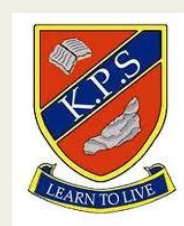


# Kilmaurs Primary

## HANDBOOK 2015-16





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## Message from Executive Director of Educational and Social Services

Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child's life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child's progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Kindest regards

**Graham Short**







## Headteacher's message

Dear Parents/Carers,

I would like to thank you for choosing Kilmaurs Primary School for your child's education and to extend a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting.

Our handbook highlights the vision, values and aims of Kilmaurs Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school. As a school, we fully appreciate the importance of parental partnership and by working together we can develop a partnership that will enhance not only your child's education but will also give him/her a sense of belonging and commitment to the community to which he/she has joined.

Many of you will already have close links with the school and I look forward to working closely with you to further strengthen existing relationships. I would like to extend a warm welcome to those of you joining our school community. I look forward to welcoming you and your child/children in person to the school and working closely together in supporting your child's development.

To the parents of the children who will join us in the session 2015-2016, I hope the information in our handbook will be of particular interest. When your child joins us at Kilmaurs we are entering a new partnership where our aim is to provide an educational experience for all children which is of the highest quality.

Please do not hesitate to contact me if you would like to discuss anything regarding your child's schooling, as I firmly believe that between us we can achieve the best possible opportunities for your child.

Please feel free to contact me with any ideas or suggestions you may have. I feel one of the most valuable resources is the parent body and everyone at Kilmaurs is very proud and appreciative of the continuing, invaluable support we receive from parents and the wider community.

Yours sincerely,

Rona Lindsay

Mrs. R. Lindsay

Head Teacher





## Establishment ethos, vision and values

### Our Vision.....

In Kilmaurs Primary, our shared vision is to create a happy, healthy and caring environment where everyone in our learning community is motivated and supported to achieve their full potential. We aim for excellence in all we do. Our learning community is open and tolerant where we show respect and value each other's views.

### Our Values.....

Determination      Fairness      Friendship      Honesty      Respect      Responsibility

Our values underpin the work we do with children, staff; parents and other partners.

### Our Aims.....

- ✓To provide broad, coherent educational experiences, which enable all young people to become: successful learners; confident individuals; responsible citizens and effective contributors.
- ✓ To provide flexible, inclusive learning experiences which offer personalisation and choice through a progressive and deep curriculum in line with Curriculum for Excellence.
- ✓To provide high quality learning experiences through play, recreation and sport that will contribute to high standards of health and wellbeing in our children.
- ✓To work in positive partnership with parents and other stakeholders for the benefit of our children.
- ✓To provide a safe, nurturing learning environment where our children are supported and guided in their learning and in the development of their skills, knowledge and self-esteem.
- ✓To provide opportunities for our children to play active and responsible roles in the school and community.





## Establishment ethos, vision and values

We promote positive behaviour and use a wide range of strategies to ensure that our pupils recognise the benefits of good behaviour. We expect mutual respect and consideration for others to be shown at all times. Children are rewarded for their positive behaviour through our awards system that includes highlighting for a full week following the Golden Rules; Star Pupil Certificates and badges and House Points. We have an Awards Corridor in the school to display children's achievement and success for the Highlighting system; personal achievement and House points. Star Pupil Certificates are displayed outside each classroom and changed on a weekly basis. In addition, personal achievement can be celebrated at assemblies.

We believe it is essential that the school has general rules to ensure a safe, happy atmosphere that is conducive to learning. Staff encourage the children to work co-operatively and focus on the importance of taking responsibility for their own behaviour.

Full details of our Promoting Positive Behaviour Policy are available in a parent guide and on the school's website.

**We expect the school's values to be represented through the positive behaviour of our Golden Rules.**

### **Our Golden Rules**

**Be Honest** – Do not cover up the truth

**Be Kind & Helpful** – Do not hurt other people's feelings

**Be Gentle** – Do not hurt anybody

**Listen to Other** – Do not interrupt

**Work Hard** – Do not waste time

**Be Prepared** – Do not be disorganised

Our very successful positive behaviour system in Kilmaurs Primary has been operating for a number of years. The programme undergoes review from time to time to take account of feedback from pupils, staff and parents.

*'Our school is best because it has friendship and honesty and lots of good things about it.'*  
P4 Pupil





## Establishment ethos, vision and values

### Good Work Wall

Each week there will be a piece of work displayed on our 'Good Work Wall' for each class. This might be individual pieces of work or it might be a group piece. The work will be displayed in the corridor for pupils, staff and visitors to the school to look at.

### Golden Time

Each day the children can earn golden time. 5 minutes will be awarded at the end of each school day to those that have followed the golden rules. The minutes are collected and golden time will be given on a Friday. We have been busy gathering suggestions from the children about the types of activities they would like to do during golden time. Children will have the opportunity to choose from a range of activities during golden time and will have the chance to work with other members of staff and children from different classes. The amount of Golden Time can be affected by any sanctions that a child may have been given – see Sanction section below.

### House Points

Each child is allocated a house group. We have 3 houses in Kilmaurs Primary – Carmel (blue), Glen cairn (green) and Rowallan (red). Children earn points for their house and at the end of the week the points are added together to give a winning house for each week. On a Friday the winning house gets the use of the multi court and garden area of the playground, P1-3 at morning interval and P4-7 at the lunch break. The points are added up throughout the year and added to points awarded at sport's day to give a yearly winner – a cup is presented to the house captains of the winning house and displayed in the front entrance with ribbons representing the winning house group.







## Establishment ethos, vision and values

### Sanctions

Verbal warning – this is given when a child needs a reminder about following one of the golden rules.

Yellow card – this is given when a child, after receiving a verbal warning continues to make inappropriate choices about their behaviour. If a yellow card is given the child will not be able to earn their 5 minutes of golden time for that day. If a child receives another yellow card during the week, this will mean they have not earned 10 minutes golden time and cannot be highlighted that week.

Red card – a red card is issued when a child has received a yellow card and still continues to engage in inappropriate behaviour. This means that the child does not earn golden time for that day and cannot earn the additional 5 minutes given on a Friday – this also means the child would not be highlighted for that week.

When a child has not earned 10 or more minutes of golden time they will be given a 'think sheet' to complete, this will either be completed during golden time or at home. This serves two functions, it allows the child to reflect on their behaviour choices and also communicates to parents that the child has not earned all of their golden time. Think sheets should be returned to school on a Monday morning after being signed by the parent.

Red Alert – a red alert will be sent home to be signed by parents when a child has not been highlighted for three weeks out of a five week period.

On some occasions it may be necessary to 'skip' stages in our system. For example, in some cases of inappropriate behaviour a straight red card may be issued.

Occasionally we work together with children and parents to target specific on-going behavioural difficulties. This might include working towards individual targets using a Target Tracker.

Serious incidents that put children or staff at risk from physical or emotional harm may result in a child being excluded from school. We hope that maintaining and developing or communication between, school, children and parents we can work together to avoid any potential difficulties escalating into this situation.







## Establishment information

<b>Name</b>	Kilmaurs Primary School
<b>Address</b>	15 Sunnyside Kilmaurs KA3 2RY
<b>Telephone Number</b>	01563 538388
<b>Fax Number</b>	01563 552550
<b>Email address</b>	<a href="mailto:kilmaurs.primary@east-ayrshire.gov.uk">kilmaurs.primary@east-ayrshire.gov.uk</a>
<b>Website address</b>	<a href="http://kilmaursprimary.btck.co.uk/">http://kilmaursprimary.btck.co.uk/</a> (new website under construction)
<b>Denominational status</b>	Non-denominational & Co-educational
<b>Capacity</b>	The working capacity of the school is 292. Current school roll is 230. Parents should note that the working capacity of the school may vary, dependent upon the number of children at each stage and the way in which classes are organised.
<b>House structure</b>	The children are placed in three houses which are Carmel (blue); Glencairn (green); Rowallan (red). Children are usually allocated to the same house as the rest of their family.
<b>Catchment map and area</b>	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the council's web site <a href="http://www.east-ayrshire.gov.uk">www.east-ayrshire.gov.uk</a>
<b>School Hours</b>	
<b>School starts</b>	8.55am
<b>Morning Interval</b>	10.35-10.50am
<b>Lunchtime</b>	12.30-1.20pm
<b>School finishes</b>	3.00pm  Children going home for lunch are asked not to return until 1.15pm. For the first two weeks of the session, P1 children are dismissed at 12.30pm, after which they are dismissed at 3.00pm daily.





## Establishment information

<b>Location</b>	Kilmaurs Primary School is situated in a very central location in the village of Kilmaurs just north of Kilmarnock.
<b>Local Community</b>	Kilmaurs is a thriving community from which people can commute to Glasgow, Kilmarnock, Irvine and Ayr but still enjoy the benefits of village life.
<b>Meals and Snacks</b>	School meals at Kilmaurs Primary are cooked onsite in the school's kitchen. Children are encouraged to bring healthy snacks to school for morning interval. Alternatively, children can purchase healthy snacks at morning interval from the school's kitchen. More information about nutrition and the school meals service can be found in Part 2.
<b>Enrolment</b>	<p>Enrolment of all children due to start Primary 1 in August 2015 takes place in January 2015 exact details are printed in the local press. Children who reach the age of five years before 1<sup>st</sup> March of the following year are eligible for enrolment in the P1 class beginning in August each year. Children who live in the catchment area of a particular school must be enrolled in that school where parents will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.</p> <p>A parent or carer wishing to enrol a child at any stage should telephone the school to make an appointment with the Head Teacher. A tour of the school can be arranged.</p> <p>Parents wishing to make a placing request for this school should telephone the Head Teacher or call to arrange a suitable time to discuss the matter and see around the school. Placing request forms are available in the school.</p>
<b>Accommodation</b>	Our school building is spacious with ten classrooms; Support for Learning room; medical room; ICT suite; art room; music and drama room, library, gym hall, dining hall; staffroom; three offices and a janitor's office.





## Establishment information

Access for children with disabilities, parents and other users is good on the ground floor. The school has an upper floor accessed by two stairwells. There is no lift facility.

Kilmaurs Early Childhood Centre is set within the building.

### Associated Primary Schools

Dunlop Primary, Main Street, Dunlop KA3 4AN, 01560 484098

Lainshaw Primary, Kilwinning Road, Stewarton, KA3 3DL, 01560 483653

Nether Robertland Primary, Pokelly Place, Stewarton, KA3 5PF, 01560 482035

### Making Contact

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact. Please see part 2 of the handbook for further information.

### Uniform

At Kilmaurs Primary we seek your co-operation in sending your child to school wearing the school uniform. School uniform encourages children to take pride in belonging to the school and fosters a ready to work attitude.

#### UNIFORM

blue reversible fleece with badge[optional]

white shirt & tie or white polo shirt

blue sweatshirt/cardigan

grey skirt/pinafore

grey or black trousers

black shoes, white socks/grey tights

Navy gingham school dress [optional]

#### PE KIT

blue or black shorts

white polo or T-shirt

black/white sandshoes or indoor trainers

**We ask parents to ensure that all items of clothing have their child's name on them.**







## Establishment security

In the interests of safety for all concerned, all persons coming to the school must enter by the **main entrance** and then report to the School Office where they will be requested to sign our visitor's book. Visitors will be issued with a visitor's badge. Badges must be worn throughout the visit, and returned to the office on departure.

Children are supervised in the playground from 8.45am and during intervals and lunchtime. In order to ensure the security of all children, adults should bring/collect their children to/from the school gates. If a parent needs to speak to a member of staff, they should come to the main entrance and not distract playground staff from supervising children. Sometimes there are special circumstances for a particular child in which case parents should discuss these with the Head Teacher and the child should arrive and leave by the main entrance. Special arrangements are made for the first few weeks of Primary 1.

It is very important that the school has accurate and up-to-date contact details for all children so we can contact parents/carers quickly in an emergency.

### **Playground Supervision**

An adult presence is provided in the playground at 8.45am and break times in terms of the School (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. No child who is having a school meal or packed lunch is allowed to leave the school playground during lunchtime. During inclement weather, children will be supervised in the school building at morning interval and lunchtime. Children are requested to bring a wet weather book to keep them occupied.





## Establishment calendar

Session 2015-16	Dates
N.B. STAFF INSERVICE DAYS ARE HOLIDAYS FOR PUPILS	
<b>STAFF INSERVICE DAY</b> Pupils return	17.08.15 Re-open 18.08.15
September local holiday Pupils return	Close 17.09.15 @ 3pm Re-open 22.09.15
October Week <b>STAFF INSERVICE DAY</b> Pupils return	Close 9.10.15 @ 3pm 19.10.15 Re-open 20.10.15
Christmas / New Year Pupils return	Close 23.12.15 @ 2.30pm Re-open 7.01.16
Local holidays <b>STAFF INSERVICE DAYS</b> Pupils return	Close 12.02.16 @ 3pm 15.02.16, 16.02.16 and 17.02.16 18.02.16 and 19.02.16 Re-open 22.02.16
Local holidays Pupils return Holiday Pupils return	25.03.16 and 28.03.16 Re-open 29.03.16 Close 1.04.16 @ 2.30pm Re-open 18.04.16
May Day holiday Pupils return	2.05.16 Re-open 3.05.16
<b>STAFF INSERVICE DAY</b> Local holiday Pupils return	Close 26.05.16 @ 3pm 27.05.16 30.05.16 Re-open 31.05.16
Last day of term	Close 30.06.16 @ 1pm
Session 2016/17 <b>STAFF INSERVICE DAY</b> Pupils return	16.08.16 17.08.16





## Staff Information

Role	Name
Head Teacher	Mrs. Lindsay
Depute Head Teacher	Mrs. Bradley
Principal Teacher	Mrs. Cotton
P1	Mrs. Watson/Mrs. Rodden
P2	Mrs. Quinn
P2/3	Mrs. Harker
P3	Miss Caldow
P4	Miss Brownie
P5	Mrs. Mooney/Mrs. Howat
P5/6	Mrs. Howat /Mrs. Mooney
P6	Mr. Currie
P7	Mr. McIlwraith
Music – Instrumental Tuition (P6/P7)	Mr. Friel
Network Support	Mrs. McGraw
Educational Psychologist	Mrs. Bunce
Senior Clerical Assistant	Mrs. Steele
Clerical Assistant	Mrs. Caldwell
Classroom Assistants Temp Classroom Assistants	Mrs. Scott-Martin/Mrs. Allison Mrs. Garland/Mrs. Fowler
Janitor	Mrs. Ingram
Cleaning Staff	Mrs. Breadon/Miss Rennie/Mrs. Livingston Mrs. Cleghorn/Mr. Hill
Kitchen Staff	Mrs. Grandison (cook)/ Mrs. Cleghorn/ Miss McCurdie
School Crossing Patrol	Mr. Bicker (Irvine Road) Mr. Hill (Sunnyside)







## Establishment improvement

The key strengths of the establishment as summarised by Education Scotland Inspectors in our HMle Report June 2013:

- Confident, articulate children and their enthusiasm for learning.
- Staff teamwork and the positive difference they are beginning to make to children's learning.
- Improvements made to the school and the local community by the children.
- Recent improvements through the leadership of the head teacher.

The *main* achievements of the establishment in the last *twelve months*:

- Curriculum:
  - Very good progress with the work to refresh programmes and courses for Expressive Arts; RME; PE; Science; Technologies following national guidelines.
  - Numeracy and Mathematics - Continued development of Numeracy and Mathematics programmes and courses with Active Maths as core resource.
  - Literacy and English - Introduction of the Read Write Inc Reading and Writing materials as the core resource for P1; Continued development of writing across the school.
  - Health and Wellbeing - Implementation of the Bounceback programme to build children's resilience; Refreshed PE programme.
- Learning and Teaching – Higher Order Thinking Skills such as problem-solving; evaluating and creating are more embedded in children's learning experiences.
- Assessment – Target-setting programme introduced as part of our aim to raise attainment and achievement by involving pupils and parents more in learning conversations.
- Sustainability:
  - All children, led by the school's Eco- Committee, have achieved the school's third Eco Flag.
  - P6 children continued to sustain local community links by taking over the Dean Castle for a day in the national Kids Take Over initiative.
  - Jubilee Wood created in the village in partnership with the local community.

*'One of the great things about Kilmaurs Primary is the positive, hard-working ethos throughout the school. We all work hard together to achieve the best for our pupils.'*

Teaching Staff Member





## School Improvement Priorities

We continue to work on the priorities identified through our HMle inspection in April 2013 and the school's self-evaluation process involves children, staff, parents and other community partners. The major targets will be curriculum development; assessment; Dyslexia Friendly School and Health and Wellbeing.

### 1. Curriculum

The main target is to continue to develop our curriculum ensuring breadth; progression and coherence in learning:

- Implement a refreshed rationale for the delivery of Curriculum for Excellence;
- Continue to develop Interdisciplinary Learning.
- Continue to implement refreshed programmes and courses in subject areas for Expressive Arts; RME; Science and Technologies. These will be under continuous review.

### 2. Assessment :

The main target is to raise attainment and achievement. In order to do this we will:

- Embed assessment approaches in Literacy and English and Numeracy and Mathematics.
- Develop the use of rich tasks that provide assessment opportunities to show both breadth and depth of learning.
- Continue to moderate expected standards, working as a staff and also with colleagues in the Stewarton Learning Community.
- Track children's progress in skills, knowledge and understanding.
- Further develop personal learning planning across the school.

### 3. Dyslexia Friendly School

The main target is to continue to achieve Bronze Award status and to begin working towards the Silver Award. In order to do this we will:

- Continue to develop our staff expertise.
- Further develop multi-sensory learning techniques.
- Continue the work of teacher/pupil and parent DFS Steering groups (set up in 2014-15).





## Establishment improvement

### 4. Health and Wellbeing

The main targets are to implement the Children and Young People (Scotland) Act 2014 through further development of the GIRFEC agenda and to implement refreshed programmes and courses for PE. In order to do this we will:

- Continue to use the Scottish Government resource *Making the Links....Making it Work resource*.
- Implement and evaluate refreshed programmes and courses for PE.

### Maintenance Agenda

The establishment will continue its development work on:

- Literacy and English and Numeracy and Mathematics programmes and courses.
- Health and Wellbeing including our work on the Bounceback Programme; Dyslexia Friendly Schools and the East Ayrshire Substance Misuse programme for P4+ P7.
- Improve access to ICT through use of ipads and introduction of Glow2.
- Modern Languages the 1+2 approach.
- Travel Plan, continuing our Park Smart campaign; Cycling Proficiency programme and the work of the JRSOs (Junior Road Safety Officers).

The establishment will continue to involve stakeholders in the school improvement process. We will build on our good progress in opening up learning to parents through class assemblies/performances and open classrooms; CfE information showcase events; curriculum information leaflets; target-setting and learning conversations; homework diaries and challenges; parent guides and surveys.







## Curriculum 3-18

Curriculum for Excellence is now being **implemented** across Scotland for all 3-18 year olds- wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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. In 2014-15 Scotland's unique, world-leading, online education has been updated and is known as Glow2.



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. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of **knowledge** and **skills**.



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

One Planet Picnic 2014





## Curriculum 3-18

### Learning, Teaching and Assessment

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** 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 judgments, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. Please read the sections on Assessment and Reporting in Part 1 and Part 2 for information.

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

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors and **responsible** citizens, building on Scotland's reputation for great education.

The Curriculum for Excellence can be described as the **total** of all the experiences which school provides for each pupil through the four aspects of learning – Ethos and life of the school as a community; Curriculum Subject Areas; Interdisciplinary Learning and Opportunities for Personal Achievement.

We provide a Curriculum for Excellence which ensures:

- ☐ Challenge and enjoyment for pupils
- ☐ Breadth
- ☐ Progression



Carrots from our school garden for the One Planet Picnic.





## Curriculum 3-18

- ☐ Depth
- ☐ Personalisation and choice
- ☐ Coherence
- ☐ Learning is related to real life

The primary curriculum is divided into these main areas:

- ☐ Languages – Literacy and English; Modern European Languages
- ☐ Numeracy and Mathematics
- ☐ Health & Wellbeing
- ☐ Social Studies
- ☐ Sciences
- ☐ Technologies
- ☐ Expressive Arts
- ☐ Religious and Moral Education

### **Languages**

#### **Literacy and English**

English Language comprises LISTENING, TALKING, READING and WRITING. The development of these skills is given high priority. Our curriculum enables children to develop communication skills including developing a knowledge about language; listening attentively; talking to the point; reading with understanding and writing legibly with confidence.

During our induction programme new parents to the school are informed of the best ways of helping support their child's class work at home. Our aim is for all children to become aware of the enjoyment of reading and writing and that they will acquire the reading habit – a habit that will remain with them for the rest of their lives.

We use a variety of resources, including those that explore the Scots Language, and teaching approaches to deliver literacy and language in the classroom. A variety of resources is available and used throughout P1-7 to ensure all children's skills can develop appropriately. These resources develop not only mechanical reading but assess comprehension and help develop writing and spelling skills.







## Curriculum 3-18

*'The best thing about reading is that it helps me to create pictures in my own mind from the story.'*

*P5 Child*



Celebrating World Book Day

We aim to support all children so that they develop at their correct pace and become proficient in understanding text, looking for deeper meanings, extending their vocabulary, appreciating a wide selection of literature and using life skills.

Our early phonics and spelling programmes are taught through Jolly Phonics which is a programme of work enabling children to de-code words confidently in order to extend reading skills. Nelson Spelling is another a core resource and this is may be supplemented by other spelling resources and games.

Although the use of word processors is becoming more commonplace we, in Kilmaurs, believe that it is very important that children appreciate the importance of handwriting and neat presentation. Children are encouraged to develop lasting writing habits of a neat, legible style of presentation where appropriate.

In session 2013-14 we introduced the Read, Write, Inc Reading programme into P1. In 2014-15 we have continued this programme into P2 and from there the children currently move onto the Longmans Book Project (LBP). In the LBP the children are introduced to the world of reading through books written by authors from the real world. Children are introduced to a wide variety of fiction and non-fiction reading materials.





## Curriculum 3-18

The use of ICT has been, and continues to be, developed to ensure children receive the best possible opportunities to learn and progress in a supportive but challenging environment.

We are fortunate to have the school library and all classes access it for books. In addition, each class has its own library. In this way we have created a vibrant learning environment where reading and developing lifelong reading skills are given high priority.

### Modern European Languages

In Kilmaurs children from P1-7 learn French through an age appropriate programme. The four key components of the Modern Languages programme develop children's skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities, including the use of the interactive whiteboard.

### Numeracy and Mathematics

We aim to enable children to:

Develop essential numeracy skills which allow them to participate fully in society.

Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.

Have an understanding of the application of mathematics, its impact on our society and its potential for the future.



One budding mathematician

Mathematics comprises NUMBER, MONEY and MEASUREMENT; INFORMATION HANDLING and SHAPE POSITION and MOVEMENT. In all of these areas children have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

The use of ICT is evident throughout the maths programme, with suitable ICT programmes and websites used in all stages.





## Curriculum 3-18

We introduced Heinemann Active Maths in Session 2012-13 as the core resource.

Teachers supplement learning with other resources if appropriate in order to help children achieve their potential in a stimulating way.

Development of mental maths from the earliest stages is a high priority to ensure sound learning of concepts and to develop confidence in problem solving and enquiry skills.

During numeracy and mathematics learning experiences a variety of teaching strategies are used to ensure that learners' needs are met. These include learning as a whole class, group work, in pairs or individually. Often these learning experiences are linked to interdisciplinary contexts in order to motivate children in exciting, real and relevant ways.

### Health and Wellbeing

Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style.

We provide opportunities for children to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school) ;
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives;
- Make informed decisions in order to improve their physical, emotional and social wellbeing;



Our Junior Road Safety Officers

- Apply their physical, emotional and social skills to pursue a healthy lifestyle.

*'What is really great about Kilmaurs Primary is that there are so many smiling faces, showing a positive attitude from children and staff.'* Support Staff Member







## Curriculum 3-18

We take a holistic approach to health and wellbeing and our programme of study aims to promote learning about:

- Health – mental, social, emotional and physical;
- Physical education and physical activity including sport;
- Eating for health, and, hygienic practices;
- Personal safety;
- Drugs, alcohol and tobacco;
- Relationships and parenthood;
- Planning choices.

### **Mental, Emotional, Social and Physical Wellbeing**

We have very close links with our school nurse, Mrs. Campbell, who supports our teachers in the delivery of our Health and Wellbeing programme. As a health promoting school we work hard to ensure that the promotion of Health and Wellbeing permeates all our work. Parents are informed prior to children learning about sensitive aspects of their health and wellbeing. They are given the opportunity to contact the school for further information. At our Curriculum for Excellence Information evening parents had the opportunity to see how East Ayrshire is raising awareness of substance misuse.

### **Physical Education and Physical Activity**

At Kilmaurs we ensure that all children receive their entitlement to 2 hours Physical Education or Physical Activity per week. Class teachers provide regular weekly lessons covering all aspects of Physical Education. All Primary 5 children will receive swimming lessons.

Children in P4 + P5 and P6 + P7 join together for PE lessons in Term 4. They choose which sport they will engage in giving them personalisation and choice. Activities take place in the school gym, music and drama room, dining hall and in good weather outdoors at the sports pitch in Habbieauld Road, tennis courts next to the school or Morton Park.

During the academic year children may also have the opportunity to participate in other sporting activities, e.g. cricket, rugby, football, netball. Each session all children in the school will benefit from the excellent Active Schools Programme and additional sporting activities provided through our local community e.g. bowling.







## Curriculum 3-18

### Interdisciplinary Learning

Often children learn in an **interdisciplinary learning** context. This is where learning is linked across a small number of carefully chosen subject areas. For example when P7 learned about China the class focussed on experiences and outcomes from Social Studies and Expressive Arts.



P7's Chinese Dragon

### Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They learn about people's achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Opportunities exist for studying the local environment e.g. The History of Kilmaurs Project, and how it has evolved, which could include observation, fieldwork or an opportunity to discuss issues.

Visitors are encouraged to visit the school to discuss their business or experience with the children.

During these studies, children develop lifelong skills. Equally important is the need to foster positive attitudes and to prepare children for active participation in decision making about the environment and the benefits of technology.





## Curriculum 3-18

### Sciences



The Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and developing attitudes and attributes of a scientifically literate citizen in society; they also support the development of a range of skills for learning, life and work.

### Technologies

This includes craft, design, engineering, graphics, food, textile and information technologies.

We aim to develop our children's skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – past, present and future.
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life
- Gain the confidence and skills to embrace and use technologies

The school is actively involved in the Scottish Government's STEM (Science Maths Engineering and Mathematics initiative). Children at relevant stages participate in the Primary Engineering and Engineering Leaders Awards.

Information Technology is an integral part of our curriculum. To supplement our stock of desktops children can now access ipads. The school computer system is locally and nationally networked to allow access to internet and e-mail facilities.

### Expressive Arts

Expressive Arts include experiences and outcomes in art and design, drama, dance and music. Our programmes of work give our children opportunities to learn to:

- Express themselves in different ways and be creative;
- Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation;





## Curriculum 3-18

- Develop important skills specific to expressive arts and also transferable skills.

Currently, children in P6 and P7 are eligible to take up brass/woodwind/percussion tuition given by Stewarton Academy teachers and EAC instructors. The purchase of an instrument can be costly however they can be hired initially. Further details are available on request.

### **Religious and Moral Education**

The children progress through the Curriculum for Excellence Religious and Moral Education experiences and outcomes in order to:

- Develop their spiritual, social, moral and cultural values;
- Develop a knowledge and understanding of Christianity and other world religions;
- Appreciate moral values such as honesty, respect, fairness and concern for others
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Currently at Kilmaurs Primary we study Christianity but also investigate Islam and Judaism. We encourage children to become aware of the wide range of religious interpretations and their importance to believers.

Our school chaplain is Mr J Urquhart who is often in school to conduct assemblies and religious observance.

Parents have the right to withdraw their child from Religious Education lessons and Observance and should contact the school if they so wish.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the child noted as an authorised absentee in the register.

Our policies are in line with advice set out in SOED Circular 6/91 and the Education (Scotland) Act 1980.







## Assessment and reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

The school fully embraces the national priority **Assessment is for Learning**.

The progress made by each child is assessed by the staff throughout the session to confirm each child's progress. Assessments are carried out in many different ways each appropriate to what is being learned. Assessments are based on what children **say, make, write, and do**.

For example, practical tests will be given to see whether or not a child can measure accurately; teachers will observe children in discussion to assess their progress in those skills; a written test may be given to check for progress in spelling.

Our children also have a role in assessment; from the earliest stages we encourage children to consider their own performance in whatever tasks they are undertaking.

Assessment then is both **formative**, an **on-going daily and informal part** of our teaching and also **summative**, something which we do from **time to time as a "spot check"** to gain evidence of learning.

We use assessment to ensure that the work being planned will be appropriate for our children and often alter our plans in response to assessment to ensure that efficient and effective learning takes place.







## Assessment and reporting

Assessment evidence is collated into profiles that should show the progress of an individual child's learning journey. Primary 7 produce a P7 profile to help ensure a smooth transition to secondary school.

For personal learning planning children take responsibility by setting their own learning targets on a regular basis in their learning logs or through a learning conversation, whatever is appropriate for age and stage. Since session 2013-14 parents have become more involved through a target-setting programme including learning conversations at parents' evenings.

Children who may have additional support needs, or who require a Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the head teacher.

Parents' consultation meetings are arranged twice a year, usually in October and March or April. From P2-7 these now take the form of learning conversations between children, parents and teachers.

An annual written report is issued once a year usually in the spring term. This report documents how your child has progressed in all areas of the curriculum over the year. It may make reference to the knowledge and/or skills that your child has acquired over the year. It may make reference to the quality of your child's performance, particularly in the core areas of Language/Literacy, Numeracy and Mathematics and Health & Wellbeing. The report will show how each child is developing in the four capacities as a successful learner; confident individual, responsible citizen and effective contributor.

At any time, parents who are concerned about their children's progress are welcome to phone the school and ask for an appointment with the Head Teacher. Arrangements can also be made for parents to have an appointment with the class teacher at times other than our formal parents' nights. Please do not hesitate to ask.





# Assessment and reporting

## Homework

A key partnership is the one that we have with the parents and carers of our children. We take every opportunity to encourage parents and carers to be involved in their children's education in as many different ways as possible. Support with homework is one very important way of doing this.

Homework is given regularly in each class. We would ask that parents support this aspect of their child's education by being actively involved and sharing this interest with their child. Tasks may include reading, sounds, spelling, simple research, maths and a variety of other activities depending on the child's age, ability and interest. The amount of homework increases gradually as the children move through the school.

As a guide, time for homework should be:

P1-3 10-20 minutes

P4-7 20-30 minutes

Most homework tasks will be done Monday to Thursday, however children may find that they are completing personal projects etc. at other times depending on their interest and enthusiasm.

Parents should note that their encouragement and help at home does much to improve children's work and motivation. If there are any difficulties with homework we encourage parents to contact the school and we will be happy to meet with parents to discuss.

More information and useful websites can be found in Part 2.





## Policies and procedures

Kilmaurs Primary has a range of policies and procedures which are available for parents to read. There is an ongoing process of updating policies in a number of areas to reflect recent national and local advice.

Anti-bullying

Assessment

Child Protection

Health and Wellbeing

Homework

Modern Languages

Promoting Positive Behaviour

The school endorses the East Ayrshire policies and strategies for:

Learning, Teaching and Assessment

Literacy

Numeracy

Curriculum Outdoors

The school has a selection of Parent Guides:

School Improvement Plan

Numeracy and Mathematics

Homework

Promoting Positive Behaviour

Homework





## Additional support for learning

The majority of children and young people are able to access their curricular programme without the need of additional help.

All schools and nursery establishments have a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through an Action Plan (AP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan. Some children and young people may require a Care Plan for Health needs. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

At Kilmaurs Primary we aim to effectively meet the needs of all our children in a safe and nurturing learning environment where they are supported and guided in their learning. Where necessary we work in close partnership with a variety of teams and services including the East Ayrshire Support Team (EAST); East Ayrshire Psychological Service; School Nursing Service; Visual Impairment Team and Hearing Impairment Team to meet learners' needs.

More information can be found in Part 2.







## **Transition from Early Childhood Centre**

We are fortunate to share the school building with the Early Childhood Centre (ECC) ensuring excellent liaison between both establishments. We have a comprehensive transition programme designed in consultation with the ECC to ensure that children receive the best possible start to their primary education in Kilmaurs Primary. Children from the ECC experience the school classrooms in learning visits during the session prior to moving into P1. P6 primary children are given the responsibility of becoming a buddy to a pre-school child and visit the ECC to meet their buddies. Parents of children in the ECC are invited to an induction afternoon in June.

Information about Placing Requests, Deferred Entry; Early Entry and Early Learning and Childcare Admissions Policy can be found in Part 2.

## **Transition from Stage to Stage**

Teachers plan effectively to ensure a smooth transition from one primary stage to another. Children are given the chance to experience their next teacher and classroom in 'Bump Up' mornings in June.

## **Transition between Primary Schools**

When children move to another school effective liaison takes place between the schools to ensure a smooth transition. Information is shared through staff liaison and often a visit to the new school is arranged.

## **Transfer from Primary to Secondary School**

Children are normally transferred between the ages of 11yrs and 12yrs so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

**Children normally transfer from Kilmaurs Primary to:-**

**Stewarton Academy**

**Cairnduff Place**

**Stewarton KA3 5QF**

**HEAD TEACHER**

**Mr. D. Rose (Acting)**

**Tel. No. 01560 482342**





## Transition

The school is a member of the Stewarton Learning Community which brings together a wide range of services to benefit young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

We have close links with Stewarton Academy. There are regular Primary/ Secondary Liaison meetings for staff. Guidance staff visit the school before children leave primary and meet the children to gather information from the class teachers to ensure a smooth transfer to secondary. There is a programme of transition events allowing children from the Stewarton Learning Community to meet each other and become acquainted prior to starting the academy. In 2013 the residential visit at Inverclyde was organised for all P7 children as part of their transition to secondary school.

### **Transition for Children with Additional Support Needs**

Children with additional support needs can experience an enhanced transition.





# Parental involvement

## Parent Council and Parent Forum

Kilmaurs Primary Parent Council has been established and the constitution agreed.

The following parents have been elected as office bearers:

<b>Chairperson:</b>	Ms. Elsa Kerr
<b>Vice Chair:</b>	Ms. Dawn Shoulton
<b>Secretary:</b>	Mrs. Shona McLaughlin
<b>Treasurer:</b>	Mrs. Sandra Dickson
<b>Clerk:</b>	Mrs. Sarah McKellar

*‘Success comes from excellent teamwork and I feel this is very strong at Kilmaurs Primary.’*

Kilmaurs Primary Parent

## What do we do?

- The Parent Council play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on children’s education and learning.
- The Scottish Schools Parental Involvement Act 2006 changed the arrangements for parental representation in all schools and so Parent Council, as a statutory body has the right to information and advice on matters which affect children’s education. The school and the education authority must consult with the Parent Council and take their views into account whenever decisions are being taken on education provided by the school. The membership of the Parent Forum is made up of all parents who have a child at an education authority school.
- The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at a school. The Chairperson must have a child in the school. The school’s Head Teacher sits on the council in an advisory capacity. The council can also have co-opted community members.
- All parents are welcome to attend all meetings and will be notified of these. Local Councillors are also welcome to attend. The next AGM will be held before the end of September 2015.





# Parental involvement

**Kilmaurs Primary Parent Council is represented at the East Ayrshire Parent Steering Group which in turn has parent representation on East Ayrshire Council and a vote at Cabinet meetings.**

## **Home/School Partnership**

**The type of things a Parent Council could get involved in includes.**

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority
- Promoting contact between the school, parents, children
- Fundraising
- Organising Events
- Being involved in the appointment of senior staff

## **Why get involved and how can I help?**

Parents and family members are by far the most important influences on their children's lives. By becoming involved in the life of your child's school you can show your child that their education is important to you.

## **How does my child benefit?**

When children see their parents and other family members getting involved in the school it:

- Shows you are interested in what the school is doing;
- Lets them see you value what they are learning;
- Gives younger children a sense of security;
- Helps them learn about the wider community;
- Helps them learn from their parent's example.

## **How do I benefit?**

Parents like to be involved because they:

- Get to know the teachers and other parents;
- Gain a better understanding of how the school works and how children learn;







# Parental involvement

- Can see how their own child relates to other children and teachers;
- Have the satisfaction of knowing they are making a useful contribution to the school and to children's learning;
- Can be a positive role model to young people.

## How does the school benefit?

Schools benefit because:

- They have a wider range of experience and skills to draw on;
- They develop closer links with the parents and the school community;
- Teachers are grateful for extra help.

## Communication and Access

At Kilmaurs Primary, we use a range of methods to communicate with parents including:

- face-to-face communications and open approach(e.g. meetings with teachers or HT; showcase afternoons; parent information evenings; assemblies; open classrooms; other events/activities)
- letters;
- newsletters;
- phone calls;
- texts
- school website
- email;
- handbook;
- homework diaries/ jotters
- notice-boards;
- radio announcement (e.g. emergency school closures)
- surveys

Parents should contact the school by letter or phone call if their child is absent.





# Learning Community

## Learning Community

Kilmaurs Primary is a member of the Stewarton Learning Community.

In addition to the very good transition programme to secondary school children in P6 and P7 are eligible to take up brass/woodwind/percussion tuition given by Stewarton Academy teachers. There is a selection process during P6.

Other information can be found in the establishment information and transition pages and in Part 2.





## Wider community links

The establishment is at the heart of the local community building and sustaining many strong links with local people; services and businesses.

Through the excellent work of our Eco Committee we have achieved our third Eco Schools Green Flag in 2014. The school has a Fair Trade Committee that is leading the school forward to earn Fair Trade status.

In 2014 the school achieved great success in national and local competitions. The P6 Euroquiz team won the East Ayrshire competition and competed at the national final in the Scottish Parliament in Edinburgh.



The P7 team won the Kilmarnock schools heat for the Rotary Primary Schools Quiz and went on to compete at the district final in Paisley. The P6 team won the K'nex Challenge competition in the Stewarton Learning Community and competed in the Ayrshire final in Kilmarnock.

The school has built up strong partnerships with the local tennis and bowling clubs. Children benefit from the expertise of the club members or coaches and use the club facilities at different times throughout the session.

There are a range of events throughout the session that enhance the learning experience for the children. These can vary from year to year, for example, last year Scottish Opera worked with pupils from P5-7 culminating in a fantastic performance. We celebrated the Commonwealth Games with a special Commonwealth Games Day and the 2014 World Cup with a Brazil Day.





## Wider community links

The school worked in partnership with East Ayrshire Creative Minds network to allow P6 children to participate in the national Kids Takeover Day. Following workshops with staff at the Dean Castle the children then ran the Dean Castle museum for a day when it was open to the public.

Local community members are very willing participants in our weekly craft club. Children from P6 and P7 and friends from the community meet on a Wednesday lunchtime with the main focus so far being teaching the children knitting skills.

Local businesses are very supportive of the school both in terms of funds or items for the children and in expertise. For example, a class project has been to design a Jubilee Wood in the village and this has evolved in partnership with Network Rail; East Ayrshire Ranger Service and a local company that has cleared the land and has created a beautiful new iron gate for the Jubilee Wood. The official opening took place in 2014 and the area has become part of the Kilmaurs Town Trail. The children achieved their John Muir Award through the work on this project.



The Jubilee Wood Official Opening

Members of the local community are involved in projects and this enhances the relevance of the learning experience, for example The History of Kilmaurs and, further afield, the Town Trail in Kilmarnock.







## Wider community links

The establishment has built very good links with the Credit Union and children are given the opportunity to save on a regular basis. This is a very important lifelong learning skill in financial education that our children are learning from P1 onwards.

The Kilmaurs Burns Society supports the school very well by judging the annual Burns Competition.

All children participate in the annual Annick Valley Walking Festival with a variety of walks around the village appropriate to age and stage.

Children contribute to the Kilmaurs Flower Festival; Kilmaurs Gala and Kilmaurs Agricultural Show.

In 2014 a group of children participated in East Ayrshire's Dance Fest, performing at the Palace Theatre in Kilmarnock.

The children's Christmas performances are very well attended and received by parents and the community.

The school has a longstanding link with the charity that supports children in an orphanage in Albania. One of the Albanian children keeps in contact with Kilmaurs Primary and our children have raised hundreds of pounds over the years for this very worthwhile cause.

Throughout the session the establishment raises funds or collects items to donate to its chosen charities. So far in 2014 we have donated to charities including East Ayrshire Foodbank; Mary's Meals; Children in Need; Sports Relief; MacMillan Cancer; Poppies Fund. In this way the children learn about the positive impact they can have on communities both locally and globally.





## Other information

### Contact Details

#### **Executive Director of Educational and Social Services**

Graham Short, Executive Director of Educational and Social Services

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

#### **Acting Head of Schools**

Alan Ward, East Ayrshire Council, Educational and Social Services Department

Council Headquarters, London Road, Kilmarnock KA3 7BU

#### **Head of Community Support**

Kay Gilmour, East Ayrshire Council, Educational and Social Services Department

Council Headquarters, London Road, Kilmarnock KA3 7BU

#### **Spokespersons for Lifelong Learning**

Councillor Eoghann MacColl and Councillor Stephanie Primrose

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

#### **Local elected members for ward**

Councillor Ellen Freel

Councillor John McGhee

Councillor Eoghan McColl

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU 01563 576000





## Disclaimer

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

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

اگر آپ یہ معلومات کسی اور زبان میں چاہتے ہیں تو برائے مہربانی نیچے دیے گئے پتے پر ہم سے رابطہ کریں۔

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ  
ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰ ਹੇਠ ਦਿੱਤੇ ਗਏ ਪਤੇ ਤੇ  
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