

King's Oak Primary School



Handbook 2020 - 2021

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Building Inverclyde through Excellence, Ambition and Regeneration

Goals and Values

Our Core values are **Respect, Honesty and Tolerance**.

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

Safe: protected from abuse, neglect and harm by others at home, school and in the community.

Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential.

Nurtured: educated within a supportive setting.

Active: active with the opportunities and encouragement to participate in play and recreation including sport.

Respected and Responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Welcome to King's Oak Primary School

35 East Crawford Street
Greenock
PA15 2DX
01475 714680

Dear Parents and Carers,

We are happy to welcome you and your child to our school. The next seven years are very important, and we are looking forward to sharing this special time in your child's life with you. We hope you will find King's Oak Primary School a very welcoming and caring place where everyone can reach their full potential.

We are very proud of our school and are confident you will experience our core values of Honesty, Empathy, Respect, Teamwork and Encouragement in every area of school life. We have created a caring and concerned school community with a strong focus on healthy relationships and we wish to promote in children a positive attitude to learning, self, others and the environment.

We aim to provide a high-quality service and wish to work in close partnership with you in preparing your child to be a successful learner, responsible citizen, confident individual and effective contributor. Many activities are organised throughout the school year, giving you an opportunity to meet and work with the staff of the school. We look forward to seeing you at these events throughout the session.

The teaching and support staff are incredibly hardworking professionals. We always put children first and greatly value our relationship with them. It is vital that children attending King's Oak Primary School are happy, safe and achieving their potential.

The Parent Circle meets regularly and reports on their activities to all parents. I would ask you to take an interest in and support the work of the Parent Circle. Our Family Hub is a space within the school where you can engage in a wide range of useful and supportive opportunities.

Please feel free to make an appointment to speak with me if you have any worries or concerns about your child's progress or welfare. We will be happy to help at any point in the school year and can be contacted through the main school office.

I am incredibly proud of our school and hope that you and your child will be too.

Kindest regards,

Kirstin Glancy

Kirstin Glancy
Head Teacher



Our School Vision, Values and Aims

At King's Oak, it is our vision that all pupils are given the opportunities, guidance and support to maximise every area of their wellbeing.

We achieve this through our core values of

Teamwork Empathy Ambition Motivation Encouragement

We use 8 wellbeing outcomes to establish aims which are central to everything we do in the school and ensure that our children are...

Safe: In King's Oak, we believe every child has the right to feel secure and to live and learn in an environment which is free from harm and danger.

Healthy: In King's Oak, we believe every child has the right to feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.

Achieving: In King's Oak, we believe every child has the right to receive the support that they need in order to make progress in the knowledge, skills and personal qualities required to unlock further opportunities for learning.

Nurtured: In King's Oak, we believe every child has the right to belong to a nurturing and stimulating home, school and local community where they can live and learn.

Active: In King's Oak, we believe every child has the right to access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.

Respected: In King's Oak, we believe every child has the right to have their views, concerns and goals taken into account when decisions about their wellbeing are made.

Responsible: In King's Oak, we believe every child has the right to develop the skills and personal qualities needed to contribute to a responsible and compassionate community.

Included: In King's Oak, we believe every child has the right to be accepted and valued as an individual and as part of a team in school and the wider community.

School Information

Name	King's Oak Primary School
Address	35 East Crawford Street, Greenock, PA15 2DX
Telephone	01475 714680
Email	inkingsoak@glowscotland.onmicrosoft.com
Website	kingsoakprimary.inverclyde.sch.uk
Twitter	@KingsOakSchool

Present Roll

The present roll of the school is 308 and we have the capacity for 467 pupils. Parents/ carers should note that the working capacity of the school may vary dependent upon the numbers of pupils at each stage and the way in which classes are organised. In session 2019-2020 our numbers at each stage are:

Present Stage	P1	P2	P3	P4	P5	P6	P7
Roll	47	42	49	42	34	42	52

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage, and the way in which the classes are organised. The school is non-denominational, which means we welcome and respect pupils and families of all religious and non-religious backgrounds.

Accommodation

King's Oak is on two levels. Our nursery has its own entrance and facilities but is part of the school. There are 13 classrooms in the school with break out areas located between bases. We provide an inclusive education for children aged 3-12 and our school building provides accommodation for classrooms, lunch hall, gym hall, flexi-rooms, library, ICT room, nursery playroom, nurture room and Family Hub. We have facilities for disabled children or adults; if you require any adjustments please get in touch and we will do everything we can accommodate your own or your child's needs.

School Hours	9.00am – 10.30am 10.45am – 12.15pm 1.15pm – 3.15pm
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Punctuality

We strive to achieve a high standard of punctuality and expect all pupils to be on time.

Attendance

Good attendance is important for children's progress in learning and we follow Inverclyde Council's Policy on maximising attendance.

Inclement Weather

School starts at 9:00am. When weather is bad eg. Torrential rain, snow or high winds, children are invited in by staff at 8:45am. Only one door is opened. The children should proceed to the hall. Staff will be available from 8:45 – 9:00am.



Break and Lunch Time

We like our children to play outdoors if at all possible. Approaching break or lunch times a decision is made if it is a wet or dry play. All children should have a coat with them on a daily basis.



School Staff

Kirstin Glancy	Head Teacher
Vacancy	Depute Head Teacher
Leanne Cannon	Principal Teacher



Teaching Staff: (Session 2019/2020)

Mrs L McShane	P1a
Mrs E Stevenson	P1b
Mrs J McLeary	P2a
Miss E. Stephens	P2b
Miss S Cordiner	P3a
Mrs G Campbell/	P3b
Miss C Agnew/ Miss C Sloan	
Mrs J Grieve	P4a
Miss S Manson	P4b
Miss L Montgomery	P5
Mrs G Clark	P6/5
Mrs E Crerar	P6
Mr C Thomson	P7a
Mrs E Marshall	P7b
Mrs J McAulay	NCCT
Miss L Sinclair	NCCT

Nursery Staff:

Miss J McAliece	Senior EYECO
Mrs L McDonald	EYECO
Miss S McAllister	EYECO
Miss J Wilson	EYSA

Support Staff:

Mrs J Ingram	Learning Assistant
Mrs C Meechan	Learning Assistant
Mrs K O'Donnell	ASN Auxiliary
Mrs A McWilliams	ASN Auxiliary
Mrs K Barry	ASN Auxiliary
Mrs I Monaghan	ASN Auxiliary
Mrs C McKechnie	ASN Auxiliary
Ms L Dunn	ASN Auxiliary
Mrs M O'Hara	ASN Auxiliary
Mrs S Hunter	ASN Auxiliary
Mrs A Grierson	ASN Auxiliary
Mrs K Madden	ASN Auxiliary
Mrs A McLaren	ASN Auxiliary
Ms H Craynor	Classroom Assistant
Mrs M Brady	Classroom Assistant
Mrs S Nichol	EAL ASN Assistant
Mr B McGugan	EAL ASN Assistant
Ms M Eljamala	EAL ASN Assistant
Ms N Albaiaty	EAL ASN Assistant
Ms M Kapuscinska	EAL ASN Assistant

Mr J Bradley
Mrs J Thomson

Janitor
Catering Manager

Mrs C Stevenson (senior)
Mrs M O'Neill
Miss L McDermid (nursery)

Clerical Staff

Caroline McCahill
Frances McIntyre
Amy McKechnie
Sarah Logue

Senior Family Learning Worker
Therapeutic Interventions Worker
Barnardos Support Worker
CLD Family Worker

School Calendar

Inverclyde Council ~ Education Services

2020-2021 School Calendar

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					21	

October 2020						
Su	M	Tu	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					21	

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					16	

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
					18	

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					23	

April 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						11

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					18

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					20	

July 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- School Open

In-service days – 5
 Teacher days – 195
 Pupil days – 190

Enrolments of Pupils to Primary One

Parents/ carers are invited to enroll their child for school in January of the year in which children are due to start school. To start school in August 2020, children with a surname beginning with A-L should enroll on 15th January 2020, and children with a surname beginning with M-Z should enroll on 16th January 2020. Details may be found in local press, the council website, social media or by contacting the school. Children by law are entitled to start their formal education at the beginning of the session in August if they are five years of age on or before the last day of February of the same school session.

To enrol your child for school you will need to bring with you your child's original birth certificate and three types of evidence that provide proof of residence, for example:-

- Your Council Tax demand notice for the current year in your name
- A utility bill (i.e. gas, electricity, landline telephone or broadband in your name and dated within the last 6 months).
- Your Tax Credit Award Notice / Universal Credit Statement

Placing Requests

Parents should enrol their child in the Primary School for which they are zoned. If a placing request to another school is being considered, then parents should inform the Head Teacher during enrolment in January. Education Services do not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Transfer to Secondary School

Pupils are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. The school to which children from King's Oak normally transfer to is:

Inverclyde Academy

Cumberland Rd.

Greenock

Tel: 01475 - 715100

Headteacher - Denise Crawford



Parents should be advised that if they wish their child to transfer to this school, they must live within the catchment area otherwise a placing request must be submitted.

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, our school is part of the Inverclyde Academy cluster of schools working together to secure improvements and developments in agreed areas of priority.

Our cluster of primary schools include: Aileymill, Inverkip, Lady Alice, Wemyss Bay, and Whinhill as well as Early Years Establishments include Glenbrae Family Centre, Gibshill Family Centre, Hillend Family Centre and Blairmore Nursery.

Transport

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Services at Wallace Place, Street, Greenock, PA15 1JB. These forms should be completed and returned



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

School Improvement and Achievement

Information about the main achievements and successes of the school over the past year can be found in our Standards and Quality Report 2018-2019, which can be accessed from our school website, and details our successes and achievements. Our School Improvement Plan for session 2019-2020 can also be accessed from our school website and details our priorities for planning for improvement.

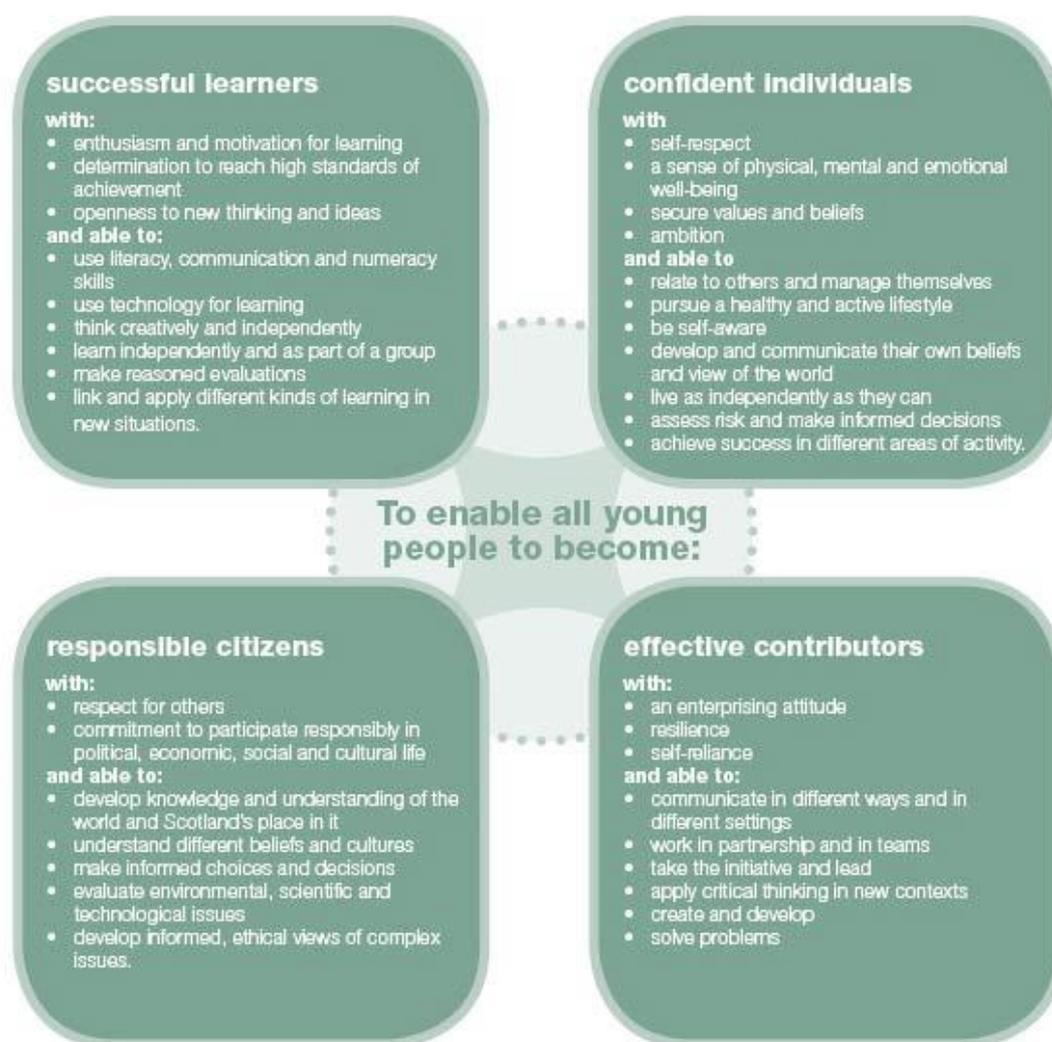
Each year we identify a range of priorities for school improvement. These are agreed as a result of self-evaluation activities and are also guided by local and national priorities in education.

In general terms, our priorities are:

- Improve the quality and impact of school leadership at all levels.
- Enhance parental engagement and partnership working to support children's learning.
- Raise children's levels of achievement in literacy and numeracy and maximise progress for all pupils.
- Develop our curriculum to effectively implement the national 1+2 Languages programme and Inverclyde P.E. Framework.
- Ensure that future school improvement is based on robust evidence gathered from staff, colleagues at local and national levels, parents and pupils.
- Ensure wellbeing, equality and inclusion for all pupils through Inverclyde's approach to 'Getting It Right For Every Child'.

Curriculum for Excellence

The curriculum framework for all Scottish educational establishments 3-18 is called Curriculum for Excellence. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can to become successful learners, confident individuals, responsible citizens and effective contributors.



During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills.
- develop skills for learning, skills for life and skills for work.
- develop knowledge and understanding of society, the world and Scotland's place in it.
- experience challenge and success so that they can develop well-informed views and the four capacities.

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

- **Early Level** – the pre-school years and P1, or later for some
- **First Level** – to the end of P4, but earlier for some
- **Second Level** – to the end of P7, but earlier for some
- **Third and Fourth** – S1 to S3, but earlier for some
- **Senior phase** – S4 – S6 and college or other means of study

In King's Oak learning is organised to encourage progression from one stage of learning to another. Teachers begin from where the child is and build upon his/her existing knowledge and skills. Active learning is very important. Children work in groups at times, and at times, individually. When pupils change classes, teachers liaise with one another to ensure children progress from year to year.

The following sections outline the eight main curriculum areas, through which learning and teaching are planned to meet the principles for curriculum design: **challenge** and **enjoyment, breadth, progression, depth, personalisation** and **choice, coherence** and **relevance**.

Organisation of the Curriculum

The curriculum is organised into eight curricular areas but every effort is made to link these and make learning meaningful and relevant to real life contexts.

The curriculum areas are:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

Below you will find a brief outline of each curricular area. Central to all areas of the curriculum is the methodology used by the teacher and the need to engage our pupils in their learning.

Learning and Teaching Policy

We establish a classroom atmosphere which is nurturing, happy and safe and conducive to learning; pupils and adults are welcomed with a smile and friendly greeting and worries or concerns are addressed effectively to allow children to concentrate on their learning and leave school happy at the end of every day.

Classroom environments are bright, tidy and organised, and celebrate children's learning.

Teachers ensure that lessons are stimulating in order to maintain pupils' motivation. Learning builds on children's previous learning and relate to their real-life experiences. Learners are

given opportunities to think and learn independently and cooperatively. Lessons reflect a variety of different learning styles and learners are encouraged to be creative and show initiative. Teachers value pupils' contributions and build on these during lessons and children are taught when and how to seek help in class.

Our teachers monitor pupils' progress closely during lessons and ensure that instructions are clear. Teachers provide feedback to our pupils in a way which lets them know what they have achieved and their next steps in learning.

Every pupil creates a Learning Log in class, which they use to record their achievements and personal targets.

Languages

In accordance with the policy of Inverclyde Education Services, we maintain a broad, balanced and stimulating curriculum, differentiated to meet the needs of every individual child.

Literacy & English

Literacy is fundamental to all areas of learning, as it allows us to access the wider curriculum. Being literate ensures that our children can enjoy lifelong learning and contributes greatly to the development of all four capacities of Curriculum for Excellence. Teachers provide opportunities to encourage children to talk about their learning, discuss their ideas and read and write at a level which helps them to develop skills in all curricular areas.

The four main components of language are:

Talking, Listening, Reading, Writing

The importance of Spoken English is emphasised at King's oak. From Primary 1 children are encouraged to develop their skills in talking and to articulate their learning. At the early stages of reading we are using the North Lanarkshire programme of Active Literacy.



A wide range of reading texts are used in all classes.

Reading for enjoyment is an essential part of your child's education, and to foster this habit, we host a book fair in the school during the year, where parents can come into the school and select books with their child. Any profit from this is used to purchase more books for inclusion in class libraries.

At the early stages of writing we build on drawing and scribing sentences and introduce punctuation, vocabulary, sentence construction as the children progress. Pupils are encouraged to write for different purposes using a programme structured to ensure a progressive development of the skills needed to communicate ideas. All pupils are taught to review and redraft their work.



As part of the Scottish Government's 1+2 Languages Programme, French is taught throughout the school.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

Opportunities in Listening and Talking are provided in many ways – by the use of specific resources, group talks, co-operative group work, class assemblies and discussions about current issues. Pupils are also given regular opportunities to present their work orally to wider audiences supported by ICT.

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by discussing event/pictures in the stories. Children will readily tell you what they see in a picture, but it is worth asking them to think about why something has happened, what may happen next and how the characters feel, etc. We then complement this work with a wide range of activities, i.e. - writing, further discussion and creative work – all related to different texts.

Mathematics and Numeracy

Numeracy is a skill for life, learning and work. Being numerate allows young people to be more confident in social settings. All staff have important roles to play in enhancing the numeracy skills of all children. Mathematics provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be solved.

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. All children are encouraged to be able to explain their learning and build a strong number sense. Furthermore, children need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society. The mathematics outcomes in A Curriculum for Excellence are outlined within the following organisers

Number, money measure

Basic number processes

Measure

Patterns and Relationships

Shape, position and movement

Properties of 2D and 3D objects
Angle, Symmetry and Transformation



Information Handling

Data and Analysis

Ideas of Chance and Uncertainty

Mental Maths is a feature at all stages of the school.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children develop the knowledge, understanding and skills needed for mental, emotional, social and physical wellbeing. In King's Oak, our Health and Wellbeing programme aims to support children in their ability to:

- Make informed decisions to improve their own mental, emotional, social and physical wellbeing
- Experience positive aspects of healthy living and activity
- Apply their skills to pursue a healthy lifestyle now, and in the future
- Move successfully through each stage of education

All adults in King's Oak share responsibility for creating a positive, supportive ethos and building respectful relationships built on trust.

Some aspects of our Health and Wellbeing programme may be delivered by sports or health specialists. Pupils are given well planned opportunities to learn about their own health and

well-being, relationships and health and safety in the environment. We encourage PE and with our hall and outdoor spaces ensure that pupils have 2 hours quality Physical Education per week. We request that snacks sent for play pieces should be healthy and only unflavoured water is permitted. Parents should note that pupil activities may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing.

Sexual Health and Relationships Education

Sexual Health and Relationship education is an integral part of a school's health education Programme. It focuses on the physical, emotional, moral and spiritual development of all children. Teachers are central to the delivery of sex education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals. Parents/carers should be fully informed and consulted on the content and purpose of sex and relationship education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff (as per Inverclyde Council's Policy "Sexual Health and Relationship Education").

Expressive Arts

Our Expressive Arts curriculum covers Art and design, Dance, Drama and Music. This framework provides children with opportunities to be creative and imaginative. Active participation allows our children to experience and enjoy performing and presenting for different audiences. We also develop children's abilities to evaluate and appreciate the work of others. Throughout the school year, there are many opportunities for the children to showcase their skills and talents. e.g. wall displays, assemblies, concerts, talent show, parent workshops etc.

Sciences



The science curriculum within Curriculum for Excellence challenges us to ensure that all children must develop a secure understanding of scientific concepts.

Children develop their interest in, and understanding of:

Planet Earth

Energy and the Environment

Topical Science

Materials

Forces and Motion

Communication

In King's Oak, we use a wide range of contexts to provide investigative tasks which allow children to develop skills and knowledge. Through involvement in investigations, challenges and problem-solving experiences, children use skills of critical thinking and begin to appreciate how science helps to meet the needs of society.

Social Studies

Through Social Studies, children develop their understanding of the world. They learn about other people, different times (history), places (geography) and society (modern studies). They also develop their understanding of the environment. In King's Oak, we use a variety of approaches and contexts to allow children to develop a range of skills including observing, describing, recording, investigating, decision-making, presenting information etc. We also promote active citizenship through our Social Studies programme. Children are given opportunities to become involved in the life of the school, the local community and learn more about the wider world.

Technologies

Our Technologies framework offers challenging activities which can involve research, problem solving, discovering and exploring new or unfamiliar ideas, skills and materials. This often leads to deep learning from creating products that work. Children develop their creativity and are encouraged to be innovative. ICT skills are taught and then used in other curricular areas, especially those skills required for everyday life and work.

Religious and Moral Education

Religious and Moral Education should encourage pupils, over their school life, to explore the world's major religions. It supports children in developing and reflecting upon their own values. It is a process where children engage in a search for meaning, value and purpose in life. Various world religions are studied from P1 to P7. We aim to allow pupils to engage in shared activity reflecting and expressing their spiritual needs and aspirations, and allow those who wish, to worship. We celebrate important occasions in the life of the school and community, and we involve pupils in experiences which stimulate, challenge and extend their capacities for spiritual response to the world in which they live.

Religious Observance

We hope you will share with us in worship, but we remind you of the right to withdraw your child if you so wish from any form of religious observance or instruction in the school. This should be done in writing to the Head Teacher.

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 pupil noted as an authorised absentee in the register.

In accordance with section 71(1) of the Race Relations (Amendment) Act 2000, the council will have due regard to the need to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good race relations between persons of different racial groups.

Assessment

It is our policy to give every pupil an equal chance to share in all the learning opportunities, formal and informal, that the school provides.

Assessment is used to improve the quality of learning and teaching, identify pupils' strengths and weaknesses, assist in the provision of a curriculum suited to the needs of the children and to ensure continuity and progression throughout the curriculum. Pupils will be encouraged to take responsibility for their own learning. Continual checks are made on every pupil's progress to ensure that they are achieving their full potential. Assessment of progress is, therefore, continual and is a means of testing our methods and approach in addition to the progress of the child. Recording of assessment is carried out in a variety of ways.

Children may also participate in Pips testing at P1, P3, P5 and P7. The results from this computer programme can help us to recognise individual, group and class progress.

Extra-Curricular Activities

A variety of clubs are offered throughout the school year run by various staff and Active Schools coaches such as:

- Athletics
- Basketball
- Netball
- Craft Club

Parents/ carers will be notified of all extra-curricular activities and, as in the past, their assistance will be most welcome.

Pupils are also actively encouraged to take part in local community events such as:

- Inverclyde Music Festival
- Family Home Learning Club
- Family Craft Club
- Cross Country Running
- Euroquiz Club

Parents should note that the activities the pupils may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities.

Home-School Links



The staff of the school are very much aware of the value of sharing the responsibility for the education of our pupils with the parents/ carers. Strong home/school links are invaluable in developing and maintaining good relationships. We do appreciate the time and commitment which so many parents/ carers give to the school.

We are very aware of the need to have good communication between parents/ carers and the school. Newsletters are sent home regularly) to keep parents/ carers informed of school activities and we would also recommend attending our open sessions within the family hub. Communication is a two-way process and it is important that parents/ carers inform the class teacher or promoted staff of any concerns, complaints or changes in family circumstances as soon as possible so that we can work together to resolve any difficulties.

Our parent/ carer interviews, which take place 3 times per year (Nov, Feb and Apr) will give sufficient time for private discussions, but the staff are normally available at any time during the school day to discuss a particular pupil's progress. If you wish to make an appointment please telephone the school office staff who will arrange a suitable time, thus helping to avoid unnecessary disruption to the work of the class.

Home Learning

Many parents/ carers ask us how they can best help to support their child's work at school. Being involved on a regular basis with your child's home learning is one way in which you can help. You can also help by listening to reading, asking questions, checking/testing spelling and going over multiplication tables.

We offer monthly opportunities to participate in fun, family learning tasks and have a weekly Family Learning Club for parents to attend with their children.

Check out www.readwritecount.scot for more information about family learning.

Reporting to Parents

An interim report is sent home in December to update parents/ carers on progress in learning. A progress report is also sent home in Term four. Parents and children are invited to comment on reports. Parents are encouraged to discuss progress with their child's teacher in November and March.

King's Oak Family Hub

We understand that to achieve the very best for every child, we need to work in partnership with families and our Family Hub provides us with a place within our school to promote family and community learning ... a place to meet, a place to relax, a place to laugh, a place to learn.

Our Family Hub opened within our school in August 2017. Since then, we have tapped into the strengths of our local community, including parents, carers and local organisations to create a place where we can all connect and learn. Our Family Hub is a welcoming place for everyone connected to our school community and there is always so much going on for children and families to get involved.

In June 2018, we were very proud to be awarded the Scottish Education Award for Family and Community Learning. This was a huge achievement for our school community and yet we recognise that we are still at the beginning of our journey to ensure our Family Hub is at the heart of the school.

With our Pupil Equity Funding, in session 2019-2020 we purchased a Senior Family Support Worker, Caroline McCahill, to run our Family Hub. Caroline is extremely experienced in working with children and families and is keen to support family learning and engagement across our community. Come in and meet Caroline if you have yet to meet her. She's always available for a coffee and chat.

Through funding from the Scottish Attainment Challenge we have access to a Barnardos worker, Amy McKechnie. Amy is a friendly face, on hand to offer a wealth of support. She can help support children and families through a self-referral process

Please continue to support our Kings Oak Family Hub. The Family Hub is your Hub and we are always open to hearing your ideas about how to achieve even more!

Support for Pupils

Getting It Right for Every Child underpins everything that we do at King's Oak. Your child's wellbeing is considered in terms of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues,

children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those whose family circumstances impact on attendance and learning. **If a parent considers that his or her child has additional support needs and wishes to make enquiries on this they should contact the Head Teacher.**

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The co-ordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must be sought and considered.

Inverclyde's mediation service can be accessed by contacting Michael Roach, Director of Education, Culture and Corporate Policy at the address below.

For further advice please telephone 01475 712850

Or write to; Education Services
 Wallace Place
 GREENOCK
 PA15 1JB

The Additional Support for learning (Sources of Information) (Scotland)

Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527.

Telephone Helpline: 0845 123 2303

Email: info@enquire.org.uk

Useful websites: www.enquire.org.uk (for parents)

www.enquire.org.uk/yp (for children)

www.siaa.org.uk

www.sclc.org.uk

Equal Opportunities and Social Justice

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect.

Inclusion and Equality

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion.
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner.
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.
- In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

Clothing and Uniform

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

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

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

Parents/ carers should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing

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

Parents of children receiving one of the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- Income Support (IS);
- Income-based Job Seekers Allowance (JSA);
- Employment and Support Allowance (Income Related) (ESA) ;
- Child Tax Credit, but not Working Tax Credit and where income is less than £16,105 (in 2019/20) as assessed by HMRC;
- Parent or Carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288;
- Universal Credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement;
- An Asylum Seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999.
- If you currently care for a child under a formal Kinship Care arrangement with Social Work, then you may be entitled to this grant. Please contact Inverclyde Council for more information.

Although all children in P1-4 are entitled to receive a free school meal from August 2019, parents who are entitled to a grant to assist with clothing still have to apply

for a clothing grant. An application form will still require to be completed and the appropriate household income evidence submitted.

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education and Social Care. Information and application forms may be obtained from schools and from Education Services, 105 Dalrymple Street, Greenock, PA15 1HU.

At King's Oak Primary, royal blue sweatshirts and are worn with grey or black skirt/trousers. Tartan or royal blue pinafores are available for girls. For formal school wear and special occasions white shirt/blouse with our school tie are worn. Names on ALL items of clothing is essential.



Promoting Positive Behaviour

We strive at all times to promote positive relationships and behaviour across the school. This is highlighted in and promoted through our School Values. Respectful standards of behaviour are necessary for a pleasant and safe environment for our children to get the best from their education. We, therefore, expect our children to strive for the standards of behaviour that are necessary to promote this pleasant and safe environment. In encouraging our children to show respect for themselves for others and for property, we are promoting positive relationships and positive behaviour. School rules are made in the interest of, and for the well-being and safety of all of our children. We rely on our parents/ carers to support us in this endeavour so please encourage your child to respect and respect our values and adhere to our rules. Strong partnership working between home and school is essential to allow our children to continue to learn in the positive environment that King's Oak enjoys. Our children refer to our school rules as 'The King's Oak Way'. These rules are:

We are kind and caring.
We show good manners to everyone.
We make safe and responsible choices.
We always try our best.
We let others learn.
We look after our school.

Our school uses 'restorative approaches' to handle any issues of conflict where children are encouraged to take responsibility for their actions and support one another in moving forward with respect. We aim to seek solutions to any conflicts which may arise. Our school follows Inverclyde's Positive Relationship Policy. Instances of inappropriate or challenging behaviour are dealt with in line with Inverclyde policy and parents/ carers are kept fully informed. We understand that some children with Additional Support Needs, may experience the type of emotional difficulties, which can result in unhealthy patterns of behaviour and relationships. We work in partnership with parents/carers in a way that is Solution-Oriented to provide children with the support they need.

Supervision of Playground

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

Child Protection in Inverclyde

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies, namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure, whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

Emergency Contact

It is most important that you keep the school up to date with information, particularly the telephone number which may be required in an emergency.

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure and of re-opening. We shall keep in touch with you by using letters, notices in local shops and community centres, announcements in the press and on local radio. Updates will be posted on Inverclyde Council website at www.inverclyde.gov.uk/winter. You can also follow the council on twitter at www.twitter.com/Inverclyde for regular updates. Our own Twitter page is @KingsOakSchool.

Medical and Health Care

Routine medical checks are carried throughout the child's life in school by the School Health Service.

Minor accidents are attended to in the school, but in more serious cases, parents or emergency contacts are informed, so that the child may be taken to hospital. If no one can be contacted, the child will be transported immediately to Inverclyde Royal Hospital by a member of staff.

If a child becomes ill and cannot remain in school, parents or emergency contacts will be telephoned to come and take the child home. It is essential to keep the school informed of any change in the emergency contact telephone number or your home or work telephone number so that contact can be made as quickly as possible.

If there are any medical requirements for a child, parents should inform the school in writing. Parents of children requiring medication during school hours are welcome to come into the school office to administer the medication. If parents would like a member of staff to administer medication, they must bring prescribed medication into the school office and complete the appropriate consent form.

Allergies/Peanut Free Zone

As some pupils can be allergic to peanuts and peanut products and could suffer an anaphylactic reaction if exposed to them, we ask that children do not bring peanuts or peanut products to school.

School Meals

School meals are provided on a cafeteria basis. The cost for a school meal is currently £2.05. Parents pay for this using ParentPay. All children in P1-4 are entitled to a free school meal. Hot meals, snacks, sandwiches, fruit, drinks etc are available daily. Mrs Thomson, our Catering Manager, can also cater for children who require a special diet, so please inform the school if this is necessary. The school dinner menu can be viewed on the Inverclyde Council website;

<https://www.inverclyde.gov.uk/education-and-learning/schools/school-lunch/school-lunches-in-primary-school>

Children can bring a packed lunch to eat while sitting in the dining hall if they prefer. There are adults present, in a supervisory capacity, in the school dining hall for children's safety.

Children of parents in receipt of one of the following benefits are entitled to a free midday meal:

- Income Support
- Income-based Job Seeker's Allowance (JSA)
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/19) as assessed by the Inland Revenue.
- an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999
- Employment and Support Allowance (income related) (ESA);
- Parent or carer who is in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income under £6,420;
- Universal Credit – where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement

Information and application forms for free school meals may be obtained from schools and Education Service, 105 Dalrymple Street, Greenock, PA15 1HU. In addition, such children will be entitled to free milk.

Playtime Snack

Your child should bring a healthy snack with them to school for their break. This is a 15 minute break and children also wish to play so avoid sending too many items. We love seeing children with healthy snacks such as fruit, crackers with butter, dunkers, cereal bars and baked crisps. We look for support from parents/ carers in ensuring children have a healthy snack.

Attendance

King's Oak Primary School is committed to working in partnership with parents in order to raise the achievements of all young people. Reducing absence is a key priority and we seek the co-operation of parents to meet this objective. Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

Parents should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing. On return to school parents are asked to provide a note explaining the reasons for absence.

When an absence occurs with no explanation from the parent/ carer, the absence is recorded as unauthorised.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts. The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication Included, Engaged and Involved- part 1: Attendance in Scottish Schools. Attendance must be recorded twice a day, morning and afternoon.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly.

The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. Our main focus is to encourage parents/ carers and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil.

Procedures to improve attendance

Where non-attendance is a factor affecting a child's learning, support will be initiated through incremental steps when it is established that a pupil's absence from school is without suitable reason. Absence rates are calculated as a percentage of the total number of possible attendances for all pupils in the school, each morning and afternoon of each school day being a separate possible attendance.

Inverclyde Absence Policy

Step 1 Parents are informed of attendance record by letter if attendance falls below 90% in any given six-week period. This is discussed and parent/ carer co-operation is sought to ensure any problems are resolved. Subsequent absences are monitored.

- Step 2 Parents are invited to attend a maximising attendance meeting with the Head Teacher if there is no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.
- Step 3 Referral for multi-agency case conference if no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.
- Step 4 Referral to Attendance Review Committee if failure to cooperate with multi-agency recommendations.

The data on attendance and absence for schools that have closed are available from Education Services.

The Authority's and Scotland's figures include all education authority and grant-aided

King's Oak Nursery Class

Within King's oak we have a nursery class. King's Oak nursery class caters for twenty-four children in the morning and twenty-four children in the afternoon. The nursery class is open during school term time.



Children must be three years of age before they can be offered a place in the nursery class. All places are allocated in line with Inverclyde Council's admissions policy. A copy of this can be obtained from the nursery.

Hours of Opening

Morning session: 8.45 – 11.55am

Afternoon session: 12.30 – 3.40pm

The nursery will be closed during school holidays. King's Oak nursery class is non-denominational. We respect and welcome children and parents of all religions, faiths and beliefs.

Curriculum in the Nursery

The nursery follows the same Scottish curriculum as used in Scottish Primary schools. They plan learning from Early Level Curriculum for Excellence. The curriculum has the same eight key aspects as mentioned in page 14.

Pre-birth to three guidelines can also be used for children not ready to engage with curriculum for excellence when starting nursery.

Assessment and Reporting in the nursery

Observations across the playroom are made on a daily basis by our highly skilled staff. They use this knowledge to plan learning opportunities within a play-based approach to learning. Parents/ carers are kept up to date regularly with their child's progress and care plans are updated bi-annually.

Transition records are compiled for all children transferring to school and shared with the relevant schools. This gives P1 class teachers an insight to your child's learning journey so far. It should also make for a smooth transition to P1.

Home Links

Ours nursery has an open-door policy and parents/ carers are encouraged to speak with staff to discuss any concerns. Regular newsletters are sent home detailing nursery events and activities.

Snacks

King's Oak Nursery Class is a health promoting establishment with a healthy eating policy based on the guidelines contained in Food Matters and Setting the Table.

Attendance at Nursery

Although nursery is non-statutory, regular attendance is advantageous to every child. We ask that parents/ carers please contact the school office before 9:15am if a child will be absent from the nursery.

Collecting Children

If an alternative arrangement for collection is to be made, please inform nursery staff. Failure to do so will mean staff have to ask for the adult to wait and a check completed prior to releasing the child. This is for child protection and safeguarding purposes.

Care Inspectorate

The Care Inspectorate is the Scottish Commission for regulation of care. This organisation inspects the service provided for the children who attend the nursery on a regular basis. Inspections can be planned or unannounced and are carried out by Inspectorate officers. During the inspection the officers speak with the Head Teacher and Leadership team, staff, children and parents/ carers. They also look at the range of policies, procedures and records.

Care Inspectorate
Central West Region
4th Floor
No. 1 Smithhills Street
Paisley
Renfrewshire
PA1 1EB

Telephone: 0141 843 6840

Parent Forum and Parent Council

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:-

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.

King's Oak Primary Parent Circle

Chair:	Gemma Collins
Vice Chair:	Lauren McDaid
Secretary:	Kirsty Geary and Coleen Taylor
Treasurer:	Jan McLellan
Advisor:	Mrs K Glancy
Staff Member:	Ms J McAliece

Information about our Parent Circle can be found on the Notice Board at the entrance to the school or on their twitter and facebook pages. Minutes of meetings and contact details are displayed. Our Parent Circle uses a variety of ways to gather the views of the wider Parent Forum. Follow the Parent Circle on Twitter @KingsOakPC.

Scottish Parent Teacher Council

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. You can contact them by phone/fax on 0131 226 4378, by email on SPTC@sol.co.uk or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

School and Community Links

We welcome any opportunity to work with and actively seek involvement with outside agencies, e.g. Police, Social Work, School Health, other schools, Youth Groups and other support services. Any suggestions to further develop these links will be most gratefully received.

Useful Addresses and Telephone Numbers

Education and Social Care Services
105 Dalrymple Street
Greenock
PA15 1HT

Community Learning & Development
1 Aberfoyle Road
Greenock
PA15 3DE

Area Community Education Officer
The Business Centre
Cathcart Street
Greenock
PA15 DE

Local Councillors

Mr Michael McCormick
23 Grant Street Greenock PA15 2BP

Telephone:

01475 712305

Mobile:

07766 992297

michael.mccormick@inverclyde.gov.uk

Mr Colin Jackson
22 Glen Kinglas Road, Greenock PA16 9NW

Telephone:

01475 712305

Mobile:

07768 500052

Email:

colin.jackson@inverclyde.gov.uk

Mr Jim McEleny
3 Glen Luss Way, Greenock, PA16 9NS

Telephone:

01475 712305

Mobile:

07768 500071

jim.mceleny@inverclyde.gov.uk

You can also write to Councillors at Inverclyde Council, Municipal Buildings, Greenock PA15 1LY, or call the Council Offices on 01475 712727, 01475 712020 or 01475 712116.

Useful Websites

www.inverclydeschools.gov.uk – Inverclyde Council Web Site

<http://kingsoakprimary.inverclyde.sch.uk> – School website

www.hmie.gov.uk – School and Local Authority Inspection Reports

www.scottishschoolonline.gov.uk – Information about individual schools

www.parentzonescotland.gov.uk – useful site for parents/ carers

www.respectme.org

www.childline.org.uk

General Data Protection regulations

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data protection Act 2018.

Glossary

Assessment	The process by which a pupil's progress is determined. This may be carried out by observation or by formal testing of various types.
Curriculum	The total educational experience of a pupil including: <ul style="list-style-type: none">• The formal curriculum comprising the actual lessons taught to the pupil.• The hidden curriculum made up of the values and ethos of the school, the standards of performance expected and the attitudes developed.
Extra-Curricular Activities	Activities and clubs which are provided by the school out with the normal school day. They are designed to enhance the pupils' educational experience and are taken voluntarily by teachers, parents or friends of the school.
Non-denominational School	A school which has pupils of all religions and denominations.
Reporting	The way in which information about each pupil's progress is communicated to parents. This can be a written report or A verbal report at Parents' Night.

Responding to Complaints or Concerns

King's Oak operates an open door policy. There will always be someone available to discuss your concern about any aspect of your child's education. A member of the Senior Leadership Team can answer any concerns. Please contact the school office on 01475 714680. Any complaints should be addressed to Mrs Glancy either in person or by phone call. Alternatively, you can call Inverclyde Council Customer Service on 01475 717171. Inverclyde Council is committed to providing high quality customer services. **We value complaints and use information from them to help us improve our services.** If something goes wrong, or you are dissatisfied with our services, please tell us.

Although the information contained in this Handbook is correct at time of writing (December, 2019), there could be changes affecting any of the matters dealt with in the document;

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