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- Disclaimer
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
Dear Parents/Carers,

On behalf of our school community, I would like to welcome you and your child to Mount Carmel Primary. I hope our handbook will help you find out everything you need to know about our school, our staff and the range of educational experiences your son or daughter will have as a pupil here.

We do hope that you and your child will soon feel that you belong to our school community. Our staff, parents and pupils form an important partnership and work together to ensure that each pupil learns in a nurturing, stimulating and positive environment where children are able to be happy, safe and successful.

As a Catholic school, our faith is taught not just as a subject, but also as a way of life. This means that our first duty is to treat others with love and respect. In this way we hope our children will be eager to work and co-operate with all staff and each other.

Our school is an exciting place and in line with a Curriculum for Excellence we strive to encourage and support all our pupils to become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

We are always delighted to welcome parents who wish to look around our school, please feel free to contact us and arrange a suitable time to visit should you require more information.

We wish your child the very best and once again extend a warm welcome to you and your family.

Yours sincerely,

Bernadette Gibb

Mrs Bernadette Gibb
Head Teacher
SCHOOL AIMS

- To provide a caring environment in which each everyone is encouraged to fulfil his/her own potential, with consideration for individual needs, within a well-balanced and structured curriculum.

- To support each child to grow in the knowledge and practice of the Catholic Faith, so that each child will become a useful and responsible member of society.

- To provide opportunities for the personal and professional development of all staff, thus enriching and enhancing the life of the school.

- To create a positive image, encouraging and developing an open partnership with parents, pupils and outside agencies

- To offer a friendly, supportive atmosphere where every person is treated as special

Mount Carmel Primary presents its values as follows:

**FAITH**

- Respect
- Honesty
- Responsibility
- Fairness
- Kindness
- Perseverance

**LEARNING**

These values permeate all that we strive to do and provide firm foundations for our school’s House System, Positive Behaviour Strategies and Pupil Committees i.e. Pupil Council, Eco, Mary’s Meals and JRSOs
SCOTTISH CATHOLIC EDUCATION SERVICE

A Charter for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.

- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents.

- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.

- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.

- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church.

- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.

- A commitment to ecumenical action and the unity of Christians.

- The promotion of respect for different beliefs and cultures and for inter-faith dialogue.

- A commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.
SCHOOL ETHOS

The ethos of our school is founded on Gospel values and we strive to promote good discipline, pride and achievement through our school House System. Regular assemblies and newsletters celebrate school and individual achievements and successes.

Our establishment has a, well deserved, reputation for generous alms giving to local, national and international charities. Our pupils are always encouraged to utilise local facilities and respect the local area and its inhabitants. We have developed strong links with Onthank Primary, Onthank Early Childhood Centre, Mount Carmel Church, St. John’s Church and the North West Centre. Residents from the local care homes are entertained by our choir at least once in the session and invited to our Christmas shows.

Our establishment plays an important part in the life of the community and encourages the support of local businesses and agencies such as Community Police, Road Safety Officers, Fire Fighters, Health Board personnel, to enrich the children’s learning.

Our children wear their school uniform with pride:

Royal blue sweatshirt or cardigan with pale blue polo shirt or pale blue shirt and school tie. Grey trousers or skirt. Uniform items have the school badge clearly displayed and parents/carers have the option of including their child’s name.

School uniforms can be purchased from the school and we keep a small supply for parents who wish to replace items throughout the year. A current price list is available from the school office and, although orders may be made during the year, information is sent out to parents/carers in the summer term with orders taken for uniforms to be ready for the start of the new session.

This strong commitment to wearing school uniform reflects a positive attitude to school work and cooperation among pupils, staff and parents/carers.
SPIRITUAL, MORAL AND CULTURAL VALUES

Religious Education is presented according to guidelines defined in CfE in partnership with the Catholic Education Commission and is firmly based on the document ‘This is Our Faith’.

Religious Education in Mount Carmel covers the social, personal and moral development of the child. In the Roman Catholic School, the witnessing of Faith through daily action drives the entire ethos.

Exploration of the other major faiths is part of our current program and we encourage, simple liturgies and whole school on aspects of faith. Our Parish priest, Fr. McGhee is very supportive of our school and leads services and celebrates Mass with us on Feast days or other special occasions.

Preparation for Sacraments
In partnership with parish and families the children in Primaries 3 and 4 prepare for the Sacraments of Reconciliation, Eucharist and Confirmation.

Holy Days of Obligation
On Holy Days of Obligation, when attendance at Mass is obligatory, and on other important occasions, the children and staff attend Mass in Our Lady of Mount Carmel Church.

It should be noted that parents have the right to withdraw their children from Religious Education, and if that is their wish, it will be honoured by the school where possible. Every opportunity will be offered to the parents to proceed with open discussions with the Head Teacher, before such a decision is taken.
Our school covers the stages Primary 1 to Primary 7, is co-educational and Roman Catholic.

Although situated in North West Kilmarnock area, Mount Carmel Primary is the designated Catholic school for a wide catchment area which includes the Glasgow Road, Hill Street, Fenwick, Southcraigs, Kilmours, Stewarton, Crosshouse, Kockentiber and areas leading to/within Bonnyton.

The main entrance to the school is clearly displayed and is adjacent to the main car park.

**Opening Hours**

Monday – Friday: 9.00 – 300.  
Break Times: 10.30 – 10.45 and 12.15 – 1.00

**Breakfast Club**

Monday – Friday 8.15 – 8.45

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.
SCHOOL SECURITY
In interest of School Security and the safety of all, we have clearly displayed advice for visitors, asking that they report to the main office, sign the visitors’ book and wear a school security badge when they are working within the school.
Establishment calendar

Christmas – Easter Term 2015
- Monday January 5th
- Friday February 6th
- Monday February 9th
- Tuesday February 10th
- Wednesday February 11th
- Thursday February 12th
- Monday April 6th

Easter – Summer Term 2015
- Monday April 20th
- Monday May 4th
- Monday May 25th
- Friday June 26th

Summer – Christmas Terms 2015
- Monday August 17th
- Tuesday August 18th
- Friday September 18th
- Monday September 21st
- Monday October 12th
- Monday October 19th
- Tuesday October 20th
- Wednesday December 23rd

Christmas – Easter Term 2016
- Thursday January 7th
- Monday February 15th
- Tuesday February 16th
- Wednesday February 17th
- Thursday February 18th
- Friday February 19th
- Monday February 22nd
- Friday March 25th
- Monday March 28th
- Friday April 1st

Easter – Summer Term 2016
- Monday April 18th
- Monday May 2nd
- Friday May 27th
- Monday May 30th
- Thursday June 30th

Tuesday August 16th
Wednesday August 17th
SCHOOL STAFF

Head Teacher: Mrs. Bernadette Gibb
Depute Head Teacher: Mr. Gerard McCluskey

Our present class/teacher structure is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. C Duncan</td>
<td>P1</td>
</tr>
<tr>
<td>Mrs. K Duff/Miss K Lynn</td>
<td>P3/2</td>
</tr>
<tr>
<td>Mrs. M McGurn (Principal Teacher)</td>
<td>P3</td>
</tr>
<tr>
<td>Mr. D Cunningham</td>
<td>P4</td>
</tr>
<tr>
<td>Mrs. A McCallum</td>
<td>P5/4</td>
</tr>
<tr>
<td>Mrs. C Crawford</td>
<td>P5</td>
</tr>
<tr>
<td>Mrs. C Dumigan</td>
<td>P6</td>
</tr>
<tr>
<td>Miss. L McKie</td>
<td>P7</td>
</tr>
<tr>
<td>Mrs. J McCreadie</td>
<td>Nurture</td>
</tr>
</tbody>
</table>

Mrs. C Dumigan is currently on Maternity Leave; Mrs P McIntyre has joined the staff to cover the temporary vacancy.

Miss K Lynn and Mrs J McCreadie provide cover for non-class contact time as nationally agreed in the conditions of service for teaching staff.

Miss K. Donnelly provides voice tuition to senior pupils and forms a school choir every session. Mr. H. Ayres provides brass instrumental tuition for senior pupils also. Both instructors presently visit our school every Friday and provide a valued dimension to our school.

Mrs. G Cunningham is our Network Support for Learning Teacher. She comes into school twice weekly to provide additional support to identified pupils who are experiencing difficulties within their learning. She also provides valuable support and advice to our teaching and support staff.

Mrs. K McKnight, Mrs. F Rosa, Mrs A Fletcher and Mrs L McCrindle also visit our school once a week to provide ‘Closing the Literacy Gap’ support.

The smooth running of our school also relies heavily on the commitment and services of our Support Staff:

Acting Senior Clerical Assistant: Mrs. A Rodger
Acting Clerical Assistant: Mrs. G Templeton
Janitor: Mr. T. McMillan
Classroom Assistants: Mrs. I. Webb, Mrs. A. Mackenzie, Mrs. A. Henderson, Ms L. Jeffers
Head of Catering: to be appointed
QI 1.1 Improvements in performance

**PRIORITY: To establish an Authority approach to assessment at P7 stage**

*What worked well?*
- Assessment booklets for Reading and Numeracy
- Booklets were easily used and easily explained to children
- Training sessions for teachers
- The wording of pupil success/attainment was more easily understood for parents/carers
- Timing of completion of assessments confirmed teacher’s judgement and informed reporting to parents
- Results used for transition purposes

*What did not work so well?*
- Timing of individual discussions with pupils requires revision
- Wording of reading assessments and pupil report format require review to provide similar information. The wording of developing, consolidating and secure should be looked at to make reporting of attainment easier to understand for parents.

**PRIORITY: To establish an approach to moderation within the Learning Partnership**

*What worked well?*
- INSET days were used to enable teachers from all schools to take part in the moderation process
- Moderation was a priority within the Working Time Agreement for 2013-2014
- Identification process of Es and Os, with LIs and SCs being agreed upon by teachers across the LP
- In-house moderation of both Talking & Listening and Numeracy – staff opportunities to discuss and learn from each other
- Moderation process was planned from the outset with HTs fully involved in process
- Time given for facilitators to meet
- Teachers within the school followed timescale well
- 2nd Level facilitator was a member of staff

*What did not work so well?*
- Greater consistency across the LP schools would have provided opportunities for more useful discussion among staff
- Time given to moderation needs to be more focused to ensure it is the most effective model possible.
- Next steps were not clearly identified – more attention needed to ‘what happens next?’
- Impact on improvements of L&T or meeting learners needs should be more clearly identified

**PRIORITY: To improve standards of Health and Wellbeing**

*What worked well?*
- Creation of PE storage cupboard
- New planners for Physical Education and Games providing skills development
- CPD on ‘Better Movers & Thinkers’ increases staff knowledge
- Staff participation in East Ayrshire CPD opportunities
Purchase of new PE equipment to support delivery of quality activities
- Social and Emotional Health well supported through ‘Bounce Back’ resource
- Incorporation of ‘Bounce Back’ into weekly assemblies
- Pupils have a common knowledge of ‘Bounce Back’ and its values and strategies and are actively using ‘Bounce Back’ strategies to avoid or resolve conflict
- 77% of pupils P1-P3 feel safe and cared for
- In a recent survey P4-P7 pupils were asked what they thought of ‘Bounce Back’ and if it was useful 33% said ‘very good’; 50% said ‘good’ and the remaining 17% said ‘satisfactory’
- The delivery of Focus Weeks for aspects of Health and Wellbeing e.g. Food, Physical Health

What did not work so well?
- More continuity needed across classes to ensure follow-up from the Bounce Back Assembly is reinforced in class
- Whole staff awareness of Bounce Back Language & phrases - needs further input
- Further work is required on informing parents/carers about Bounce Back
- Planners for Health & Wellbeing need to fully address Bounce Back to ensure continuity
- Application for funding for core PE from Sports Scotland was not successful

PRIORITY: To improve standards of STEM

What worked well?
- Introduction of new planners for Science which ensure progression and depth
- Identified Science co-ordinator
- Delivery of STEM topic within P4 class
- Entrance and involvement in Primary Engineering competition.
- The teaching of Science delivered through weekly lessons
- Audit, organisation and increase in resources
- Pupil awareness and understanding of STEM significantly improved

What did not work so well?
- The school was not in a position to implement e-profiling and continued to use PLPs
- Storage of Science topics and equipment needs reviewed to ensure availability
- Opportunities for all staff to take part in Primary Engineering Project Training – will be addressed next session
Priorities for Improvement in 2014-2015

To Improve Standards of STEM

Staff within school will have the opportunity to participate in Primary Engineer Training. STEM activities will be included across all stages to provide progression with pupils gaining a more in-depth knowledge. Pupils will have the opportunity to take part in various competitions throughout the year.

To review Rationale and Design of the Curriculum in order to meet the needs and interests of children

As part of a cycle of continuous improvement and monitoring and through a rigorous self-evaluation process using HGIOS, the rationale and design of the curriculum will be reviewed to ensure that updated advice from Education Scotland is reflected in our classroom practice and that our pupils' experience is firmly founded within a Curriculum for Excellence.

To develop Health & Wellbeing with a focus on Sexual and Emotional Health in order to support children in personal development and relationships

Staff within school and across the Learning Partnership will work together to develop a shared knowledge of 'God's Loving Plan' – the new resource for Relationships Education in Catholic Schools. Materials will be shared with parents. Pupils will benefit from a modern approach to this aspect of the Heath & Wellbeing curriculum allowing them to make informed decisions about their own wellbeing.
A CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

From autumn 2010, learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.</td>
</tr>
<tr>
<td>Senior phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives
opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Information about how the curriculum is structured and curriculum planning – [http://www.educationscotland.gov.uk/thecurriculum/](http://www.educationscotland.gov.uk/thecurriculum/)

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.

[www.youngscot.org](http://www.youngscot.org) (learners)
[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) (parents and carers)
[www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications)
[www.hmie.gov.uk](http://www.hmie.gov.uk) (standards, inspections)
[www.ltscotland.org.uk](http://www.ltscotland.org.uk) (teaching practice and support)
[www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education)
[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

**CURRICULUM PROVISION**

**LITERACY and ENGLISH**

**READING**

Our aim is to encourage all to read books. We recognise that a rich vocabulary will in turn develop and strengthen children’s writing ability. A Reading Scheme should not just be a ‘hearing reading’ situation, but an opportunity to discuss and interrogate text. Pupils in Mount Carmel experience both guided group reading and whole class lessons. The school is presently increasing resources so that a variety of reading is planned for, while enriching this with a variety of modern rich texts.
LISTENING and TALKING
Listening skills develop gradually as the children discover the needs to listen and realise that listening is an active part of learning. Many opportunities are planned for children to talk in pairs, groups and as individuals.

WRITING
Writing is an important part of class work as it is required in almost all subjects. Children are required to express themselves in written formats for different reasons. These core skills are developed as children progress through the school. Many opportunities are given to develop and appreciate good writing through writing slots focused on reading tasks. We aim to increase pupil skills and enthusiasm through an initiative called ‘Write to the Top’ which encourages children to focus on vocabulary, connectives, openers and punctuation.

Grammar and punctuation are planned for and taught as tools required for the development of a high standard of written work.

Spelling begins in the Early Stages and is an accelerated programme to develop spelling/word skills as early as possible; North Lanarkshire Active Learning P1-P3 supports this. In the Middle and Senior Stages active spelling is still encouraged and children are given a variety of activities in support of their memory for spelling difficult words

MODERN LANGUAGES
We are very fortunate to have several teachers trained in the teaching of French through the Modern Language Programme and pupils in P5, P6, and P7 receive one hour of French Language per week. We will be working towards the ‘1+2 model’ over the next few years where Modern Languages will become a feature throughout the whole school.

MATHEMATICS and NUMERACY
Mathematics is important in everyday life, allowing us to make sense of the world around us. It enables us the capacity to be creative and logical while enjoying puzzles.

Numeracy is the important part in learning providing the number skills necessary to tackle Mathematics with confidence and enthusiasm. Our Maths curriculum is supported by a number of resources including ‘Scottish Heinemann Mathematics’ and ‘Heinemann Active Maths’. We are working to improve Mental Maths progression by using Big Maths. Strong emphasis is placed on mental calculation and daily, interactive Mental Maths has become an important feature of the classroom routine encouraging a challenging, confident application of skills.
Problem Solving is a vital part of the maths curriculum. Each class displays the strategies that are used to solve problems. Problem Solving challenges are part of the math’s curriculum and integral to developing children’s thinking.

HEALTH AND WELLBEING

Health and Wellbeing is an important part of CfE and it is aimed at ensuring that children develop the knowledge and understanding, skills, capabilities and attributes which they need for emotional, social and physical wellbeing throughout their lives.

The themes within Health and Wellbeing are:

- Mental, emotional, social and physical wellbeing
- Planning choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

This session we are continuing to increase children’s confidence and resilience through use of the resource Bounce Back in class and through assembly.

We are also introducing God’s Loving Plan as our new resource to address Relationships, Sexual health and Parenthood.

PHYSICAL EDUCATION PHYSICAL ACTIVITY AND SPORT

We aim to provide every pupil with a minimum of 2 hours quality PE or games each week.

Help is need from parents in providing their child with suitable clothing for this purpose therefore we would expect all children to have:

- shorts and tee-shirt (no football colours please)
- suitable footwear for indoor use only
- a bag to keep PE clothes in

Please note that it is East Ayrshire Health and Safety Policy that no jewellery be worn during PE activities. It is not permissible for children to take part with taped rings or ear-rings.

PE bags, shorts and tee-shirts carrying the school logo can be ordered or purchased from the school office at any time in the year.
EXPRESSIVE ARTS

All aspects of Expressive Arts should include opportunities to present and perform, e.g. through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in the community.

ART AND DESIGN

Is taught using the guidelines incorporating materials from a variety of resources. The aim is to teach all the required skills in a systematic and progressive way incorporating evaluating of own and others work including that of famous artists.

MUSIC

We are fortunate to be able to designate a room for the teaching of music and resource it appropriately. Children learn through the use of a wide variety of resources and our new online resource, ABC Music, is encouraging enjoyment and participation in creative music.

DRAMA

Children can develop their imagination, expression, understanding and co-operation through opportunities for drama. These are delivered through planned activities, cross-curricular topics as well as ‘active play’ in the infant area. As well as these regular slots, pupils are given opportunities in participating in such events as school shows and assemblies.

DANCE

Presently we use the Border’s pack to deliver Creative Dance with the inclusion of the services of professionals to help develop pupil skills and enjoyment when we can. Social dance is developed throughout the school with senior pupils enjoying ceilidh dancing. Pupils in P6 and P5 are learning Street Dancing in partnership with Centre Stage. Every year at least one class of pupils within the school take part in the ‘Day of Dance’

SCIENCES, SOCIAL STUDIES AND TECHNOLOGIES

SCIENCES

The sciences curriculum area within CfE has to meet some significant challenges. While every child and young person needs to develop a secure understanding of important scientific concepts, their experiences of the sciences in school must develop a lifelong interest in science and its applications.
The organisers are:

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

**SOCIAL STUDIES**

Through Social Studies, children and your people develop their understanding of the world by learning about other people and their values, in different times, places and environment and of how it has been shaped.

The key concepts are:

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

**TECHNOLOGIES**

Within CfE, the technologies curriculum are relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities.

The organisers are:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

*Every effort is made to encourage children to see the connections in their learning and to this end many topics are interdisciplinary in their nature.*

**OUTDOOR LEARNING**

All children will have regular opportunity to learn outdoors both in the school grounds and in the local community. Parents will consent to this regular localised outdoor learning once at the beginning of
the session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that pupils come adequately prepared. However it is the parents’ responsibility to inform the school if emergency contacts or medical conditions change or they don’t wish their child to take participate in a visit. We are presently seeking funding to improve grounds to enhance present provision and will shortly be seeking support from parents in providing pupils with adequate clothing and footwear in order to access outdoor learning through play or spontaneous activity.

**EXTRA CURRICULAR ACTIVITIES**

Children are given opportunities to participate in educational excursions e.g. visits to museums and places of interest. We aim to include at least one live theatre experience each year. Pupils may visit or be visited by a touring theatre company, performer or puppeteer. The children themselves are also invited in staging Christmas Concerts which are well attended by parents and members of the local community.

**This session we have been able to offer the following to our pupils:**

- Football Club
- STEM Club
- Netball Club
- Hockey Club
- Basketball Club

Further activities are usually dependent upon skills and interest within the staff and the availability of support from students accessed through our Active Schools Coordinator. Parents who are prepared to assist in any extra curricular activities/clubs are **very welcome** and Mrs. Gibb would be delighted if approached by willing volunteers.
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.

Children’s work is continually assessed by class teachers and occasionally by the Head Teacher. Assessment means obtaining information, which allows teachers, pupils and parents to make professional judgements about pupils’ progress. It is based on what pupils’ say, what they write, what they do and observation of how they go about their tasks and activities.

In Mount Carmel assessment is built into the learning and teaching process and is part of the teachers’ daily practice. We use a variety of assessment tools/strategies and encourage peer and self-evaluation of progress. Records are kept and evidence is gathered of progress made.

Parents and Carers are regularly informed of their child’s/children’s progress throughout the year. We host two evenings within the session (September/October and March) when parents/carers are invited to meet with the class teacher and receive an oral update of progress. During the first of these meeting teachers discuss how pupils are settling in and what the expectations are for the current session. The latter meeting is an opportunity for parents to discuss progress made and expectations for the final term. An interim written report is prepared in November and a final report is issued in May/June. Each child has a Personal Learning Plan folder which is shared with parents three times within the session and invitations are given for individual class/stage ‘Sharing the Learning’ afternoons.

If you feel that your child is experiencing any difficulty, come and discuss the particular problem with us. If your child is worrying about school, please let us know. Together we can work to sort out any difficulties he/she may be experiencing. Please don’t wait till a parents’ evening if something is worrying you. Just contact us, and you’ll find that we’re good listeners.

Further information can be found on the following webpages: www.youngscot.org (learners)  
www.parentzonescotland.gov.uk (parents and carers)  
www.hmie.gov.uk (standards, inspections)  
www.ltscotland.org.uk (teaching practice and support)  
www.engageforeducation.org (share ideas and questions about education)  
www.scotland.gov.uk/cfeinaction (real-life examples)
The establishment has a range of policies and procedures which are available for parents to read e.g.

- Child Protection
- Homework
- Learning, Teaching and Assessment
- Curriculum Outdoors
- Nurture
- Tracking Pupil Progress
- Enterprise
- Additional Support for Learning
- Religious Education
- Looked After Children and Young People
- Monitoring Pupils Absence and Lateness
- Anti Bullying
- Managing Pupil Behaviour

**PROMOTING POSITIVE BEHAVIOUR**

In Mount Carmel our Managing Pupil Behaviour Policy is based on promoting positive behaviour. We believe it is essential that each child develop self-confidence and self-esteem.

The relationship between pupils and teachers requires mutual consideration and trust. In any school there must be an atmosphere that is conducive to learning.
In this establishment we have based our school rules on our core values:

**Respect; Honesty; Responsibility; Fairness; Kindness and Perseverance**

- **Respect**
  - Listen to each other
  - Be kind and considerate
  - Do not use offensive or hurtful language

- **Responsibility**
  - Take care of property and people
  - Accept consequences
  - Do not blame others

- **Honesty**
  - Tell the truth
  - Admit when you are wrong
  - Do not take other people’s property

- **Fairness**
  - Treat everyone the same
  - Play by the rules
  - Do not bully

- **Perseverance**
  - Aim high
  - Be obedient
  - Accept a ‘new start’

- **Kindness**
  - Treat everyone the way you like to be treated
  - Be helpful
  - Do not be nasty

**THREE SIMPLE RULES TO FOLLOW FOR A SAFE, HAPPY SCHOOL**

- Keep your hands, your feet and everything else to yourself
- Keep your ears open and follow instructions from all adults
- Keep all bad or hurtful language inside your head
HOMEWORK

Children are expected to work very hard while they are in school, and homework issued should enhance and support this work. Homework will always be marked and/or discussed with the child. Homework forms a link between home and school and gives parents an insight into their child’s work in school. It also helps develop a pattern of individual study which will prove useful in later years of schooling.

It is important to distinguish between set homework – a piece of reading, finding out information from home, a piece of research from radio or TV, and work given home which, for one reason or another, has not be satisfactorily completed in school.

In P1-P4 homework should not take the pupil any longer than 30mins and no longer than 45mins in P5-P6. There may be exceptions to this rule where children have not completed class work.

Homework is usually set on a daily basis for either four or five nights of the week. Homework for senior pupils can consist of a range of tasks, which are expected to be completed, and returned, by a given date. This encourages them to plan their tasks over a period of time and helps them prepare for secondary school.

We would ask parents to check their child’s homework and sign his/her homework diary. The signature indicates to the teacher that the exercise is the child’s own work and that the parent considers the standard of presentation satisfactory. Where a child is genuinely unable to complete a set task the work should still be signed by the parent as an indication that the child has done his/her best, if possible a little not to the teacher about the difficulty would be helpful.

We are often asked to issue homework for children who are absent from school either through illness or because they are on holiday. Since however, much of our curriculum depends on specific resources and practical activities, issuing work over a period of absence is very often unproductive. Extra work may be given home on return to help the child ‘catch up’ and parents are asked to support their child in completion of this.

Children are in school but a short time in their long lives therefore it is important that we work in partnership with parents and families. We value support and cooperation in all aspects of school life.
In Mount Carmel we operate a Staged Intervention Model as our approach to identifying, assessing and meeting additional support needs. In simple terms, Staged Intervention means:

- Starting early
- Starting with small steps
- Reviewing progress regularly
- Building up support as required
- Involving parents/carers throughout

**INDIVIDUAL LEARNING PROGRAMME**

Some children with specific learning needs require an Individualised Educational Programme (ILP) of targets, set up for them by their teacher and learning support staff. The Depute Head Teacher will monitor the progress of the set targets termly. Parents will be involved in the initial stages during a School Assessment Team Meeting, which will include all who work and support their child.

Children 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. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

In Mount Carmel we are fortunate to be able to provide quality nurture provision for pupils requiring this level of support. It may be that a child enters the Willow Room for a few weeks/months due to bereavement or sickness in the family or perhaps they have difficulty forming attachments or managing their behaviour. Some pupils benefit from one or two years within the nurture class however each child is treated as an individual with individual needs.
Almost all Primary 7 pupils transfer to St. Joseph’s Academy at the end of their final year in Mount Carmel however we quickly develop transition links for pupils choosing to transfer to another Secondary school of their choice.

St. Joseph’s Academy: 01563 526144

Throughout their Primary 7 year pupils are given a variety of opportunities to visit, and work in St. Joseph’s Academy meeting future friends from the other associated primary schools along the way. In order to ensure successful transition for pupils requiring additional support needs we host a planned transition meeting in January for each identified pupil involving parents, class teacher, a representative from St. Joseph’s Learning Support department and any other appropriate professional to raise concerns and create an action plan to ease Transition.

Pupils who enter our Primary 1 classes come from a variety of Early Childhood Centres. Our Primary 1 teachers and Nurture Class teacher visit almost all establishments to meet with children and staff and then plan a transition programme involving pupils and parents. Nursery children are initially invited to our P1-P3 Christmas concert every year and then a planned transition programme is put in place following registrations in January. New entrants and parents/guardians are invited into school four/five times during the Summer Term. Staff from Mount Carmel are invited to Prescat Meetings for any child who has an identified additional support need prior to transition into school.

Contact Numbers for zoned Early Childhood Centres and Nursery Classes are as follows:

- Cairns: 01563 533177
- Onthank: 01563 534660
- Kilmaurs: 01563 538674
- Crosshouse: 01563 532300
- Hillbank: 01563 521064
- Onthank Nursery Class: 01563 525477
- Nether Robertland Nursery Class: 01560 482055
As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

**The Chairperson of our Parent Council is Mr. J Campbell**

Children feel secure in school when the relationship between parents and teachers is a positive one. The value of your co-operation cannot be stressed enough. You remain your child’s most important teacher throughout his/her life. Your attitude towards school and teachers will shape how he/she thinks of school.

Parents are invited to school at least twice each year to meet class teachers and discuss fully the strengths and developments needs of their child(ren). ‘Sharing the Learning’ afternoons are particularly helpful for parents to gather greater insight into what and how their children learn through the interdisciplinary approach.

Mount Carmel operates an open-door policy therefore if a problem arises at any time parents are welcome to make arrangements with the school to discuss it with the appropriate member of staff or the Head Teacher.

Regular communication by newsletter, via the children, helps to keep parents informed of any changes affecting normal routines and any matters of current interest. Each term a curriculum letter is sent to keep parents informed about the types of things their child will be learning that particular term.

The school presently has a “Friends of Mount Carmel” group. This group has given their time and support to the Head Teacher and they form a vitally important link in the life of the school. They are a fund raising group who organise activities to raise funds which can then subsidise activities and outings. **The Chairperson of ‘Friends of Mount Carmel’ is Mrs. D. Boyd**

At the start of every session we seek ‘parental volunteers’ to come into school to work and support children’s learning. This is particularly successful in the Lower Stages however parents are very often involved in outdoor visits and local projects. We are very fortunate in the amount of willing and helpful parents we have at our disposal.
Learning Community

Mount Carmel Primary is a member of the St. Joseph’s 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 coordinated 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 coordinated assessment and one plan for that child/young person.

As part of St. Joseph’s Learning Community, we also have the services of the Core Support Team, professionals from, Education, Social Services, Health and Community Development, who support us in ensuring that the pupils in our care are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
Wider community links

Our school is based in the heart of the community and we have built strong links with both Our Lady of Mount Carmel Church and St. John’s Church. Onthank Primary School and Onthank Early Years Childhood Centre are also on Meiklewood Road and we enjoy excellent relationships with both establishments.

The local shops in the area are very supportive of activities and projects that happen within our establishment.

Children from our school visit the Dean Park several times in the session.

Children are encouraged to enter local competitions and have been readily involved in community projects e.g. bulb planting at the local bus terminous.

Our school choir ‘Sing for Hansel’ every Christmas and entertain the residents from the local care home, Gracelands.

Residents from Gracelands and nursery children are also invited into school for the annual Christmas concert.

We are especially delighted this year with our first Eco Award.
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 Eoghan MacColl and Councillor Stephanie Primrose
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local elected members for ward
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

- Helen Coffey Scottish National Party: 01563 576055
- Andrew Hershaw Scottish National Party: 01563 576123
- Maureen McKay Scottish Labour Party: 01563 576550
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.

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。

Dokument dost pny jest równie w alfabecie Braille’a, w wersji z powi kszonym drukiem lub w formie nagrania d w kowego na kasecie. Na yczenie oferujemy tak e tłumaczenie dokumentu na wybrany j zyk.