

Kilcreggan Primary School

Going for Gold!



Evidence Guidance

- The purpose of the evidence pack is to give us a feel for your school and for you to share the best examples of your rights-related work against each of the Outcomes. Please prepare this whether your accreditation is virtual (all Silvers and some Golds) or in person (some Golds).
- **Please be selective** - you **do not** need to send us everything as most of the accreditation process and subsequent report is based on what you, your colleagues and your pupils **tell us** during the visit.
- Provide the evidence in a single PPT (or similar presentation tool) with sections for Strand A, B, C.
- Have a contents page slide for each strand. In your PPT (or similar presentation) please aim to include a **maximum of 2 or 3 pieces of evidence for each outcome** (there are 9 outcomes of the award) with a maximum of 30 slides in total.
- Feel free to include hyperlinks to useful information on your website.
- The evidence should be linked to what you write in your evaluation form so we can cross reference.
- Please ensure we can see the detail on photographs of displays and ensure you are following your child protection policies when sharing photographs and videos.
- **We need to receive the evidence at least a week** before the accreditation visit and earlier if possible.
- Do involve the pupils in your steering group to help create the evidence presentation if you can.
- Quotes from parents are useful as we often don't get a chance to speak to them at the visit.
- Short video clips or voice overs are welcome.
- Examples of children's work on rights are useful and can be photographed and added to the evidence presentation.

STRAND A

TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

Strand A Contents

- Rights Bags
- Rights language display cards
- SHANARRI Themed Assembly Timetable
- Twitter link to World Oceans Day
- Link to show Newsletters and Assembly presentations on our school website
- Lesson planners that show rights are at the top and evaluations of rights in topic
- Parent comment
- Photos of displays with rights, timetable with rights, LI with rights
- The SDG Friday Book Club examples from a class book

OUTCOME 1

Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

The language of rights is difficult! To help the children understand what it means, 'Rights Bags' have been created. The bags contain a script and visual prompts to support the language of rights. This helps the learners develop their understanding of rights in an age appropriate way.

Children in P1-3 created these posters to explain the meaning of words associated with the language of rights. These posters have been shared with the rest of the school and have been displayed around the school.



World Ocean's Day on our Twitter page:<https://twitter.com/KilcregganE/status/1534541729088643075>

Newsletters and Assembly presentations on our school website and Twitter. Scroll down the page to find Assemblies and Newsletters:<http://www.kilcreggan.argyll-bute.sch.uk/news/>

Kilcreggan Primary School and ELCC
Annual Assembly Overview 2022-23

Date	GRFEC FOCUS	WAGS E's and G's Focus	ASSEMBLY THEME	PARENTAL ENGAGEMENT SUPPORT	LINKS TO UNCRC ARTICLES
Sept	Safe	1. 20-21, 22-23, 24-25, 26-27, 28-29, 30-31	Wk 1: Keeping ourselves safe Wk 2: Row Christmas Wk 4: Above and Beyond	Talk to your child about how to cross the road safely Talk to your child about Stranger Danger	9 14 18
Oct	Healthy	32-33, 34-35, 36-37, 38-39, 40-41	Wk 1: Promoting healthy lifestyles Wk 2: Row Christmas Wk 4: Above and Beyond	Talk about the different foods you like and try something new	6 14 24
Nov	Active	42	Wk 1: Self worth and self belief Wk 2: Row Christmas Wk 4: Above and Beyond	Talk about the things your children have achieved Talk about your talents, skills and interests	16 25 29
Dec	Resilient	43-44, 45-46, 47-48, 49-50, 51-52	Wk 1: What is resilience and how can we nurture others? Wk 2: Row Christmas Wk 4: Above and Beyond	Do an activity together	12 13 29
Jan	Active	53-54, 55-56, 57-58, 59-60, 61-62	Wk 1: Physical wellbeing Wk 2: Row Christmas Wk 4: Above and Beyond	Set yourselves an activity challenge	31
Mar	Resilient	63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100	Wk 1: In what ways are I shaken and do I give in? Wk 2: Row Christmas Wk 4: Above and Beyond	Play a game together and follow the rules Choose a topic from the news and read it and share it with your class	12 13 14

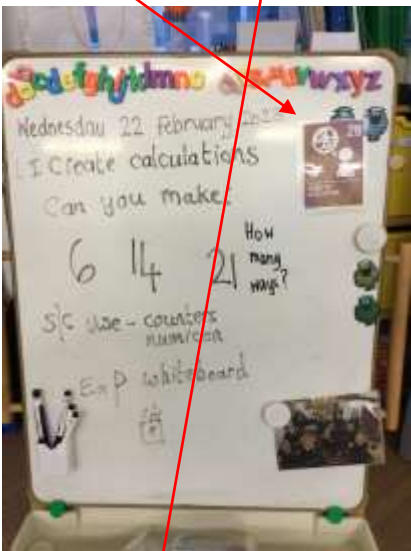


Our Assemblies are based on the SHANARRI Indicators and the rights of the child.

OUTCOME 1 - continued

Rights are displayed along with learning intentions, on schedules and on displays of work. This helps the children understand how rights impact on their daily lives.

Our planners with rights and our evaluations.



Kilcregan Primary School		
Class P2/3		
Session 20		
Theme: The importance of water, big question: where does water come from?		
Context for Learning	Interdisciplinary learning	Opportunities for personal achievement
Children's rights highlight the right(s) you will gather assessment evidence against. Please change this		
Article 12	You have the right to give your opinion and for adults to listen and take it seriously.	
Article 13	You have the right to find out things and share what you think with others, by talking or writing.	
Article 16	You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.	
Article 23	You have the right to special education and care if you have a disability, as well as all the rights in this Charter.	
Article 30	You have the right to practice your own culture.	
Article 40	You have the right to a good quality education.	

Rights
Articles 12 and 13: we investigated various water experiments online and the class chose those they wanted to do in class.
Article 16: the class chose their groups when they conducted experiments with water. they choose centers and who to play with.
Article 23: All children have been able to access the activities as part of play.

Rights Article 40
All pupils have been able to access outdoor learning and use it to develop their learning. This term, they have particularly enjoyed the water and the bark. Chalks continue to be a popular choice for drawing, writing and painting.

Parents at the PTA were asked their views about how rights impact the lives of their children.
'My child knows that they have a right to play. I love that language in my child's vocabulary. She has the confidence to talk about consent and privacy.' **Parent 1**
'At home, the children talk about Citizenship Groups. All the groups are relevant and my children see the importance of them. They debate and talk about them a lot.' **Parent 2**



OUTCOME 1 - continued

We linked back to term 1 and thought about where electricity comes from. We learned that Scotland likes to get its electricity from wind, the sun and water to keep our air fresh.

We linked this to our learning in Friday Book club about the Global goals.

Wind mill

Solar oven

Wind chimes

We had an outdoor day and made models to explore energy from the wind and the sun.



We also created raised beds so that we can grow some Scottish food.

We have planted beans, radishes, spinach, cabbage, carrots, spring onions and tomatoes. We linked this to Friday Book club when we learn about the Global Goals.

Errol's GARDEN



The P1-3 SDG Friday Book Club activities which linked in with Rights. These slides are from the class books that are posted on Seesaw and the school website for families and the community to see.

STRAND B

TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

Strand B Contents

- School Improvement Plan 22-23
- Class Charters in classrooms with rights
- Pupils topic ideas written on displays with rights
- Displays with rights
- Examples of class books which are posted on to Seesaw and school website with rights
- PAtHs displays
- Link to school's Positive Relationships Policy and Guidance document
- Rights Respecting Position Statement link to school website
- Photo of what we did on Anti-Bullying Week
- Pupil comments
- Childline poster
- Health Week
- SHANARRI Wellbeing Spreadsheets from attainment data
- Seasons for Growth
- Digital Schools Award
- Online Safety Policies made by pupils
- Outdoor Learning Position Statement
- Yoga display
- School Improvement 21-22 and 22-23, showing play and outdoor learning development
- Early Level Transition Policy
- Examples of what the Citizenship Clubs have been up to
- Examples of After-School Clubs
- Topic ideas displayed in classrooms with children's ideas
- Examples of children playing in the classroom and outside
- Examples of children leading their learning

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022-23

Strategic Priority 2:

Title: Refreshing Our School and ELCC Vision, Values and Aims

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (How)

Lead Person

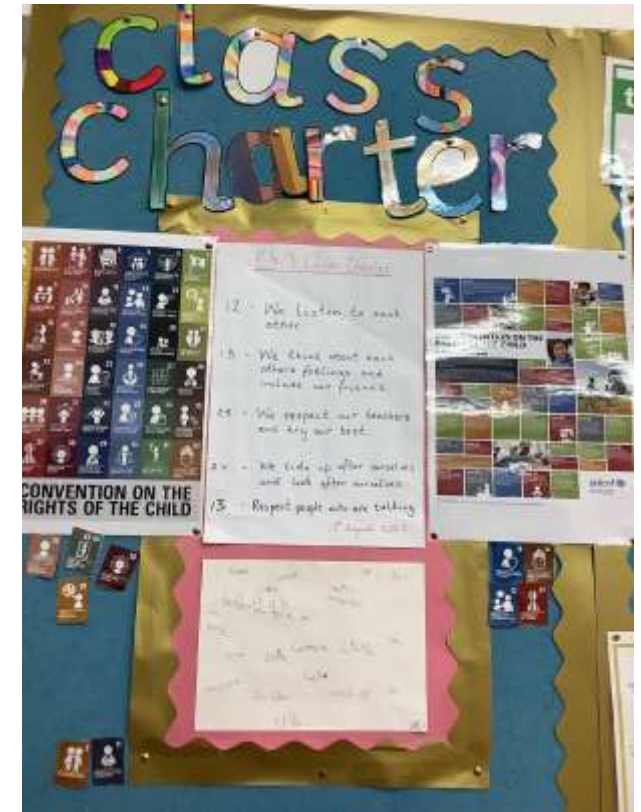
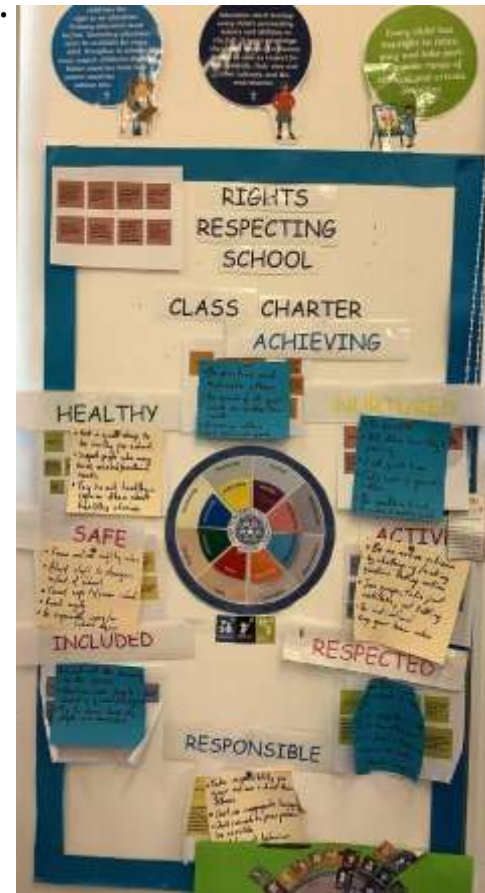
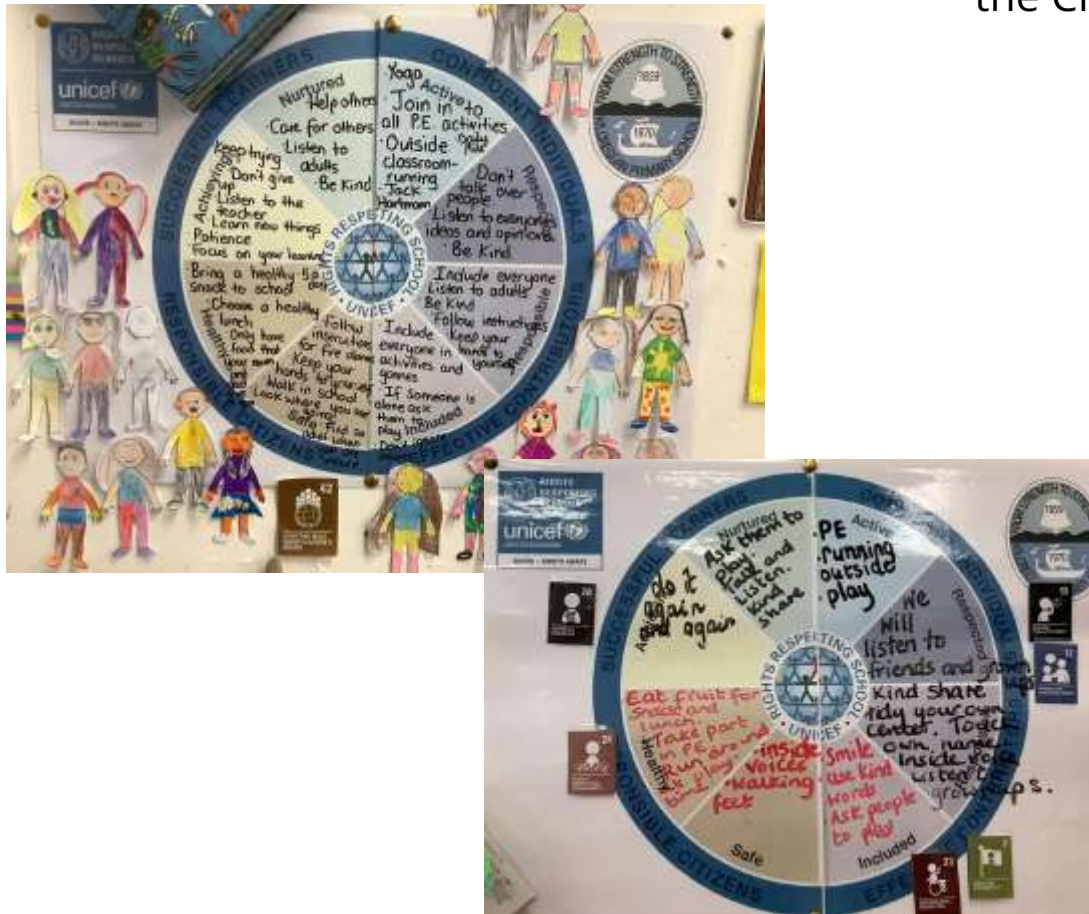
Timescale

Success Criteria to facilitate evaluation of learners' progress

Our School Improvement Plan shows that we are refreshing our school's Vision, Values and Aims. As you can see, the rights are a part of our key priority.

OUTCOME 2

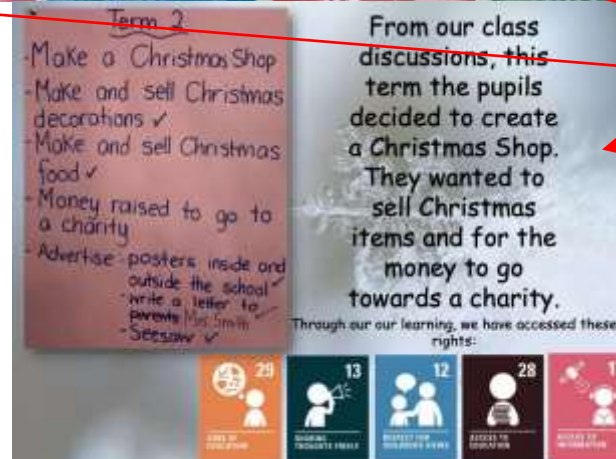
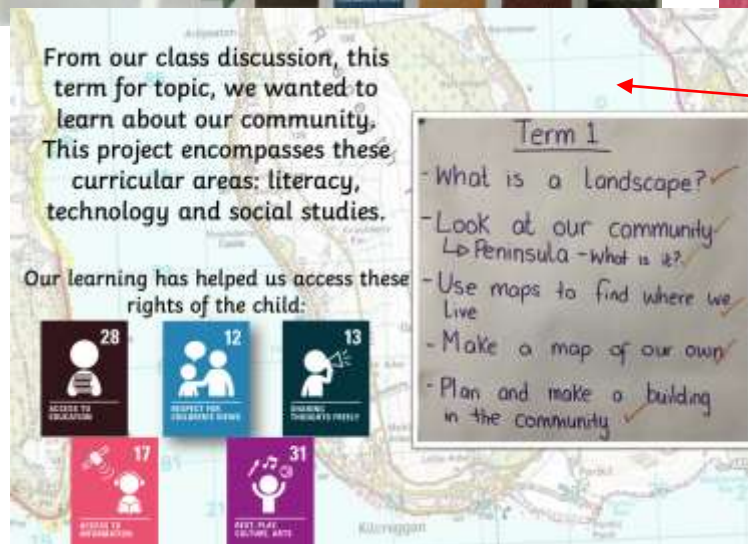
In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.



Each class in the school creates a class charter at the start of each session. The class charter links the SHANARRI indicators to the rights of the child. The charters are revisited in term 3 to ensure relevancy. Along with PArThS, the charter helps children understand the importance of rights to their learning, health and wellbeing.

OUTCOME 2 - continued

Rights are displayed along with learning intentions, on schedules and on displays of work. This helps the children understand how rights impact on their daily lives.



At the end of each term, we make class books to show families and our community what we have been learning and we show how these link in with rights. We post the class books on Seesaw and the school website for our families and our community to view.

Example of a class book: <http://www.kilcreggan.argyll-bute.sch.uk/primary-1-2/>

Example of class book: <http://www.kilcreggan.argyll-bute.sch.uk/primary-2-3/>



OUTCOME 3

Relationships are positive and founded on dignity and a mutual respect for rights.

All classes use the PATHS programme to teach social and emotional skills for Health and Wellbeing.



Our Positive Relationships Policy and Guidance is on our website. We follow Respectme:

<http://www.kilcreggan.argyll-bute.sch.uk/wp-content/uploads/2023/02/Positive-Relationships-policy-and-guidance-updated-June-2020-1-1.pdf>

Our Rights Respecting Position Statement: <http://www.kilcreggan.argyll-bute.sch.uk/wp-content/uploads/2023/02/RRS-Position-Statement-1.pdf>



Kilcreggan Primary School Rights Respecting Position Statement

At Kilcreggan Primary School we are on our journey towards becoming a Rights Respecting School.

Getting it right for every child (GIRFEC) is at the heart of Argyll and Bute's Our Children, Their Future, which states using a rights-based approach when considering children's wellbeing.

All children, young people and adults need to know about the UNCRC (Article 42). On 16th March 2021, the Scottish Parliament unanimously passed a bill to incorporate the UNCRC into Scots law. As a member of the United Kingdom which has signed and approved the UNCRC, this applies to Scotland and therefore children and young people have the right to know that they have rights.

Using the United Nations Convention on the Rights of the Child (UNCRC) and a rights-based approach, we access and promote children's rights. Duty Bearers (adults) have an obligation and responsibility to respect and promote children's rights. Right Bearers (children) are the rights-holders.

The UNCRC describes what every child needs to survive, grow, and thrive to live with dignity and achieve their potential. There are 54 articles of the UNCRC, the first 42 of which describe what every child and young person from birth to 18 years old should experience. The Convention is based on four general principles:

- Equality: the UNCRC applies to all children (Article 2)
- The best interests of the child must be a top priority (Article 3)
- Every child has the right to life, survival, and opportunities to develop to their full potential (Article 6)
- Every child has a right to be heard and listened to in matters that affect them (Article 12).

There are four key areas of impact for children at a Rights Respecting school: well-being, participation, relationships, and self-esteem.

What does Education Scotland say about Rights?

Children's rights are entitlements to fundamental human dignity. They are:



Anti Bullying week

We also campaigned against bullying within our school.



We showed a video to the school in assembly.



Posters on display around the school.

We presented an Assembly on Anti-bullying to the school. We watched videos and had discussions in class about anti-bullying. The Steering group made posters that are displayed around the school to questions pupils about behaviours they see or do.



OUTCOME 3 - continued

What do you know about dignity?

'I like it when Miss Kingaby talks about dignity. It makes me feel important. I know I do dignity because I am respectful to my friends and everyone. Actually, everyone is dignity here and at home and at Beavers.' P2 pupil

What happens when someone is choosing poor behaviour?

'Child 1: When someone is not choosing good behaviour, Miss Nubour quietly talks to them. I like that. That way no one is watching. Child 2: Yeah, then no one else can hear what she is saying. It's more private.' P4 and P5 pupil

'Child 1: Mrs Smith is really good at talking. She talks to us individually and will speak to us privately to talk through problems. Child 2: Yeah, all the teachers are respectful of our feelings and don't want us to be embarrassed.' P6 pupils

What happens when someone is choosing poor behaviour?

'Miss Kingaby always talks about our right to learn and we are not allowing others to learn if we are talking. She will speak to us outside the classroom or speak to us later. She 'checks in' with us.' P3 pupil

What happens when someone is choosing poor behaviour? *'Mrs Smith reminds us of our Rights. She says that everyone has a right to play. She tells us to keep our hands to ourselves and use kind words.'* P1 pupil

4

Children and young people are safe and protected and know what to do if they need support.

Childline number is in the school reception, easily accessible for all children.



For Health Week we did lots of activities for our physical and mental health:

- Mindful colouring
- Dancing and singing
- Sports Day
- Dental Nurse visitor
- RNLI Water Safety talk
- Fruit tasting
- Play
- PANTOSAURUS Rule
- Gardening



During Health Week, we had the RNLI Water Safety talk to teach children how to stay safe around water and what to do in an emergency. We have this talk every year.

S	H	Ach	N	Act	Resp	Respo	I
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10	9	9	7	10	9	9	7
10	10	10	10	10	10	10	10
10	9	9	7	9	9	9	9
9	10	9	10	9	7	9	7
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10	9	10	10	9	10	10	10
9	7	9	10	9	9	9	9
9	9	9	9	9	9	10	9

S	H	Ach	N	Act	Resp	Respo	I
10	10	8	10	10	8	10	7
10	9	9	10	7	7	9	7
9	4	8	10	10	9	9	8
6							
6	10	8	9	10	10	9	6
9	10	9	10	10	9	9	9
10	9	7	7	10	10	9	10
10	10	9	7	10	8	9	7
9	10	9	10	10	7	7	10
6	6		8	10	8	6	8
9	10	9	10	10	9	10	8
9	10	10	10	6	7	10	7
10	10	7	9	10	8	10	4
9	7	5	7	6	7	8	5
10	8	10	10	10	5	10	4
10	3	4	10	10	4	1	2

We have SHANARRI Wellbeing spreadsheets included in the school attainment tracking, for every child in the school. The children colour in a spider web on how they feel, using the SHANARRI indicators. This data gives us information on each child and their wellbeing. We can then take the child's views in to account when making choices with each child.

OUTCOME 5

Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.

We run the Seasons for Growth programme for children who experience significant change, loss or divorce in their lives. Whilst working in small groups, pupils reflect to cope, problem-solve, make good choices, set realistic goals and connect with others.



The Digital Leaders worked hard to gain the Digital Schools Award. Pupils learned how to stay safe online and the Digital Leaders created policies. One for pupils in the lower school and one for pupils in the upper school.



For online Safety Week, the Digital Leaders presented an Assembly on how to stay safe online, pupils made posters advertising how to stay safe online. Pupils from the upper school showed the lower school pupils how to play Interland, a game that teaches you how to stay safe online. The police presented to P4-7 classes about online safety and then the police presented to parents about how to keep their children safe online. The talks were advertised on Twitter and the presentation was uploaded to the school website: <http://www.kilcreggan.argyll-bute.sch.uk/digital-leaders/>



OUTCOME 5 - continued

Our Outdoor Learning Position Statement:

Outdoor Learning at Kilcreggan Primary School

At Kilcreggan Primary School, play and learning in all curricular areas take place both indoors and outdoors.

In Scotland, children have a legal right to the UNCRC. The following Articles are applicable to learning outdoors:

Article 23: Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Article 29: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 31: Every child has the right to rest, relax, play and to take part in cultural and creative activities.

A full list of Articles can be found here: [convention-rights-child-text-child-friendly-version.pdf \(unicef.org\)](https://www.unicef.org/convention-rights-child-text-child-friendly-version.pdf)

What does Education Scotland say about learning outdoors?

Scotland is one of only a handful of countries which now explicitly includes the use of the outdoor environment as a necessary approach and context for delivering its education curriculum. P4

The benefits of outdoor learning:

There is now a substantial base of national and international evidence about the benefits of taking learning outdoors. The impact of outdoor learning on children and young people's health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners.

Below are some general benefits of taking learning outside within and across curriculum areas:

- connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context, e.g. Science scores improve through environmental stewardship.
- outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, enquiry, critical thinking and reflection. Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative. Being outside has a positive effect on children's behaviour.
- children and young people find that not everything outside matches the models or the textbooks. This does not mean that what they have found is 'wrong'. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills
- children and young people are able to understand the relevance of a subject taught in school to everyday life

- children and young people can sometimes behave differently outdoors. Quiet pupils may speak more, others become calmer and more focused when outside, especially in a natural space
- the multi-sensory experience outdoors helps children and young people to retain knowledge more effectively. There are opportunities for pupils to learn with their whole bodies on a large scale. Physical co-ordination is improved when playing and learning outdoors.
- learning in a less structured environment can provide a different learning experience from that of the classroom, e.g. Results from a study of children with attention deficit disorder (ADD) indicate that children function better than usual after activities in green settings. The 'greener' a play area is, the less severe the ADD symptoms are.
- being outdoors can be a more relaxing learning experience for many learners. Nature is a buffer of life stress. The life stress impact is lower among children with high levels of nearby nature than among those with little nearby nature.

Full documents can be found here:

[Outdoor Learning \(education.gov.scot\)](https://www.education.gov.scot/)

[A summary of outdoor learning resources | Learning resources | National Improvement Hub \(education.gov.scot\)](https://www.education.gov.scot/)

What does Argyll and Bute say about outdoor learning?

The first objective of the Argyll and Bute vision and strategies for education, as detailed in 'Our Children, Their Future', is to **raise educational attainment and achievement for all**. The priority actions to achieve this are

- Improve the overall quality of learning experiences
- Tackle disadvantage and deprivation to close the attainment gap
- Improve literacy, numeracy and health & wellbeing outcomes for children and young people
- Continually improve curriculum design and development

Our Children, Their Future': [argyll-bute-vision-strategy-final-web.pdf \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/)

This can be read along with Education Scotland's stance on outdoor learning, above.

What does outdoor learning look like at KPS?

Having conducted research into the benefits of outdoor learning during session 2022-23 as part of the School Improvement Plan, staff and practitioners at Kilcreggan Primary School aspire to:

- include outdoor learning for learners every day
- enable learners to experience a range of activities and curricular areas, outdoors
- include learners in the planning of outdoor teaching and learning
- plan for outdoor learning in all curricular areas

We celebrated Health Week in June 2022 by having Sports Day, tasted new fruits and danced everyday and went outside to learn/ play for our mental health. All classes take part in the daily mile throughout the year.



OUTCOME 5 - continued




Yoga display - pupils wrote on post it notes who they feel about having weekly yoga sessions in school.

	KILCREGGAN PRIMARY AND EARLY LEARNING AND CHILDCARE CENTRE IMPROVEMENT PLAN 2021 - 2022
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2021-2022
Strategic Priority 3:	Title: Raise Engagement and Long Term Attainment in Numeracy Through Development of a Play Based Curriculum		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy;Closing the attainment gap between the most and least disadvantaged children;Improvement in children and young people's health and wellbeing; andImprovement in employability skills and sustained positive school-leaver destinations for all young people.			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
School leadership Teacher professionalisation Parental engagement Assessment of children's progress School improvement Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Try to complete a self-evaluation focusing on opportunities for play. Develop new for projects working with Northern Alliance and Education	Helen McGuire PT, working with Peter Hewland, Education Scotland	September 21	A focused area will identify specific interventions

Play and outdoor learning is a priority for us at K.P.S. and has been part of our School Improvement plan for the last 2 years.

Establishment Maintenance Improvement Planning – Optional		Session: 2022-23
National Improvement Framework Key Priorities <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in attainment, particularly in literacy and numeracy.		
National Improvement Framework Key Drivers <ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalisationParent/carer involvement and engagementCurriculum and assessmentSchool and ELC improvementPerformance information	HGIOS 4 and Early Learning and Childcare Indicators <ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Argyll and Bute Education Key Objectives <ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels
Key Actions (from previous plans):		

Page PAGE * MERGEFORMAT 13
 Establishment Improvement Plan 2022 - 2023
Moderation - Charlotte Kingaby (Acting Principal Teacher) to work with Rosneath and Garelochhead QAMSO's to organise joint sessions with staff focused through Priority 1
Play through Outdoor Learning - Helen McGuire (Principal Teacher) to lead development of Play strategies into P4-7 classes through outdoor learning: Session 2022-23: Taking the curriculum outside Whole school outdoor learning, starting 1 x 15 mins/week leading into breaktime increasing to 4 x 15 mins/week by end of session.

OUTCOME 5 - continued



KILCREGGAN PRIMARY SCHOOL ELCC



Early Level Transition Policy

Access to high quality Early Learning and Childcare is the entitlement of all children. An important part of this is the transition into P1. Practitioners and staff at Kilcreggan Primary School aspire to provide positive transitions practice between early learning and childcare settings and this school for all children.

Timetable for transition:

Term 3	Term 4	Summer Break	Term 1 of P1 year
<ul style="list-style-type: none"> P1 registration opens Parents are directed to the school website to access a copy of the school handbook P1 teacher plays in the ELCC settings, getting to know the children 	<ul style="list-style-type: none"> 'Being Me' completed by parents Argyll and Bute transition topic starts in ELCCs Children from the ELCC settings play in P1 and tour the school x4 sessions P1 teacher holds virtual meetings around HWB, Numeracy and Literacy for parents. Taking into account the above virtual meetings, a transition book and leaflet and a Seesaw classroom are prepared and shared with parents and practitioners Parents come with children for a play and stay session in P1 classroom Staff and practitioners collaborate to plan a continuous early level experience 		<ul style="list-style-type: none"> A play pedagogy and the Argyll and Bute topic continue into P1 ELCC practitioners play in the P1 classroom P1 teacher holds a 'Meet the Teacher' presentation which is posted on Seesaw and the school website

In addition to the above timetable, ELCC children at KPS take part in various whole school activities and events as part of their play and learning. For example: attending and taking part in assemblies/church services, being part of whole school Above and BEYond, using the hall for PE, eating lunch in the hall as opportunities arise, watching pantomimes, taking part in shows and performances.



KILCREGGAN PRIMARY SCHOOL ELCC



Supporting information from Education Scotland and Argyll and Bute Council regarding transition for pre-school children into P1:

Education Scotland Position Statement:

EXTRACT: The Position Statement is informed by a shared understanding of the importance of transitions and the need to address the impact of transitions in children's lives

LINK: [Summary - Scottish Early Childhood and Families Transitions Statement \(education.gov.scot\)](https://www.education.gov.scot/publications/summary-scottish-early-childhood-and-families-transitions-statement/Pages/default.aspx)

Realising the Ambition (National guidance [realisingtheambition.pdf \(education.gov.scot\)](https://www.education.gov.scot/publications/realising-the-ambition/Pages/default.aspx)):

Transitions, Section 8.8, Page 95

8.8 Key features of positive transitions practice from an early learning and childcare setting to school

- practitioners/teachers who recognise that for every child the transition experience is unique to them and who provide environments that are ready for children, that meet children's needs and the needs of their family
- collaboration between practitioners and teachers which is focused on planning a continuous 'early level' curriculum experience
- play pedagogy in the early stages of primary school, that is built on a clear and shared rationale and distributed leadership
- a shared understanding between practitioners and teachers of the benefits of children's active engagement in planning their learning
- induction programmes that value parents' knowledge of their child and the learning children bring with them to school
- priming activities which promote parents' active participation during the transitions process rather than being viewed as passive recipients of information and rules to be followed
- bespoke and or enhanced transition arrangements for children with additional support needs

OUTCOME 5 - continued



KILCREGGAN PRIMARY SCHOOL ELCC



Northern Alliance: [NA-Transitions-Framework-FINAL-1-1.pdf \(northernalliance.scot\)](#)

Argyll and Bute Guidance, November 2020: [YOUNG CHILDREN.pptx - Google Slides](#)

'Transitions should be focussed on relationships and supporting the health and wellbeing of our children and young people'. Argyll and Bute Transition Workstream, November 2020

Argyll and Bute Transitions Document: What establishments should be doing:

1. Cluster level meeting to ensure consistent approach across cluster schools. This should involve Early Years staff (e.g. where there are standalone nurseries and representation from Early Years central team locally).
2. The local cluster should make agreements on: <ul style="list-style-type: none">• Plans for virtual transitions (when should this happen);• Plan for physical transition (plans made for those pupils requiring an enhanced transition as well as for all pupils);• How Early Years staff can support Primary 1s in August.
3. Primary schools should establish a Primary 1 community group/forum; the medium of which will likely be school specific. It is through this forum that schools can communicate some of the plans determined in Step 1.
4. Virtual transitions should include: <ul style="list-style-type: none">a. Meetings between key workers and Primary 1 teachers/ support staff;b. Virtual tours of new establishment;c. Head Teacher, Primary 1 Teacher and Parent / Carer session;d. Handbook, social story, photos etc to be sent to all new Primary 1s;e. Child plan/transition meetings for those who require an individualised and/or enhanced transition.
5. Physical Transitions As per guidance below, physical transitions can take place when required, providing risk assessments and establishment protocols are followed. Plans may feature children visiting the primary learning environment with key workers/ELC staff who are able to support them in meeting new, key members of Primary staff.

OUTCOME 6

All children and young people are included and are valued as individuals.

All pupils have had a chance to participate in and make changes in their school and community by being involved in Citizenship Clubs; Digital Leaders, Eco Group, RR Steering group, Pupil Council.

The Pupil Council surveyed their peers to find out what they wanted to change in the school. After working to make these changes, they then presented to the school, advertised it on Twitter and put it on the school website: <http://www.kilcreggan.argyll-bute.sch.uk/wp-content/uploads/2022/11/Pupil-Council-Playground-2.pdf>

The RRS Steering Group chose which articles to focus their campaign on. They chose to campaign for refugee children to access their Rights. Through World Book Day, the school have donated money towards The Scottish Refugee Council.



After the Eco Group saw the amount of waste in our school after lunch, pupils decided to do something about it. They have been weighing the food to show pupils how much waste we have. This has made pupils think carefully about their lunches and their waste. Pupils have also organised Terracycle in the school, with Terracycle bins set up in the school to recycle certain types of materials.



OUTCOME 6 - continued

Pupils have been able to choose from a range of after-school activities provided by teachers, parents and volunteers. Here are a few that are on offer:



OUTCOME 7

Children and young people value education and are involved in making decisions about their learning.

For topic, pupils choose what to learn and how they want to learn. Their ideas are written down and put on display for everyone to see.

This is what we want to learn this term.

Term 3 - Scotland

- Scottish artists
- Why are there different Scottish accents?
- Loch Ness Monster
- Scottish people
- The Jacobites
- The Celts
- Scottish land - How was it made?
- * Make a fact book
- * Make a leaflet

Term 3 Learning in P1/2

Focus: Scotland
: How people lived in the past in Scotland

Scottish: dancing, food, language

learning Scots words in poems, stories and songs

Vikings

Language:
listening to facts,
making notes.
using what we have learned in different ways.
Creating stories.

Drama - making our own Viking saga

Homes - making models

Clothes - making puppets

Jewellery - making clay jewels

Food - planting carrots and onions



Term 3 IDL

- Make a timeline.
- Write a Scottish history report.
- Write a diary recount from a point in time in Scottish history.
- Write a Scottish themed poem

OUTCOME 7 - continued

Pupils have free access to materials in the classroom and have regular opportunities throughout the day to learn through play and lead their own learning.

P3 pupils made their own video on The Three Little Pigs by themselves:
https://app.seesaw.me/pages/shared_item?item_id=item.a3fc1d46-10e3-49b7-8e57-1a300f393d78&share_token=7dGO4nzFQLWyEmeNvardpg&mode=share



STRAND C - contents

Strand C Contents

- Examples of how children's views are taken seriously through Citizenship Clubs
- Teachers evaluation of Citizenship Clubs from Term 1 and Term 2
- World Oceans Day activities from class book
- World Oceans Day on Twitter
- RR Steering Group Assembly presentation on campaign on the school website
- RR Steering Group Assembly advertised on Twitter
- Link to Suella Braverman letter on school website and advertised on Twitter
- Mindfulness Boxes
- World Book Day

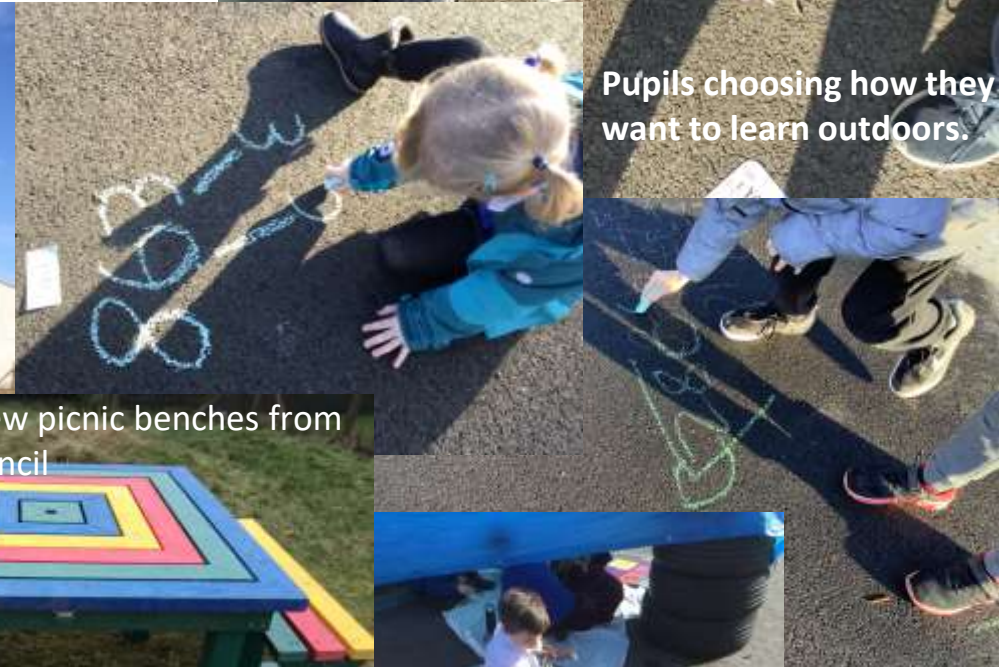
OUTCOME 8

Children and young people know that their views are taken seriously.

After surveying the school, the pupils wanted some picnic benches to socialise and eat lunch at. They asked the Parent Council for help to buy one. The Parent Council agreed and asked the Pupil Council to choose which picnic benches they wanted. Pupils moving the new picnic benches to the area they want them in the playground.



Pupils choosing how they want to learn outdoors.



One of the new picnic benches from the Pupil Council



From the survey, pupils wanted more outdoor equipment. They were part of buying and setting up the equipment. They then presented an Assembly to the school, to let pupils and staff know about the new equipment and arrangements. They then posted it on Twitter and on the school website: <https://twitter.com/KilcregganE/status/1595534550251233297>



Bin from Pupil Council



OUTCOME 8 - continued

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

Progress and Impact

Rights Citizenship Groups:

Overview: The group started by completing activities to remind and revise what the Rights of the Child are. This included exploring the articles, talking about them together and choosing their favourite right. Each learner explained which was their favourite and why this was so. Additional activities explored further the language of rights using the P1/2 rights bag.

The group undertook two campaigns: (improvement activities) School wide Anti bullying campaign to improve HWB (curriculum) and secondly they campaigned for the rights of refugee children (community engagement).

The anti-bullying campaign sought to improve learners' engagement with the HWB *curriculum* and to ensure all learners access Article 19, the right to protection from violence. Interactive posters displayed around the school and a school assembly engaged the *school community* in learning and thinking about bullying; what it is and is not and how it makes others feel.

The campaign for the rights of refugee children, also deepened learning and understanding of the *HWB curriculum*. The group focussed upon these rights: Article 10: children have the right to have contact with their parents across countries. Article 22: Refugee children have the same rights as all children. Article 9: Families should stay together if possible. The group defined campaigning and refugee status. Working in groups and through various activities, they then explored being a refugee and the rights of refugee children. They used this to engage with the *wider UK community* by writing to Suella Braverman to speak out for the rights of refugee children.

Impact: Curriculum, improvement activities, community involvement:

Skills:

Social intelligence: Feeling; social conscience

Campaigning for the rights of refugee children and undertaking a school wide anti bullying campaign have both enabled the learners to develop their social conscience.

Four Capacities:

Responsible citizens:

Working in vertical groupings throughout their learning, all learners demonstrated respect for others. There were numerous examples of older learners supporting younger learners to understand the sometimes difficult concepts under discussion.

Effective contributors:

The activities and range of learning that took place over the course of the sessions, allowed the learners to communicate in different ways and in different settings. They have learned together in pairs, small groups and have communicated to the school (assembly) and to the wider community when writing to the Home Secretary.

Successful learners:

All learners demonstrated openness to new thinking and ideas. Learning and thinking about refugees who are children allowed the learners to compare their experiences to those of the refugees. As a result, many demonstrated deep empathy when discussing and reflecting. Discussing and learning about bullying behaviours and how to communicate this to the wider school community gave the learners the opportunity to use technology (power point). Making posters and displaying them throughout the school allowed the learners to think creatively and independently.

Confident Individuals:

The learners were able to demonstrate their commitment to ambition after discussing how they could campaign effectively for child refugees to be reunited with their parents at the earliest opportunity. Following a discussion about the use of technology and the internet, they started to understand how social media can be used for good and will use Twitter and the school website to advertise their campaigns.

Digital Citizenship Groups:

One of the most important areas identified for further development in our digital practice through pursuing the Digital Award was ensuring internet safety and knowledge for both parents and pupils. This has been the focus of the first session of the digital leaders group.

The multi stage and age contingent of the group has provided fantastic opportunity for illuminating discussion and a better understanding of how our pupils engage with digital literacy and platforms both in and out of school. The sessions were merely facilitated by the teacher with both conversation and activity led and managed by the older pupils encouraging participation and contribution from younger pupils.

Pupils engaged in a number of activities to develop their knowledge of the dangers and potential issues surrounding internet use, digital learning, communicating online, responsible behaviour and also the children's rights involved.

The initial digital leaders group collaborated to create ICT acceptable use policies for both upper and lower school stages. These are visible in each classroom and are frequently shared with pupils at appropriate times.

Pupils have undertaken a survey also across the whole school which has revealed a detailed picture of how pupils of all ages engage with digital devices and the internet, the fears and concerns they have and also what they would like to know more about.

All the work of the digital leaders group has been summarised in a Google site the pupils created and maintain. This has also provided the opportunity for younger pupils to establish their digital literacy and skills with the support of more knowledgeable and experienced older pupils.

<https://sites.google.com/ab.glow.scot/digitalleaders/home>

In further developing the digital journey of our school the group decided they wanted to establish a Digital Safety week for the whole school, based on the five pillars of internet safety outlined by Google Education. The previous group has undertaken the groundwork for this and the current group will deliver presentations daily for a week in Feb with each day focussing on a different pillar.

Pupils also established the need for involving the wider community in this digital safety week. In response to this the PT running this group has contacted the local police who will present to both pupils and parents on issues surrounding internet safety. A comprehensive survey has also been created for parents which will allow us to target and inform parents in regard to their concerns.

This pupil group has been essential in driving forward our pursuit of getting the best out of interaction with digital mediums and learning and providing the safest environment and knowledge for our pupils to navigate the digital world. As part of evidencing and celebrating this work we will be pursuing our Digital Schools Scotland Digital Wellbeing Award.



Pupils safely using IT in the school after Online Safety Week.



OUTCOME 8 - continued

Pupil Council:

To begin, the pupils surveyed their classes to find out what they wanted to improve around the school. After feedback and discussions, the main topics were; to improve playing outside, there was lots of litter in the playground, nowhere to sit outside, and concern about a large gate being unlocked.

Playground - Some pupils in the school raised the point that before COVID, everyone used to play together and that they wanted it to go back to how it was. So the Pupils Council surveyed their classes to find out the positives and negatives of playing as a whole school and whether the pupils wanted it. The Pupil Council also surveyed the adults who are outside supervising, as they felt it would impact on them too. The results showed that the majority of the school wanted to play together.

The Pupil Council also discussed solutions to the concerns that were brought up through the class surveys. After an investigation into how much litter they could find outside, the pupils found that the only place with litter was the pitch and there were no bins provided in this area of the school. They felt the solution to this was to ask Mrs Smith for a bin in the pitch area.

They decided to ask the Parent Council to help in raising money for a picnic bench to sit outside during playtime and lunch. Some pupils also wrote letters to the local mechanic garage to ask for leftover tyres to play and make seats out of. The pupils were very excited to see the tyres in the school playground a week later.

With their ideas, the Pupil Council wrote a letter to Mrs Smith to organise a meeting. Older pupils partnered with younger pupils wrote letters to Mrs Smith, asking for a meeting and detailing their peers' concerns. Some pupils decided to type a letter on the laptop. The Headteacher agreed to buying a couple of bins for the pitch. She said she would take the picnic table idea to the next Parent Council meeting to discuss the possibility of buying an outdoor table. The Headteacher stated that she would look into ensuring that the gate was locked. The pupils were then invited by the Parent Council to choose the picnic table that they would want and Mrs Smith asked them to choose the bins.

Through surveying their classes and meeting with the Headteacher, the pupils felt like their views and ideas were valued. The pupils were a little nervous at presenting to the school but after seeing the play equipment and the picnic benches arriving, this then gave the Pupil Council more confidence to present their Assembly to the school.

Through discussions and partnering up pupils from different classes, interesting discussions took place, with all pupils contributing well to whole class discussions and pupils being open to new ideas. All pupils were respectful of each other's ideas and opinions, no matter what class they were from. They were also respectful of everyone's contributions, through writing, pictures or verbal discussions.

Using the PEF money, 2 PTs bought play equipment for the playground. The Pupil Council organised the stations outside, made posters to show the stations and presented an Assembly to inform pupils and staff about the play equipment and how to use it safely. The Powerpoint used during the Assembly was posted on to the school website and the schools Twitter page to inform parents and the wider community.

Eco Council:

Overview: Pupils

Four Capacities

Successful Learner: All pupils were open to new thinking and ideas and engaged in discussion, showed existing knowledge and made valuable contributions to the group discussions.

All pupils made reasoned evaluations when analysing environmental audit.

All pupils worked effectively as part of a group and took on responsibilities of carrying out the audits as a group and supported each other.

Responsible Citizen: All pupils demonstrated commitment to participate responsibly and took the issues discussed seriously.

Most pupils successfully evaluated environmental food issues through WWF lesson plans which helped inform their ethical views about food waste. They could identify resources used in food production and effective ways to minimise food waste in their daily lives.

Skills

Feeling: social conscience

All pupils demonstrated their social conscience by showing their feelings towards issues of food waste and the environment through the environmental audit and WWF lesson plans.

This document explains what the Citizenship groups have been up to and the impact of the groups.

OUTCOME 9

Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.

Pupils campaigned for World Oceans Day. They made a display of fish in pollution to encourage the school to pick up litter. They then posted their work on Seesaw to encourage the community.



← Tweet

Kilcreggan Primary School and ELCC
@KilcregganE

P1-3 celebrated #WorldOceansDay. They've been learning about Global Goal 14-Life Under Water. Pupils made posters to encourage everyone to pick up litter. Today they made a banner for World Oceans Day drawing pictures of how people can help.



3:23 PM · Jun 8, 2022

Pupils have been campaigning for rights for refugee children. They wrote a letter to Suella Braverman, the Home Secretary, and are waiting for a reply. Their letter was posted on Twitter and on the school website. Pupils also presented an Assembly to explain how the RR Steering Group have been campaigning for refugee children.

The letter to Suella Braverman was posted on Twitter and the school website: <http://www.kilcreggan.argyll-bute.sch.uk/wp-content/uploads/2023/02/Letter-to-Suella-Bravermanocument.pdf>

← Tweet

Kilcreggan Primary School and ELCC
@KilcregganE

The Steering Group have been campaigning for refugee children in Scotland. We decided to write a letter to Suella Braverman, the Home Secretary, to find out what the government are doing about this: [kilcreggan.argyll-bute.sch.uk/wp-content/upl...](http://www.kilcreggan.argyll-bute.sch.uk/wp-content/upl...)

10:37 AM · Feb 15, 2023 · 214 Views



← Tweet

Kilcreggan Primary School and ELCC
@KilcregganE

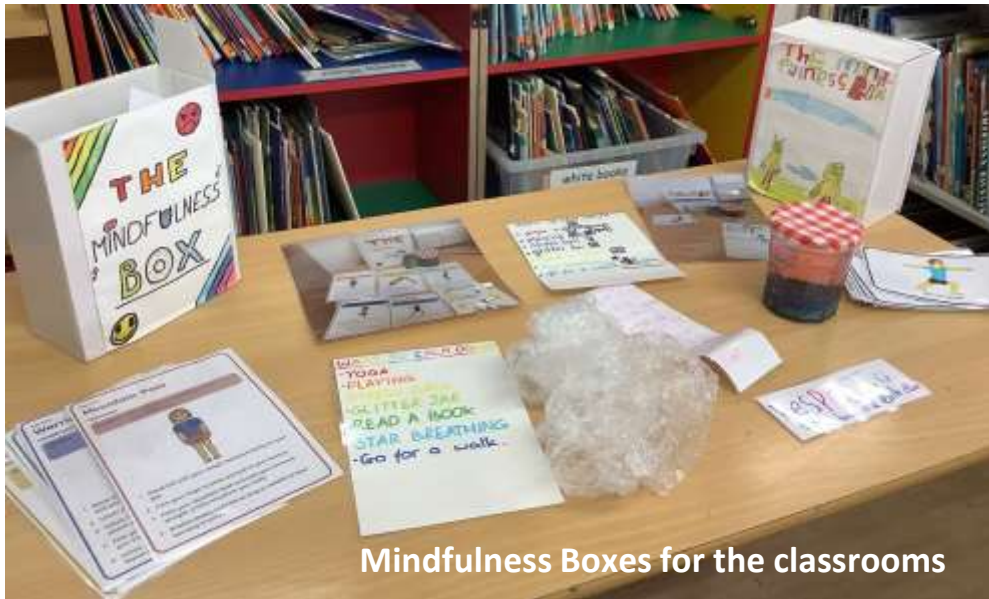
The Rights Respecting Steering Group presented an Assembly to tell everyone what they have been up to and remind them of the plans for World Book Day 2023. To see the presentation, follow the link: [kilcreggan.argyll-bute.sch.uk/wp-content/upl...](http://www.kilcreggan.argyll-bute.sch.uk/wp-content/upl...) #UNICEF #RRS #WorldBookDay2023

5:55 PM · Feb 23, 2023 · 192 Views

The RR Steering Group Assembly presentation on school website: <http://www.kilcreggan.argyll-bute.sch.uk/rrs/>

OUTCOME 9 - continued

For Christmas, the classes made items to sell at the Christmas Fair. Pupils made Christmas decorations, gifts, food, vegan food and hot chocolate. Families were invited to the fair to buy and raise money for different causes. The money raised went to the local food bank and Centerpoint Glasgow for homeless teenagers.



Mindfulness Boxes for the classrooms

The RR Steering Group have planned to raise money for the Scottish Refugee Council through World Book Day and asked families to bring in unwanted books, which the Steering Group will donate to the local community library.



Tweet



Kilcreggan Primary School and ELCC
@KilcregganE

The RRS Steering Group are organising World Book Day 2023. To find out what we are planning, please follow the link: kilcreggan.argyll-bute.sch.uk/wp-content/upl... #RRSA #WorldBookDay2023

2:02 PM · Feb 18, 2023 · 49 Views



Tweet



Kilcreggan Primary School and ELCC
@KilcregganE

A big thank you to everyone who donated money for World Book Day. We raised £65! The RR Steering Group decided that money will be donated to The Scottish Refugee Council. #WorldBookDay2023 #UNICEF

Additional comments from school and wider community

'My child knows that they have the right to play. I love that language in my child's vocabulary. She has the confidence to talk about consent and privacy.' **Primary 5 Parent**

'At home, the children talk about Citizenship Groups. All the groups are relevant and my children see the importance of them. They debate and talk a lot about them.' **Primary 2 Parent**

'She talks about her rights all the time at home. She was really excited to see the picnic tables arrive at school. She could see that she had made an impact at school and she felt valued when she got to choose which picnic table' **Primary 4 Parent**

'My child has been talking a lot about refugees, after learning about them in school. She feels very strong about helping them, as she knows they are not getting their rights. She loved writing to the Home Secretary. She now wants to write to more MSPs' **Primary 4 Parent**

'Rights in our school helps pupils feel respected and safe. Supporting all aspects of development. I see rights with pupils in the playground when we are talking.' **Classroom Assistant**

'Within our school a child with a disability have the right to an education. This may be work that needs adjusted to suit their needs. They all know that they have a right to play and let their peers have a right to play and an education. You can see this by the children including everyone in their play and in PATHS discussions.' **Additional Support Needs Classroom Assistant**

'I feel Kilcreggan Primary Staff and pupils are working together to create a nurturing environment in which, every individual feels respected, supported and responsible for themselves and each other and the community they live in.' **New Class Teacher to Kilcreggan Primary School**