunities for parents to come in, be helping hands, and see first-hand how children learn.
- Visit our website and follow us on Twitter.

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

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

Care Plan Meetings

All children in our Early Years class will have a care plan within 2 weeks of starting nursery. Parents will be invited in to review these plans along with nursery staff a minimum of 3 times per year.

Learning at Home

We consulted stakeholders about our homework policy and the majority of parents wished a more regular and structured approach. This especially helps our upper pupils prepare for Secondary. Homework is an opportunity to share with you regularly, your child's learning journey. Procedures are detailed on termly curriculum flyers and these can be accessed on school website. Homework mainly looks at Literacy and Numeracy as they are our key aspects for development but often exploring these in a fun and active way. Time allocation for homework is, P1-3 - 20mins. P4-7 – 30mins. We often encourage homework to be a teaching task where pupils either teach a new concept they have learned to someone at home or prepare activities to challenge a peer in class.

All work is assessed and feedback given to pupils. Please read our DFS Homework Policy on our website which offers guidance.

Parents as Partners – Parent Council and Parent Forum

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

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

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

- Receive information about the school and its activities;

- Hear about what partnership with parents means in the school;
- Be invited to be involved in ways and times that suits them;
- Identify issues they want the parent council to work on with the school;
- Be asked their opinion by the parent council on issues relating to the school and the education it provides;
- Work in partnership with staff; and
- Enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- Support the school in its work with pupils;
- Represent the views of parents;
- Promote contact between the school, parents, pupils, providers of early years education and the community;
- Report to the parent forum;
- Be involved in the appointment of senior promoted staff; and
- Raise funds for the school for the benefit of pupils

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

Parent Council Chairperson	Mrs Lucy Mullan Lucyweddell@hotmail.com
Parent Council Clerk	Mr Craig Dalziel Craigdalziel@virginmedia.com
Fundraising Group Joint Chairpersons	gill_garven@hotmail.com kirstymuffin@hotmail.com

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

National Parent Forum of Scotland – enquiry@parentforumscotland.org

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

School Ethos

Vision, Values and Aims

Vision

As a community we will work together to ensure Struthers is a respectful, safe, inclusive and happy school where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self-motivated learners who take on leadership with resilience.

Our school Values are:

Inclusion Respect Honesty

Kindness Responsibility

These were created and agreed as a whole school community and we uphold this in everything we do. They fully encompass our commitment to be a Rights Respecting School and have shaped our Right Path Rules Behaviour Policy.

We are committed to delivering Curriculum for Excellence for each individual child meeting their needs and aspirations. At the heart of this is our aim that at Struthers Primary all pupils fulfil their potential as:

Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

This is set out in your new Curriculum Rationale available to view on the school website.

The Curriculum

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

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

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

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

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

develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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

Broad General Education and the Senior Phase

The curriculum can be described as all experiences which the school provides for each pupil.

We strive to provide a curriculum for excellence that ensures:

Challenge and enjoyment for pupils

Breadth

Progression

Depth

Personalisation and choice

Coherence

Learning related to real life

and enables our young people to become:

Successful learners

Confident individuals

Responsible citizens and

Effective Contributors

The primary curriculum is presently divided into these broad areas:-

- Literacy and English -including French P6-7
- Mathematics
- Health and Wellbeing including PE
- Science
- Social Studies
- Expressive Arts

- Religious and Moral Education
- Technologies

The school has a key focus on improving attainment in Literacy and Numeracy whilst ensuring the wellbeing of all our children. These are the main drivers of our curriculum. Most of the other subjects are taught as part of the Broad General education through IDL topics such as Solar System, Vikings, People who Help us. Through these contexts we can look at a range of knowledge and skills where children can make connections in their learning. Even in these areas Literacy and Numeracy will be a fundamental part of learning.

We are an accredited Rights Respecting School and this ethos permeates through our whole curriculum.

We continue to implement across the whole school the North Lanarkshire Active Literacy programme. This involves the development of Literacy strategies consistently from P1 to P7, in Reading, Writing, Listening and Talking. It builds in children the capacity to be independent and well-informed readers. It also provides a consistent and progressive approach to pupils learning journey and enables each pupil to work at their own pace. It is developed in conjunction with our Dyslexia Friendly School Project which is available to support all pupils with any Literacy barrier. In writing we develop 6 main genres though this extends in P6/7. Children are encouraged to write daily to fully develop their skills.

Phonics and spelling are taught daily and pupils have opportunity to explore this key aspect in an active and engaging way. The key focus of this approach to Literacy is modelling and teachers are expected to model good practice that children can then apply independently. The pupils are also involved in reciprocal teaching where they often take on the role of the teacher and this is an excellent method for ensuring pupils have developed core skills. We also focus on developing literacy across the curriculum and give pupils the opportunity to develop skills in other

areas of work and also show they can apply new approaches in different aspects of their learning. We are also promoting reading for enjoyment and building a culture as a reading school. We encourage children to read out of class and at home and provide opportunities to share their books and suggest books to each other.

1+2 Languages

We teach French at all stages with more focused teaching in P6 and P7. We also teach Scot's Language in January.

Learning and Teaching methods, which encourage interactive approaches and the use of ICT, have been designed by one of our teaching staff and have been recognised as good practice

Social Studies

Social studies consists of learning about people, past events and societies, people, place and environment and people, society, economy

Numeracy and Mathematics

This is another key focus of our school improvement plan. Numeracy and maths comprise of NUMBER MONEY and MEASURE. INFORMATION HANDLING and SHAPE POSITION and MOVEMENT. In all of these areas, pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

In Struthers the approach to the teaching of mathematics is aimed at making children think for themselves and encouraging the ability to problem solve. Independent, co-operative and interactive peer learning, with appropriate support, is encouraged. The key is not always about getting the answer, but the steps taken to get there.

Counting, addition, subtraction, multiplication and division are taught to establish a quick recall of number facts. We use Big Maths and Number Talks strategies to support this. Daily active maths games are also used to encourage the children's mental agility. We ensure the most up to date concepts in educational thinking

are apparent in all classroom programmes. This session we have focussed on the implementation of Maths Mastery approaches such as concrete-pictorial-abstract and bar modelling.

The use of ICT is evident throughout the maths programme, especially iPads and business (roughly, what used to be called history, geography, modern studies, economics and global studies). This area of the curriculum is often taught in the context of a topic or Interdisciplinary Learning. Some of these may be in-depth studies lasting 5 weeks, others a short series of lessons

Through social studies children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they grow older they will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Skills developed through social studies include observing, describing and recording, comparing and contrasting to draw conclusions, development of curiosity and problem solving skills and capacity to take initiative and developing the ability for critical thinking We have a whole school overview which supports a breadth and depth of learning and this is monitored by SMT. Pupil views are also sought to encourage them to lead their own learning through accessing, analysing and using information from a wide variety of sources Children are encouraged to develop a variety of inquiry and investigative skills through experimenting and carrying out practical scientific investigations. They will also use research to solve problems and challenges. The main approaches we will use to science enquiry are: observing and exploring; classifying; fair testing and finding an association. This is also linked to other curricular areas such as literacy and numeracy to teach in context. Interdisciplinary learning is explored through the contexts of social studies but also with a focus on other curricular areas especially Literacy and Numeracy. This is often delivered through whole school context such as Finance Fortnight, Step Back

in Time. This offers children opportunities to immerse themselves in topics, see the relevance and take lead roles in their learning

Expressive Arts

Expressive Arts include ART and DESIGN, MUSIC and DRAMA. The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and their artistic skills. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture, locally, nationally and globally.

Each year many of the children's art exhibits are displayed in the Maclaurin art gallery in Ayr.

P5 pupils benefit from the skills of a vocal coach who has helped the children present many fabulous projects in the local community over the years including various musicals, a pantomime, and P7 end-of-session leaving services – a very emotional and unforgettable experience for parents, grandparents and friends. Children in P1-2 present a Christmas musical or nativity each year which is strongly supported by our parent body. The children have a ball and all these presentations are hugely popular - with pupils, parents and the wider community. Our school shows are always hugely anticipated and showcases the excellent talent we have!

Music instruction begins at P4 for children who are interested and have an aptitude for playing.

Ms Easton and Ms McLeod take these lessons and numbers are limited. During the current session instruction is given for Struthers' pupils for viola, cello and double bass.

Opportunities for Wider Achievement

Struthers Strings, our school 'orchestra' play during special assemblies and end of term services. We are lucky in Struthers that so many people give their time to ensure the children enjoy extra activities. Throughout the year these include handball, football (girls and boys), gymnastics, Bikeability, athletics, Scripture Union, volleyball, rugby, hockey and clubs run by our older pupils. There are after school clubs on every night. If you have a skill or talent you would share with children or you would simply enjoy being involved please do get in touch with us. We'd love to have your help to extend our extra-curricular programme. Get in touch!

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

At Struthers we focus on Christianity but also explore Jewish and Islamic faiths. We adhere to SOIED circular 6/9 the EDSCot Act 1980 and Scottish Govt Circular dated Feb 2011. 'Curriculum for Excellence – Provision of Religious Observance in Schools'. Parents may choose for their child(ren) to opt out of religious observance.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Health & Wellbeing – Behaviour Policy

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

Children and young people have the 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. At Struthers Primary, we have a Health and Wellbeing approach called Creating Confident Kids and this is a whole school approach to supporting the wellbeing of our pupils. We also have Shanarri wheels in all classes, which let children discuss the wellbeing indicators. The school also has a buddy system and

a Conflict Resolution approach. Personal and Social Education covers all areas of the curriculum and contributes to the Personal and Social development of the pupils. We have a relationships policy in school based on Zones of Regulation. Pupils are encouraged to identify their feelings and are supported to regulate their emotions and behaviours.

Staff and pupils regularly review Struthers values. We firmly believe in promoting positive behaviour. To encourage pupils to adopt a sense of responsibility, Our House Captains run an incentive system where each child can earn House Tokens for both him/herself and their class. Commendations are awarded for good behaviour, good manners, showing consideration for others, effort and a personal high standard of work. Totals for each class are counted weekly and the winning house is 'rewarded'. The winning house receives an end of year celebration.

We can only achieve high standards of behaviour if we work in partnership with home and it is vital we approach this aspect consistently.

PE is taught for 2 hours each week and covers aspects of games, dance and gymnastics with focus on analysing performance. It can often be outside and we ask that pupils have indoor and outdoor kit.

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. Struthers has achieved its Level 2 RRS award.

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 (ASL Act);

Staged Intervention: If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;

Links to community: If it is agreed that a placement outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);

Involvement of child and parent/carer: It is vital that the child, young person and parents/carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC (the ASL Act) and the Children (Scotland) Act 1995);

ASN Legislation: all processes and meetings will comply with the timescales of the ASN legislation.

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

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

We ensure that the philosophy of Equal opportunities for all permeates every area taught in our curriculum.

Struthers aim to promote equality of opportunity and justice for all in our school. The school curriculum offers equal rights to all regardless of gender, colour, race, ethnicity, age, ability, religious affiliation or socio-economic status whilst avoiding stereotypical preconceptions.

We aim to ensure that the hidden curriculum mirrors the previous statement.

The school actively promotes genuine partnership with several community projects and local organisations e.g. JAM, Ayrshire College.

Assessment

How is Learning in the Broad General Education Assessed?

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

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

From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

Scottish National Standardised Assessments

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

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

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

Tracking and Monitoring Progress

Our focus as a school is to ensure pupils progress is closely monitored through their appropriate and well-paced learning journey. To support this assessment at the core we have newly developed assessment and tracking procedures which-

- Provide quality feedback to learners: This is achieved through teacher, peer or self-evaluation shared with learners in jotters, orally or through group discussion. For each aspect of learning children are given very clear Learning Intentions accompanied by Success Criteria to provide expectations on which feedback will be built.
- Monitor and track progress in learning: Staff constantly monitor pupil progress through informal and formal assessments. This is recorded in

planning and on CFE grids. Staff meet with SMT 3 times a year for formal tracking meetings to share each individual child's progress. Targets are then set to challenge or support individuals.

Provide information to those outside the school on learners' progress and achievements. This ensures we can support pupils through-

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge
- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking progress
- summary of achievements
- effective preparation children and young people for the next stage in learning
- Parents are invited to come into school in early September when we hold a parents' curricular evening. This gives parents the opportunity to find out more about the experiences their children will have during the session. There is also an opportunity to ask general questions. Individual children are not discussed during this evening. We usually have a parent workshop during this evening to familiarize parents with new school initiatives. Our first formal Parent's meeting is in November but prior to this jotters will be sent home to allow you access to your child's progress. There are two further formal Parents' evenings in February and June where pupils progress is discussed in depth and any areas for action addressed. We also track pupil achievements in their profiles and this is celebrated at assemblies. We would also identify any pupils not offered such opportunities and provide school based activities to support this. Activities like the Award of Ambition and John Muir Award support this.
- Assessment is a continuous process that includes:
 - Formative Assessment –
 - Day to day activities staff use to check on pupils' progress
 - Ensuring pupils are clear about what is to be learned and how they will know if they are successful

- Involving pupils in their learning by encouraging the use of peer and self-assessment
- Ensuring pupils are given timely feedback about the quality of their work and how to make it better
- Involving children in the planning of their work
- Encouraging pupils to set their own learning goals

We have developed a structured approach to formative assessment and active learning. Staff have received a wide range of training opportunities and formative assessment strategies are used throughout the school. Teachers ensure pupils are clear about the purposes of their lessons and promote effective use of self and peer evaluation.

REPORTING

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

We have a Homework policy to ensure all pupils are consistently sharing their learning with you and what their expectations are. These are also on the school website for you to access. We have two formal parents meetings and regular review meetings for pupils requiring additional support. A formal written report is sent home in March giving a full account of pupil progress and achievements.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

Transition

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

We have a very well established transition policy across Early Level. This involves teachers undertaking joint planning to ensure they can see where children are coming from in terms of experiences and what their next steps are to help prepare them for this. Children get the chance to visit the school, have come and try sessions and we offer information sessions and workshops for parents supported by all the Early Level staff across all the establishments the children are coming from. Across the school we have milestones for learning which set out a clear progression of skills to ensure staff understand the stages in their learning journey. Staff engage in 3 tracking meetings in levels and this also supports their understanding of not only the progress their children are making but what they have already experienced and preparing them for what they will be doing next. We then have a clear transition policy for pupils moving to Secondary. For all other pupils this process involves early visits to the Secondary they will be attending, opportunities to participate in social events, sporting activities and quizzes to allow children the chance to get to know their new peers. We also have transition Literacy and Numeracy projects. For Literacy this is a critical literacy skills project built around the novel Skellig and in Numeracy the development of Number Talks. Pupils generally transfer to Marr College, Dundonald Road, Troon. KA10 7AB 01292 690022.

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.

Getting It Right for Every Child (GIRFEC)

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

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

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

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

Our school Pupil Support coordinator is Miss McBean and she will be available to meet with you to discuss any concerns you may have about your child's needs and how they can be supported. We do not have any specialist provision at Struthers but are an inclusive school and will put in place appropriate learning or emotional supports we can access. We also have a Pupil Support Teacher one day a week. Our Support Assistants are fully timetabled in classes and follow a detailed programme for supporting pupils in class. We are Dyslexia friendly school and also use many ICT programs to assist learners. Please also refer to our Homework policy.

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 Pupil Support Co-ordinator or named individual (Miss McBean) for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

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

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

All children at Stage 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 outwith education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- 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
- Counselling Services for children over 10

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 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 individual (Miss McBean) for that establishment.

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

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

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

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 Support Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings

Wellington Square

AYR

KA7 1DR

Tel: 01292 612504

Principal Educational Psychologist

Queen Margaret Academy

Dalmellington Road

Ayr

KA7 3TL

Tel: 01292 612819

Co-ordinator (Inclusion)
Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612426 or 612292

Enquire
Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre
54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

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

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

Advocacy Service

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

Psychological Services

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

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

These services can be delivered at different levels, from that of the child, the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and 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 relationship-based policies, teaching and learning etc.

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult 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. If the child or young person is then formally referred to the service, parents will be involved in discussions.

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

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

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

Information Sharing

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

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

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the Guide to information Sharing for parents/carers in Ayrshire and Arran.

<http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

Child Protection

Procedures and guidance are important but cannot, in themselves, protect children: a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will listen and take them seriously;
- identifying when children and young people may need help; and

- understanding the steps that must be taken when there are concerns for children's and young people's safety.

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

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

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the authority must take account of the views of parents. This should be when deciding to prepare CSP and when reviewing the CSP. In addition, the views of parents on any aspects of the CSP should be written into the plan about any concerns you may have. For more information you can contact the following officers:

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

Pupil Committees 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. At Struthers every pupil from P1-7 is provided with the opportunity to apply to be part of a pupil committee which is focussed on school improvement.

School Improvement

How has the school improved over the last twelve months?

How has the school improved the attainment of young people?

Struthers Primary School is ambitious in terms of outcomes for all our pupils. Through constant reflection of our practice, our data and audits of views this self-evaluation has shown us that we have made significant improvements in our service. This is all detailed in our Standard and Quality report which is available on our School website. Our growing population and feedback for stakeholders give us huge momentum to continue to build on our good practice and look at where we can still improve.

Our focus this year is around developing Literacy especially attainment in reading and looking to make Struthers a Reading School. We are also developing pupil maths applications in word problems. We are keeping abreast of all new procedures in keeping our children safe and achieving. A copy of our SIP is on the school website and this is validated by the recent HMle report.

www.educationscotland.gov.uk and follow through inspection on our website.

Our achievements have been to secure two Eco Green Flag, raise money for many local and global charities such as UNICEF, SSPCA, CLAPA, Children in Need and Troon Lifeboat and our annual very successful MacMillan Coffee Morning. We have achieved the Rights Respecting Level 2 award and we have Dyslexia friendly School Gold status. We also have participated in Ayrshire Musical Festival, K'nex Challenge and participated in Netball, Gymnastics and Football championships successfully.

Our achievement data is discussed annually with our Parent Council and monitored termly by SMT to ensure pupils are working to reach their full potential. We offer both Lunchtime Clubs and After School Clubs. These include Choir, Scripture Union, Football, Dance, Homework, Athletics, Ball Games and Drama. Some of these are supported by Active Schools.

SCHOOL POLICIES AND PRACTICAL INFORMATION

Pupil Voice

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

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

Choosing a School

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

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

Attendance

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

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

Family holiday not authorised by the school

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

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

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

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

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

Extended leave with parental consent

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will 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

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

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

School uniform policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of 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.

We would prefer if pupils at Struthers would wear the following items of uniform – School sweatshirt, white polo shirt/white shirt, grey trousers/skirt and school tie. P7 pupils can wear a black polo shirt and they are gifted leavers hoodies by the Fundraiser Group.

PLAYGROUND SUPERVISION

The Safety and Supervision of Pupils (Scotland) Regulations 1990 sets out the legislative requirements in respect of the supervision of children.

The regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person.

Appropriate staff will carry out playground supervision under the guidance of the head teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between supervisor/s and head teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

The members of staff in the playground are usually Mrs Boyd, Mrs Caldwell, Mrs Moore, Miss Cameron, Mrs Baird, Mrs Curson, Mrs Allan, Mrs Flynn, Mr Harnett and Mr Adams (Janitor). Other School Personnel may also be present from time to time in the playground. All School Assistants hold valid first aid certificates.

Please note: When children are in the playground they become the responsibility of school personnel from 08.50am onwards. You are very welcome to stay in the playground after this time but please allow the School Assistants to supervise and manage the children.

Why do we need your data?

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

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

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<https://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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
- Email: 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
Cotton Street
PAISLEY
PA1 1BF

School Meals and Free School Meal Information

At Struthers the Catering Supervisor, Mrs Brenda Cowan and her staff prepare and serve a selection of meals in a self-service cafeteria system. Menus are selected in accordance with the guidelines of Hungry for Success. Their policy is to provide balanced, healthy meals.

Children can choose a hot meal, filled rolls or sandwiches, soup, salad, fruit, home baking, milk and yoghurt etc.

If a child requires a special diet for medical or religious reasons, you can apply via the following link: https://www.south-ayrshire.gov.uk/media/6938/Procedure-for-the-provision-of-a-specific-diet-in-schools/doc/Specific_diets_procedure_June_2021.docx?m=638035211051670000

Payment is made by via Online Catering Payment Service. Packed lunches can be eaten in the Dining Hall or outside from Easter (depending on the weather).

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

Children of parents receiving Income Support, Job Seekers' Allowance (Income Based), Child Tax Credit where income is less than £17,005), Child Tax Credit and Working Tax Credit (where income is less than £7,920), Universal Credit where earned income is £660 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application form can be accessed from the above link.

From August 2022, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

At Struthers we operate a rota system to ensure all children receive first choice of each menu.

Packed Lunches

Seating areas will be provided for pupils who prefer to have packed lunches. Children should bring food in a safe lunch box, which has the pupil's name and class CLEARLY LABELLED for quick identification. In the interest of safety lunch boxes should not contain glass or unsafe cans or packaging. Uneaten food is usually returned home in the lunch box so that parents are aware of the amount their child has eaten for lunch.

Clothing Grant Information

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website – <https://south-ayrshire.gov.uk/free-school-meals>.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £17,005, Universal Credit where earned income is £1,417.08 or less per month, income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and online application form can be accessed from the above link.

School Transport guide to Parents (excludes nursery provision)

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

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

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

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

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

Privileged Seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, 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 Education Services, County Buildings, Wellington Square, Ayr, KA7 1DR telephone 01292 612294.

Valuable Items

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

Use of Mobile Phones

Pupils are not allowed to use their mobile phones in school or on excursions, especially for taking photographs and uploading to social network sites. If a mobile phone is found it will be taken to the office for an adult to collect.

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.

Medication

If it is necessary for medication to be administered during school hours, the request must be made by parents and a permission form completed and returned.

Health Promotion & Nutrition

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

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

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

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

Further guidance can be found at:

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

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

An infant programme – *Childsmile Practice* promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.

A nursery and school programme - this *initiative* provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* and Oral Health Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

For more information about the Childsmile Programme, please visit the website at www.child-smile.org

The National Dental Inspection Programme

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

Data Protection Act

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

How we will use the information about you and your child

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

Who we share your information with

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

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

What are my rights?

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

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

If you have a complaint

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

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

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

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

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

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

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

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

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better
- Enhance the quality of research to improve the lives of young people in Scotland

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

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

Your rights and further information

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

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses & Websites

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillor(s)

Councillor Craig Mackay

Councillor Philip Saxton

Councillor Bob Pollock

Councillor Kenneth Bell

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

Appendix 2

This appendix provides links that schools may find helpful when developing a School Handbook. The list is not intended to be exhaustive and schools may wish to consider additional sources of school, local and national information, material and resources.

School Policies and Practical Information

National policies, information and guidelines 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 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 resources 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/learningacrosssthecurriculum/respomnsibilityofall/index.asp>

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

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

Information on the Senior Phase –

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

Information on Skills for learning, life and work –

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

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

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

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

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

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

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

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

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

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

Curriculum for Excellence factfile – Assessment and qualifications –

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

Information on recognising achievement, reporting and profiling –

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

Transitions

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

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

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

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

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/Publicaitons/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>