

You Asked	Our Answer
How does a composite class work for the younger ones?	Information on composite classes can be found here: https://www.crosshouse-pri.s-lanark.sch.uk/index_283_2025941934.pdf
Are group dynamics taken into account when placing in class groups?	Classes are formed on the basis of working groups in literacy and/or numeracy. This means that children working at broadly the same pace and level in these subjects are grouped together.
How are the classes split for numeracy and literacy as they have to cater for 2 stages in a composite class?	A teacher within a straight stage or composite class will use groupings depending on the support and challenge required.
Will homework from last year be duplicated for children who are in a composite class? Why is one of this week's homework tasks identical to last years?	Homework should not be duplicated unless the children are revising or revisiting a previously taught concept.
What options are there for music tuition? Do they get a chance to do music lessons?	Specific music tuition is offered by the SLC Instrumental Music Service at Primary 5 and Primary 7. Children at all stages will also receive music lessons as part of the core primary curriculum.
Do the kids always have to use Google Classroom for completing their homework?	Yes Google Classroom is the main platform we use for homework. Our Home Learning Policy will be reviewed this year. We will be seeking the views of parents/carers, children and staff as part of our review.
Spelling is still a struggle. Is Doorway online still relevant for P5?	Yes Doorway online is suitable. Please contact us if you require further help and advice regarding your child's spelling.
She loves reading. How do I make sure the non-school books are age appropriate and challenging enough?	The five finger rule The five finger rule is a quick and easy way for your child to check if a book is suitable to read on their own. Before they start, ask them to turn to a random page in the book and read it. For every word that they don't know, they should hold up a finger. Your child can use the following guidelines according to how many fingers they hold up: 0 or 1 – Most probably too easy for your child. 2 – A good choice that will give your child a reasonable challenge and allow them to learn new words. 3 – Your child might need some help, but still a good choice if they're up for a challenge.

	4 – May be too difficult for your child to read on their own. If you are on hand to give them help or read along with them it can be suitable, but if they are reading on their own, choose a different book. 5 – Most probably a bit too advanced, try a different book.
Will classes take part in Bikeability?	P5 will take part in Level 1 Bikeability during the school day as part of PE. P6 and P7 will be offered the opportunity to take part in Level 2 Bikeability as an afterschool club later in the year.
When is bikeability due to begin?	Dates have not yet been confirmed.
Can events like Meet The Teacher be first thing in the morning?	Due to whole school timetabling it is much easier for us to host events in the afternoon.
Will it be possible to have more friends and family members to attend shows?	Our hall has a maximum capacity and as a large school we cannot accommodate more than 1 or 2 tickets per child.
Will it be possible to have shows in the evening?	We are unable to have shows in the evening as we cannot guarantee the number of staff required
East Kilbride topic again?	Every year each stage studies a different aspect of East Kilbride. The contexts are: P1 – Calderglen Park P2 – Features of East Kilbride Landscape P3 – Sense of Place Mapping/Journeys P4 – Housing P5 – History (village to new town) P6 – Hairmyres Hospital P7 – Local Industry/jobs
What afterschool/lunch club options are there?	This information will be included in our September Newsletter.
Is there a chess club?	Not at the moment.
Are the school trips the usual places?	We have not planned the class summer trips yet. Our P7s will go to Dalguise Residential Centre in April 2027.
Are there plans to give less homework at Halloween week or Christmas etc? Kids have parties/trick or treating etc which makes homework hard to get to.	Teaching and learning does not stop during these periods and therefore homework will still be issued.
What plans are in place if a child hits another child in the class. Are they removed until they calm down?	We take the safety, well-being, and emotional regulation of every child in our class very seriously. When a child physically hurts or hits another child, we follow a clear, supportive, and consistent response plan which is outlined in our Relationships Policy.

	Our first priority is ensuring the safety and care of the child who was hit. A staff member immediately attends to them, offers comfort, checks for any physical injury, and provides appropriate care. If a child is dysregulated or being physical they are gently stepped away from the group or activity to allow them time and space to calm down safely. Depending on the child and situation, this may mean moving to a designated quiet area within the room or stepping out into a peaceful space with a member of staff. A child is never left unsupervised. A staff member remains with them to support emotional regulation and ensure safety. Once all children are calm and regulated, staff talk through what happened at a developmentally appropriate level. We focus on identifying feelings, understanding boundaries and discussing safer ways to express frustration or resolve conflict. Parents of both children involved are informed about the incident. If physical behaviour is recurring, we work closely with the child's family to create an individualised Behaviour Support Plan, identify triggers and implement proactive strategies.
If the kids are taught for 6 hours a day, why issue so much homework?	Please see the section in our September Newsletter entitled ' Why Homework Matters'
How long should homework take each night? Given many children have clubs and activities in the evening. How long should homework be taking each night?	The time taken to complete tasks will be different for each learner. As a guide, it should take 20-30 minutes per night. We feel that a big part of home learning is learning to balance school tasks with play, extra-curricular activities and family time.
If unable to upload homework to Google Classroom can you hand in a paper copy?	Yes a paper copy can be provided if there are difficulties accessing Google Classroom.
Paper homework.	See response above. We will carry out a Homework review this year. Parents/carers, children and staff will be asked for their views.
Why is screentime to be limited when homework is done on screens? Limiting Screen time is hard when homework is on screens.	Educational tasks on screens require focused attention, active problem-solving and cognitive effort. In contrast, recreational screen time (such as scrolling social media, watching videos, or playing video games) often involves high-frequency stimulation that can lead to digital fatigue and overstimulation. Prolonged screen exposure, regardless of the activity, strains young eyes and keeps the central nervous system highly engaged. Balancing educational screen use with non-screen downtime ensures children get essential physical movement, outdoor play, offline creativity and eye rest. Distinguishing between "productive digital work" and "leisure screen time" helps children learn digital literacy and self-regulation, teaching them that screens are primary tools for learning rather than a constant source of background entertainment.

	Ultimately, while schools guide digital learning during the school day, parents play the vital role in setting boundaries, monitoring home device use and encouraging balanced offline routines.
Some children don't have tablets, therefore using their parents phones to do online homework. Can these children borrow Chromebooks from school?	We do not have Chromebooks available for children to take home. Please contact us if you have access issues.
Will Pick & Mix Homework still be given on top of class homework?	We removed the Pick & Mix option from weekly tasks a few years ago. We will only use this option for special events e.g. Book Week Scotland.
We are really happy with everything at Crosshouse and feel well informed about the home learning that is required. Google Classroom works very well.	Thank you.
Are the P6 classes able to mix with the other P6s at playtime and lunchtime?	Yes.
Rough idea of where child should be.	The diagram illustrates the educational progression from Pre-School to Senior Phase. It consists of five horizontal bars of increasing length, each representing a stage of education. Above the bars are four circular markers indicating levels: 'Early Level' (red), 'First Level' (orange), 'Second Level' (green), and 'Third/Fourth Level' (blue). A vertical dashed line separates the 'Broad General Education' phase (covering the first four levels) from the 'Senior Phase' (covering the final level).
Rules for mobile phones in P7?	The following information was included in our August Newsletter: Children are not permitted to bring mobile phones or devices to school. This is in line with our Mobile Devices Policy. Children are not permitted to bring any other personal electronic devices to school including Smart Watches. Despite the obvious distraction Smart Watches pose, some are

	camera and internet enabled and therefore present the same concerns as mobile phones in terms of safeguarding. There may be exceptional circumstances where parents/carers request that their child carries a mobile phone for after school use. Parents/carers are asked to make this request, in writing, to Mrs Murray. If a request is granted, parents/carers and children must sign a mobile phone agreement and phones must remain switched off, in school bags. This process should be carried out every year and therefore any previous requests must be resubmitted at the beginning of the school year.
Is swimming in the P7 schedule?	No. P6 attend swimming lessons at the Dollan Leisure Centre.
When are the afterschool clubs scheduled to start?	Monday 5 th October. Information will be included in the September Newsletter.
What subjects are covered in P6?	The curriculum is divided into eight key areas that encompass various subjects and skills: Expressive Arts, Health and Wellbeing, Languages, Mathematics and Numeracy, Religious and Moral Education (RME), Sciences, Social Studies and Technologies
What is the deadline for homework?	Monday or Friday.
When will they have assessments? How often are they assessed for their skill levels?	Teachers evaluate your child's progress continuously throughout the school year through a combination of ongoing classroom assessment, summative checks and standardised assessments. Ongoing Assessment (Formative) - Teachers monitor learning daily through classwork, discussions, group activities, and practical tasks. This allows staff to immediately adjust teaching to support or challenge your child in real time. Summative Assessments - At the end of a unit or topic, teachers review what pupils have retained through planned tasks, projects, or tests to evaluate how well core skills and knowledge have been mastered. Standardised Assessments - Periodically, standardised assessments are used as an additional, objective benchmark. These results are evaluated alongside everyday classroom work to give a well-rounded, complete picture of your child's academic development and next steps.
I like that the children are taught by a PE specialist.	Yes we are delighted to have a full time PE Teacher.
What is soft start exactly?	A soft start is a morning routine in primary schools where pupils begin the day with low-pressure, engaging, and flexible activities instead of immediately diving into formal academic work. Rather than sitting down to complete traditional "morning work" as soon as the bell rings, children arrive in the classroom and choose from a set of hands-on, collaborative, or relaxing stations for the first 15 to 30 minutes of the day.

Are the children still doing Meta Skills based in the morning?	Children at every stage will learn Met Skills using the South Lanarkshire Skills Framework. In South Lanarkshire Council (SLC), the Skills Framework places a central focus on cross-curricular, universal meta-skills to prepare children and young people for future learning, life, and work. The framework breaks down meta-skills into key organisers designed to support progression from Early Years through to Senior Phase. <table border="1" data-bbox="674 304 2063 858"> <thead> <tr> <th data-bbox="674 304 1368 339">Skill Category</th><th data-bbox="1368 304 2063 339">Core Meta-Skills Focus</th></tr> </thead> <tbody> <tr> <td data-bbox="674 339 1368 411">Personal Skills</td><td data-bbox="1368 339 2063 411">Self-management, resilience, focus, emotional regulation, and adaptability.</td></tr> <tr> <td data-bbox="674 411 1368 483">Interpersonal Skills</td><td data-bbox="1368 411 2063 483">Social intelligence, communication, collaboration, empathy, and working with others.</td></tr> <tr> <td data-bbox="674 483 1368 555">Innovation & Creativity</td><td data-bbox="1368 483 2063 555">Curiosity, critical thinking, problem-solving, and sense-making.</td></tr> <tr> <td data-bbox="674 555 1368 627">Leading & Working with Others</td><td data-bbox="1368 555 2063 627">Initiative, responsibility, decision-making, and guiding peers.</td></tr> </tbody> </table>	Skill Category	Core Meta-Skills Focus	Personal Skills	Self-management, resilience, focus, emotional regulation, and adaptability.	Interpersonal Skills	Social intelligence, communication, collaboration, empathy, and working with others.	Innovation & Creativity	Curiosity, critical thinking, problem-solving, and sense-making.	Leading & Working with Others	Initiative, responsibility, decision-making, and guiding peers.
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What additional responsibilities to children get in P6? Do they get opportunities to help around the school?	In Primary 6, pupils step into key leadership roles across the school to build independence and support the wider community. Additional responsibilities include: - organising playground equipment for break times and collecting and managing lunch trolleys. - Joining the Junior Road Safety Officers (JRSOs) to promote road safety awareness. - Graduating into monitoring duties alongside Primary 7 pupils, taking over responsibility for supporting younger classes in corridors, dining halls and playgrounds.										
When do children start the transition period to high school?	P6 will take part in a transition project called the Extraordinary Transition Project which continues into P7. The formal transition process to secondary school begins at the start of Primary 7 running across the entire final year of primary school.										
IS there still a mix of play-based learning and traditional learning in P3?	In Primary 3, learning typically transitions into a hybrid approach that bridges the play pedagogy of Early Level with the more structured academic framework of First Level. Rather than viewing play-based and traditional learning as opposing methods, P3 classrooms blend both to ensure pupils build core academic competencies while developing social and cognitive skills.										

What are the difference between Primary 3 and Primary 4?	The transition from Primary 3 to Primary 4 marks a shift from early childhood learning structures into Middle Primary, involving changes in curriculum levels, classroom pedagogy and expected learner independence. <u>Curriculum Consolidation (CfE First Level)</u> - Most pupils work within First Level across both P3 and P4. While P3 focuses on building fluency in core concepts, P4 aims for pupils to consolidate and demonstrate full mastery before moving toward Second Level in P5. Reading Shift (Learning to Read vs. Reading to Learn): In P3, literacy focuses heavily on decoding, phonics rules, and reading fluency. In P4, pupils transition toward comprehension, extracting information from text and applying critical reading strategies across other subjects. <u>National Assessments (SNSA)</u> - P4 is a designated national assessment milestone in Scotland. Pupils complete digital Scottish National Standardised Assessments (SNSA) in reading, writing and numeracy to provide teachers with standardised diagnostic data alongside ongoing assessments. <u>Classroom Environment:</u> P3 classrooms often retain dedicated play, construction, or active learning stations to support transition from P2. P4 classrooms typically feature a more traditional layout focused on collaborative group seating, independent research tasks and extended writing stamina.
The jump from P3-P4 is quite significant, how are you supporting the children with this transition?	To support children through the transition from P3 to P4, our school uses a gradual, highly collaborative approach that builds independence while maintaining familiar routines. P3 and P4 teachers conduct detailed handover meetings to share academic and pastoral profiles, ensuring continuity in learning frameworks and emotional support strategies. In the classroom, teachers maintain active, hands-on learning stations alongside explicit teaching of organisational skills, gradually building pupils' stamina for sustained independent work over Term 1. By offering predictable visual routines, soft morning starts, we ensure every child feels secure, confident and capable as they step into P4.
What targets do you expect children to reach by the end of the year?	In Scottish primary schools, targets are structured around Curriculum for Excellence (CfE) levels. Rather than rigid single-year cut-offs, national levels span multi-year stages, with children expected to achieve specific benchmarks by the end of P1 (Early Level), P4 (First Level), and P7 (Second Level).
Will homework increase in P4?	Yes, homework expectations generally see a modest, gradual increase as children move into Primary 4, reflecting their growing independence and shifting stage in school.
Are you teaching kids about AI?	Yes. This year we will be introducing a Digital Citizenship Programme which includes a block of lessons specifically looking at AI.

How can we as parents encourage motivation at home?	Building intrinsic motivation at home relies on praising effort rather than innate ability, offering structured choices, connecting tasks to personal interests, and normalising mistakes as a natural part of learning. For practical advice, educational activities and ideas to support learning at home, you can explore the Parent Club Scotland website .			
The Rainbow Room is a great experience but does it mean that children miss out on core learning?	Our Nurture Practitioners work with class teachers to ensure children are not missing out on core learning. At Crosshouse our nurture principles are viewed as an essential part of learning and inclusion rather than an alternative to it.			
It would be good to get more feedback on how my child is doing and what we could work more on at home.	Information on when and how we will report to you can be found in the September Newsletter.			
Can you please arrange joint homework sessions to support parents understanding in maths or provide teacher videos? Is there going to be sessions for parents to learn ready methods (eg maths)	This is something we will investigate. A good way of addressing different ways to solve a numeracy problem is to each take time to explain the strategy used. Ask your child to explain their strategy and then explain yours. We will all use different ways to get the same answer. We call this a Number Talk. National Numeracy (Family Maths Toolkit) Features video guides and practical advice designed to help parents build confidence in supporting numeracy at home without relying on older, outdated algorithms. https://www.nationalnumeracy.org.uk/helping-children-maths/family-maths-toolkit			
Bring back social media page for more information on what kids are doing in class, like we had with Twitter.	We did move to Bluesky for a while, but the public nature of the platform was concerning for some. We have trialled Instagram with our Parent Carer Council but the feedback was mixed. We concluded that the photos in the monthly newsletter was a good way of sharing photos with parents/carers.			
I love the homework club.	Homework clubs provide an invaluable, structured environment where pupils can access helpful resources, receive dedicated teacher guidance and collaborate with peers to consolidate their learning. However, these sessions are designed to complement rather than replace the essential role of learning at home. Primary responsibility for homework rests with parents and carers, as working together on tasks at home fosters stronger family engagement, reinforces positive study habits and allows parents to stay directly connected to their child's academic progress and modern learning methods.			
What day is the Willow Hill day?	Room 1 – Wednesday Room 6 – Thursday Room 10 – Thursday Room 14 – Friday	Room 2 – Tuesday Room 7 – Tuesday Room 11 – Thursday Room 15 – Friday	Room 3 – Wednesday Room 8 – Monday Room 12 – Monday	Room 4- Friday Room 9 – Monday Room 13 – Wednesday
What day is the library day?	Room 1 –TBC Room 6 – Wednesday Room 10 – TBC Room 14 – Monday	Room 2 – Thursday Room 7 – Monday Room 11 – TBC Room 15 – Monday	Room 3 – Monday Room 8 – Tuesday Room 12 – TBC	Room 4- TBC Room 9 – Thursday Room 13 – Friday

What is the difference between the HEART Awards?	Monthly HEART Certificates are issued by class teachers for children demonstrating HEART Values in their class work e.g. Excellence and Achievement. Weekly HEART Awards are given to children who have gone above and beyond in demonstrating the HEART Values e.g. feedback/comments from members of the public.
Toilet breaks – when?	Children are actively encouraged to use the toilet facilities during playtime and lunchtime breaks to build good routines and minimise disruptions during learning time. While permission to visit the bathroom during class is always granted whenever a child needs to go, pupils are sent individually or in very small groups rather than all at once. This flexible approach ensures that children's physical needs are met with kindness and care while maintaining a safe, calm classroom environment and maximising valuable teaching time.
Homework – too much? We feel there is a large volume of homework each week. It would be good to focus on specific subject each week.	Our homework tasks are carefully designed to be just right for primary pupils, with weekly volume directly reflecting the learning, practice and key skills covered in class each week. Rather than isolating subjects into rotation, this consistent weekly rhythm consolidates ongoing classroom learning across core areas while it is still fresh in children's minds. This approach helps reinforce retention, build regular study habits and ensure families remain fully connected to the active curriculum being taught week to week.
How do I raise concerns about classroom behaviour?	Reach out via email or phone to request a brief meeting or discussion. Share specific examples of what your child has mentioned (e.g., impact on their learning or well-being) in a collaborative tone, focusing on how home and school can support them. If the issue continues or affects the wider classroom environment, contact the Depute Headteacher or Headteacher. They can provide an overview of school-wide positive behaviour policies, support strategies and classroom management frameworks in place. Check the school website or handbook for the positive behaviour and anti-bullying policies. This clarifies the standards, expectations and steps staff follow to manage behaviour and maintain a safe, calm learning environment.
How long is lunchtime?	45 minutes. P1-3 12noon-12.45pm and P4-7 12.15pm-1pm.