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Foreword

Teanassie Primary School was built over 100 years ago, in 1877, and is situated on the A831 Beauly to Cannich road, some three miles from Beauly. It serves the catchment area of Kilmorack and Struy.

Although the building is old, it has been well maintained both internally and externally. The main building now consists of one large class area which houses senior pupils, a resource room with computer facilities and toilets. Due to an increase in our pupil roll we have acquired three demountable units. There is a separate building which houses the School Office and Staffroom. Outdoors, there is a small tarred area, two shelters, an area with swings and seesaw a large grassed pitch and a carpark.

The school is situated in an idyllic spot, nestling at the foot of a hill and is surrounded by mixed woodland. The Teanassie Burn and the River Beauly with the Aigas Power Station are within walking distance.

A variety of wildlife abounds and the children are encouraged to be aware of their environment and to take an active interest in its care and preservation.

Care is the key word to the ethos of school life. Children are taught to have care and respect for all. They are encouraged to care not only for their immediate environment, which includes the grounds of the school and the building itself, but especially to be caring towards other children and their belongings, staff members and visitors. They are taught to be vigilant to one another's needs, to be responsible and responsive when help is required and to be caring and sharing when a new child arrives at school.

The caring note is extended further afield to encompass those less fortunate than ourselves and we support various charities on a regular basis.

Teanassie Primary School is a non-denominational equal opportunities school.

Aims of Teanassie School

In this school we aim to:

- Create a warm and caring learning environment in which all participants feel safe and are valued as individuals.
- Provide a supportive atmosphere for pupils, parents and staff in which everyone can work together in partnership.
- Foster in the pupils a growing sense of responsibility for themselves and others; for their school and for their environment; and encourage full community involvement.
- Advocate tolerance and respect for others and their beliefs so that our pupils become responsible future citizens.
- Encourage and assist the children to develop confidence in themselves and their abilities; and to help them become motivated, self disciplined independent learners.
- Provide an imaginative curriculum in accordance with the 3-5 curriculum framework and the 5-14 guidelines meeting the differing needs of pupils, where pupils are challenged to meet and raise their attainment to the highest standards possible.
- Encourage all staff to work as a team ensuring that their personal development needs, health and well being are considered.
- Promote a healthy lifestyle and provide equal opportunities for pupils, parents and staff.
- Focus on the promotion of inclusion.
- Provide an education that will help children to develop meaningful relationships and prepare them for life in mainstream.

These aims were reviewed in June 2005

Enrolment and Admission Procedures

Enrolments will take place at the end of January for Primary 1 and February/March for Nursery. Adverts will be placed in the local press and announcements will be made on local radio to alert parents to the enrolment week. Information will also be available at school and parent/toddler groups.

Parents must complete an enrolment form. Birth certificates need to be checked at enrolment.

Additional information is available on the Highland Council website
www.highland.gov.uk/educ/default.htm.

Allocation of Places

Priority will be given to children who live within the catchment area of the school. Enrolment can be accepted for a child outwith the catchment area dependent upon pupil numbers and teaching complement.

Attendance at the nursery is no guarantee that a place will be available in Primary 1 if you are outwith the catchment area.

Parents of children enrolling from outwith the school catchment area are required to make a placing request to:

The Area Education Manager
Area Education Offices
13 Ardross Street
Inverness

Special Education Needs

If your child has Special Educational Needs we shall be happy to discuss the suitability of schooling for him/her at Teanassie. We do have ramps and disabled toilet facilities.

Confidentiality

We recognise that children and parents have a right to expect that confidentiality be maintained. To ensure that all those working in education can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to files and records of their own children, but will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purposes of curriculum planning, with people other than the parents or carers of the child.
- Information given by parent/carers to staff will not be passed on to other adults without permission.
- Issues relating to the employment of staff will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file at the Head Teacher's discretion.
- Students on courses will be advised of the need for confidentiality and will be required to respect it.
- Parents must be consulted before referral to other agencies if there concerns about a child's development

General Information

Name	Teanassie Primary School
Address	Kilmorack Inverness IV4 7AE
Telephone	01463 782581
Fax	01463 783286
E-mail	teanassie.primary@highland.gov.uk
Website:	www.teanassie.highland.sch.uk
The present roll of the school	61 (whole school) plus 19 (Nursery)
Head Teacher	To be appointed
Teacher (P6-7)	Mrs S Gallacher (Monday - Thursday) Mrs H Hedderwick (Friday mornings)
Teacher (P3, P4, P5)	Mr G Cormack
Teacher (P1-2)	Miss G Penman
Nursery Support Teacher	Mrs I Nicol
Nursery (3/4-year-olds)	Mrs M Hemingway (Nursery Assistant) Mrs S Matheson (Nursery Auxiliary)
Support for Learning Teacher	Mrs R Robertson
Support for Learning Auxiliary	Mrs A Fordham
School Cleaner	Mrs R Reid
Class Contact Reduction Teachers	Mrs K Philips (Music) visits one afternoon each week Mrs S Dobson (PE) visits one afternoon each week Mrs C Milne (Science) visits one day each week
Peripatetic Tutors	Violin; Chanter
Clerical Assistant	Mrs J Russell

School Day

Nursery

Monday, Tuesday, Thursday, Friday 9.00 am - 12.00 am

P1-7

Monday - Thursday

School starts	9.00 am
Morning Interval	10.40 am - 11.00 am (for infants) 10.45 am - 11.00 am (for seniors)
Lunch Break	12.20 pm - 1.15 pm (for infants) 12.30 pm - 1.15 pm (for seniors)
Afternoon Break	2.15 pm - 2.30 pm (for infants)
School dismisses	3.20 pm (for infants) 3.30 pm (for seniors)

Friday

School closes (for pupils) 12.30 pm

Registration

It is important that you try and be as punctual as possible, both in delivering and collecting your child, as the school day is highly structured and it would be unfortunate if your child missed an important part of his/her session.

Daily registration is held to note children's attendances. We are required to keep a record of absences for statistical and truancy purposes. Parents are requested to telephone school or use the Family News Wallet to inform the school of their child's absence otherwise it will be considered an unauthorised absence. Parents are reminded that the Head Teacher has no authority to grant leave of absence for holidays during term time.

Communication

As the Head Teacher is also Acting Head of Tomnacross PS, parents are requested to telephone for an appointment.

Twice per session, in the months of October and March, parents are invited to attend Parents' Evenings (or Mornings for Nursery pupils) and a written report is issued in the month of June. During the course of a session an Open Morning is held when new parents in particular can visit any classroom to see the school at work. Children due to enter Nursery and P1 will be invited to visit Nursery/Infant classrooms in June to meet the staff and other children.

Parents are asked to provide the school with an address and telephone number, where contact can be made in an emergency. Each family is provided with a Family News Wallet, at the start of each academic year, to provide a regular contact between home and school. Letters from school are sent home via the wallet, which may be used by parents wishing to contact the school to explain, for example, the reason for a child's absence or indeed to request any information.

Nursery Snack

The children will be given a small snack every day. The main purpose of this activity is to develop a range of health awareness and social skills associated with eating. As a school we promote healthy eating habits.

The children are encouraged to prepare much of the snack themselves under adult supervision.

In order to purchase a variety of small snacks and the ingredients required to bake etc a nominal fee of £2 per week will be collected on Mondays. Any profit will be used to purchase extra resources for the Nursery.

School Lunches

Hot school meals are not available at Teanassie and so children need to bring a packed lunch every day. Children may eat their packed lunch outdoors in fine weather, remembering to remove all litter from the playground when they are finished. Families who are eligible for free school meals are reimbursed £2.30/day and are paid by cheque at the end of the month.

Free school meals are available to pupils whose parents are in receipt of Income Support. Application forms for free school meals can be obtained from school on request, and be submitted to the Area Education Offices, 13 Ardross Street, Inverness, accompanied by a letter from the Department of Health and Social Security.

School Uniform

School uniform is a school sweatshirt or cardigan with a logo, designed by a former pupil. This can be purchased from The School Uniform Shop, 25 Academy Street, Inverness.

Children are requested to bring a pair of suitable indoor shoes for changing into on entering school as the class areas are carpeted. In the early years it would be appreciated by all the staff if the shoes are easy to get on and off.

Shorts, tops and gym shoes are required for physical education and all watches and jewellery should be removed on these occasions. An apron for art/craft/water activities is necessary, as is a coat for playtime/outdoor activities.

A change of clothes is required during the winter.

Please make sure that all the children's shoes and clothes are labelled clearly.

Application forms for assistance with clothing and footwear can be obtained from the school as per free school meal forms.

Outings

We believe that taking the children out on a variety of visits is a very important aspect of their education. At the beginning of the session or on enrolment we will ask you to sign a consent form to cover all visits.

Extra Curricular Activities

The school is not used in the evenings for activities due to its limited space. This also curbs its use as an informal meeting place for parents - although, parents are free to use this facility if they so desire. We do, however, maintain close links with the members of our community, who are invited to attend school functions which are usually held at the local village hall, church or school grounds, in order to accommodate numbers.

After school clubs run by parents/former parents are as follows:

Shinty Club run by Mr G Fraser is held in the school grounds on Monday afternoons at 3.30 pm (when weather permits), otherwise Kilmorack Hall (same time).

Football Club is run by Mr A McIntosh on Tuesday evenings, weather permitting.

Parents are informed of the specific dates for commencement of clubs during the session via the Family News wallets.

Parents are responsible for transporting children on these occasions.

Pupil Care, Welfare and Safety

To ensure the safety of all children, please see Appendix A: Child Missing - Absence Policy for full details of the steps you should take if your child is absent from school.

The welfare of children is of paramount importance to all staff. Staff members are duty bound to report any concerns to the Head Teacher in the first instance.

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff **must** report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN Telephone (01463) 703483 Fax (01463 713237).*

The school is visited periodically by the doctor, nurse, dentist and speech therapist.

The local Police Officer and Road Safety Officer also visit to talk to the children or to show videos on matters concerning personal and road safety.

Senior pupils are instructed on the use and care of their bicycles and are encouraged to sit their cycling proficiency test.

In the event of illness of a child at school, parents will be contacted by telephone. If a child sustains a serious injury at school immediate action will be taken to summon a doctor and an ambulance if necessary.

It is essential, therefore, if emergency contact telephone numbers are kept up-to-date.

Children are instructed on procedures in the event of fire.

Illness/Accident

Parents are asked to keep their children at home if they have any infection, or have been vomiting or had diarrhoea in the last 24 hours. If your child becomes ill, or has an accident at school we will contact you or your emergency contact number.

If a child sustains a serious injury at school immediate action will be taken to summon a doctor and an ambulance if necessary.

Medication

School must abide by Highland Council Policy on administration of medicines. Medicines will be administered only with the written consent of a parent

Transport/Safety Issues

School transport is provided for children who attend this school and live within the catchment area. Mini-buses are fitted with seatbelts. Travel forms are issued on enrolment.

It is parental responsibility to inform the school and the bus driver if there is to be a change in transport arrangements and someone other than the bus driver or yourself is to collect your child. We shall not permit children to travel other than by their usual mode of transport unless we have had written or telephone confirmation beforehand from parents.

As there is no bus provision for Nursery, children must be brought to the Nursery and at that time there must be confirmation of who is to uplift your child at 11.30 am.

Early Closure

If for any reason the school has to be closed early, e.g. due to bad weather - information will be broadcast through the Schools Telephone Information Service (see Appendix A). The local radio station, Moray Firth Radio, has also agreed to broadcast information.

We have an emergency telephone 'link' system in operation, whereby several parents are contacted in cases of early school closure and they in turn contact a given list of parents. This enables speedy transmission of information. The school would be grateful, therefore, if emergency contact telephone numbers are kept up to date.

Partnership with Parents

Partnership with parents is established during the child's time in early education and built upon as the child progresses through the school. Previous experiences in the home, community and local environment are valued in the school setting. Parents can contribute to staff's understanding of the child and likewise, staff members have a responsibility to share their knowledge with parents. Parents are kept informed through regular newsletters. Notice board information is also available. Parents are encouraged to help with school activities.

Parents can support the partnership by:

- Ensuring that all relevant information is passed on to staff
- Informing staff if a child is unable to attend
- Encouraging regular attendance
- Informing staff of a medical condition which may affect others
- Reinforcing good behaviour at all times
- Helping with homework
- Involvement at transition stages i.e. home-Nursery, Nursery-P1 and P7-S1

Parents can be actively involved in:

- Parents' evenings
- Helping on outings, walks and visits
- Sharing a particular interest with children
- Social activities and whole school productions
- Fund raising activities

Discipline

At school we positively reinforce good behaviour at all times in order to prevent indiscipline occurring. Behaviour, therefore, is generally good. However, should a serious breach of discipline occur, parents will be informed and after discussion a suitable course of action will be decided upon.

Complaints Procedure

Our school strives to provide a good all round education for our pupils. We believe that positive relationships with pupils, parents and our wider community are important. In the event of a complaint, it is important that it is dealt with effectively and fairly. A copy of the policy is available from school. However, complaints are dealt with in accordance with the procedures laid down by the local authority as follows:

- Parents are encouraged to discuss any area of concern regarding their child's education initially with the class teacher. An appointment may be made by telephoning the Head Teacher- 01463 782581.
- A complaint against a member of staff or a school wide issue should be communicated to the Head teacher. This may be in writing, by telephone or in person. An appointment for a meeting may be made in order to address concerns.

- If an issue remains unresolved, the Inverness Area Education Office may be contacted at 13 Ardross Street, Inverness IV3 5NS.

Parent Council

Teanassie Parent Council Constitution states its objectives as:

- To promote partnership between the school, its pupils, all its parents and the wider community
- To develop and engage in activities which support the education and welfare of the pupils, eg fundraising, supporting the school in its work with pupils, discussing school policies and lobbying the local authority if issues arise etc.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- To raise funds, apply for and receive grants, and accept gifts for the benefit of the school.

The Chair is Frank Gunn

The 3-5 Framework

Nursery

Staff plan activities and experiences that promote children's development and learning in:

- Emotional, personal and social development
- Communication and language
- Knowledge and understanding of the world
- Expressive and aesthetic development
- Physical development and movement

This basic framework is expanded in the National document *Children Learning 3-5*, copies of which are available when staff meet with parents in August.

Learning in the Nursery

The Nursery morning is structured to provide children opportunities to sit, listen and talk in a group, participate in a wide range of group activities both inside and outside and equally important, choose and plan their own activities and play.

The Nursery is very much an inclusive part of the whole school - joining in with the infants for some activities and the whole school for assemblies, break and other school events such as performance and Sports day.

This all makes for a happy, smooth and confident transition to the P1 class.

A Nursery Handbook is available.

5-14 National Guidelines

The 5-14 programme provides guidelines for the curriculum and assessment of pupils in primary schools and the first two years of secondary schools.

The programme will:

- improve how pupils' progress is assessed;
- introduce national tests in English and Maths which will act as benchmarks against which to monitor pupil's progress;
- improve communication between parents and schools about what is taught and about the children's progress.

Curriculum

In simple terms, the curriculum consists of Language, Mathematics, Environmental Studies, Expressive Arts, Religious, Moral and Social Education, Health Education and Information and Communication Technology.

Audio visual aids used to enhance the curriculum in school include radio and CD cassette, television and video recorder and camera, overhead projector, photocopier, listening centres, calculators and a variety of computing equipment to enhance the ICT programme. We are linked to the Internet and can be e-mailed.

Language

Listening, speaking, reading and writing are all parts of language. The school aims to provide an opportunity for children to: improve their powers of oral expression and aural concentration; extend their vocabulary; develop the basic skills of word recognition and comprehension; foster a love of reading; develop an awareness of the different purposes of reading; express themselves freely and naturally through writing about things that concern them and to develop a variety of writing including reports, stories, poems, letters, plays etc, which are coherent, ordered and correct.

To achieve these aims, teaching of reading develops from reading the words on a page, to the higher order reading skills of senior pupils. Handwriting, spelling, grammar and punctuation are important aspects of writing and are systematically taught. The skills of communication acquired in language are vital to all other aspects of the curriculum.

A Regional library van visits the school on a fortnightly basis and the children are encouraged to select books.

Mathematics

In Mathematics we aim to produce children who are comfortable and competent in the handling of number. As well as handling all aspects of number, children are involved in mathematical activities which include measurement of weight, length, volume, time and area, the discovery of shape and angles, and data handling including various forms of pictorial representation.

At all stages the children are given the opportunity of learning from practical experience gained through the handling of objects and mathematical instruments. To this end, calculators and computers are there to be investigated and used as an aid to learning. All along, the language of mathematics and an understanding of concepts is being developed through relevant mental as well as written activities. The important aspects of investigative mathematics and their relevance to everyday life are pursued. Children are taught strategies for problem solving.

Environmental Studies

Environmental Studies encompasses a wide range of topics including Social Subjects, Science and Technology.

The school aims to foster and encourage the children's understanding of their environment through their immediate surroundings and the experiences which they bring to school. We wish to encourage a sympathetic appreciation of people and their varied environments as well as the beauty of all living and inanimate things. The skills which will help the children to an understanding of the continuity and change in society include mapping skills, atlas work, reference skills, sorting, classifying, testing, checking and pictorial representation. We strive to instill attitudes of concern for all wildlife and plants, co-operation with others, health and safety, care for the old/young/less fortunate than ourselves and understanding differences. The work covered in Environmental Studies may include Language, Mathematics or components of the Expressive Arts. We organise simple field work and visits outwith the school, as well as inviting visitors to school who may be of assistance in the work of the topic.

Expressive Arts

Expressive Arts includes Music, Art and Craft, Drama and PE. Our aim is to foster a love of those subjects in the children. We wish to develop skills and techniques which will help the children to derive a great deal of pleasure from their work by giving them the confidence to express their feelings, and have a healthy respect for the feelings of others. Some experiences to which the children will be introduced include singing, listening to and making music; drawing, painting, using plasticine, dough printing, sewing, knitting etc; moving to music, experiencing rhythm, dance, creative and expressive movement and traditional Scottish country dancing, gymnastics, games, sports, athletics; drama and musical presentations.

Swimming lessons, paid for by Highland Council (excluding transport costs) are provided for senior pupils during one term of the session.

Religious and Moral Education

Religion is part of the country's culture and is therefore required, by statute, to be included in school studies. Our purpose in teaching RE is to help children grow into mature, loving and caring people with an understanding of themselves, their peers and the world about them. We wish them to make informed decisions and choices through the study of Christianity and other World Religions. We cover areas such as celebrations, sacred writings, beliefs, sacred places and moral values and attitudes. In Personal Search children will be introduced to the natural world, relationships and ultimate questions. Assemblies are held so that pupils, staff and on special occasions families and friends have the opportunity of worshipping together.

Parents do, however, have the right to withdraw their child from RE lessons and have the opportunity of choosing to do so when they enrol their child. Alternative provision can then be made.

Personal and Social Education

Children require the opportunity to develop life skills to enable them to participate effectively and safely in society and become responsible citizens of the future. To this end we equip pupils to be personally and socially effective, developing their self esteem and responsibility and preparing them for challenges ahead. At school we operate a pupil council to empower children to participate in decision making skills.

Health Education

Health Education encompasses the three areas of physical, emotional and social health including specific issues such as drugs education, sexuality and relationships. As a health promoting school we foster links between home, school and the community so that children can make informed choices and take appropriate decisions that help to ensure a healthy lifestyle.

Information and Communication Technology (ICT)

ICT has had a huge impact on all aspects of society. In school it allows children in all areas of life to benefit from the power of computers as a personal tool, to collaborate in groups and to communicate locally and globally. To implement ICT we have PCs in all classrooms, Internet facilities, computer projection facilities, a digital camera, scanner, printers and a variety of software. Audio visual and photocopying equipment is available in school.

The Informal Curriculum

Besides the formal curriculum it should be noted that the children learn a great deal informally and when the occasion arises, opportunities should not be missed e.g. a baby sister is born; a pet dies; a long-eared bat is found on the schoolhouse fence etc. Boys and girls are also given equal opportunities for learning whether the topic be science, mathematics, sewing, shinty etc. At school we operate a 'buddy system' particularly to support Nursery/infants/new pupils. A buddy's duty is to befriend, help and support another pupil.

Assessment and Reporting

Assessment is based on what pupils can say, write and can do. Assessment occurs mainly on a day-to-day basis. No formal examinations take place in school, although pupils are assessed by the teachers in order to check on progress, diagnose difficulties, discover capabilities, suggest next steps and prepare appropriate work.

Highland Council has decided to assess pupils at certain stages of their education by means of standardised attainment tests, which also give some indication of how each child stands in relation to other children of the same age.

National Assessments are used as part of the 5-14 programme to confirm pupils' attainment in Language and Mathematics. Parents and pupils are informed of the results of the tests.

Pupils who are experiencing difficulties may be, following consultation with their parents, referred to the Psychological Services. An assessment will then be carried out which will identify the nature of their difficulties and provide valuable information which will be necessary in planning a suitable programme of work.

Parents are kept informed of their child's progress by a Report issued once per session. These are kept on file and parents have access to the records by request. By necessity Reports tend to be of a formal nature and parents are encouraged to discuss progress personally at parents' mornings/evenings throughout the session.

APPENDIX A

Child Missing – Absence Policy

CHILD PROTECTION – ATTENDANCE AT SCHOOL

Children in the Highlands, within school and on the way to school, are well looked after by school staff, transport contractors and parents. However, we cannot be complacent regarding pupil safety. The tragic case of Rory Blackhall where the parent thought the child was at school and safe, and the school thought the child was safely at home, shows us the need to review our practice to ensure, as far as is possible, the safety of our children.

To this end we have looked closely at our practices regarding pupil absence to see how, in partnership with you, we can improve protection for children. From this review the Highland Council have developed the following three day rule for schools:

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff, will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have parents' help with the following:

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school or pre-school of any prearranged absence, e.g. attendance at an hospital appointment or other unavoidable event, prior to the absence taking place.
- Inform the school or pre-school of your child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contacts from the school.
- Provide written confirmation of absence as soon as possible.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g. social work and/or police.

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

Appendix B

Teanassie School Telephone Messaging Service

To enquire about school closures in times of adverse weather please phone

- Highland Council number: 0870 054 6999
- Enter the school's pin number when prompted: 04 3130

Parents can also log onto the winter weather website at www.winter.highlandschools.org.uk to access school closure information. Please click on the relevant geographical area for local school closure information.

Appendix C

Teanassie Homework Policy

Rationale

There is significant evidence to show that homework has a positive effect on pupils' learning and achievement.

The completion of homework involves pupils in developing skills that help to promote life-long learning, build confidence in their own abilities and allow parents to be actively involved in their child's education.

Homework in its broadest sense is any kind of learning that takes place out of school. However, for our purposes we will consider homework to be:

- Work set by teachers and completed at home in a given time.
- Work which reflects or develops class work and has clearly understood expectations regarding standards.

Homework is important but so is time for play and free time.

Balancing their time between learning and leisure is a necessary skill for pupils to learn in today's world but homework should not prevent pupils from taking part in a wide range of out of school activities, clubs and sport.

Aims

- To consolidate learning done in school and allow pupils time to practise skills that they have been taught and to prepare for future tasks.
- To promote the partnership between home and school by giving parents the opportunity to support their child's academic education.
- To encourage the pupils to become independent learners who are able to manage their time constructively.
- To provide educational experiences not always available in school e.g. use of specific resources, discussion regarding learning with parents etc.

Features of Homework

Homework at all stages is given out on a typed sheet.

If possible this should be kept in a homework file - provided from home.

Pupils may be asked to record their work in a homework jotter or on a named sheet.

- All completed homework should be named, dated, neat and legible.
- If possible it should be signed by a parent upon completion.

The content of the tasks set may vary from stage to stage and at different times throughout a school year but it should always be:

- Clearly understood by the pupil and closely related to ongoing class work.
- At an appropriate level of ability for the child.

- Able to be completed without specialised resources.
- Reflect a variety of activities although generally concentrating on basic skills.
- Marked promptly by **the teacher** with some feedback given.

Parents are asked to discuss homework tasks with class teachers should any problems arise.

Infants/Early stages

Typical tasks throughout the school session might be:

- Discussion using reading books
- Reinforcing new words - often using a game
- Practising pages of reading
- Reinforcing sounds perhaps using a worksheet
- Practising writing
- Simple maths activities
- Finding out something or bringing in items for a class activity
- Spelling.
- Planning for writing story in class later in the week
- Project related work-e g collection of materials, ask questions etc

Juniors/Middle stages

Typical tasks might be:

- Reading practice
- Spelling
- Maths e.g. tables, telling time, money, measuring
- Research e.g. gathering information for class project

Seniors/Upper stages

Typical tasks will be:

- A variety of follow up work in all curricular areas, maths, spelling, planning future writing, research for project or of current affairs, book reviews, preparation for individual talks or personal projects.

Spelling

At all stages we use the **LOOK READ COVER WRITE CHECK** method. The child **looks** at the word carefully, **reads** it aloud or to themselves, **covers** it up and tries to **write** it from memory, then **checks** to see if it is correct.

Following this method through out their primary school career is a proven a success for pupils at all stages.

Reading

Apart from listening to your child read, we would encourage parents to discuss the story line, comment on the writing e g individual words, punctuation etc and most importantly 'model' the fluency and expression of a real reader.

Extra Homework

If a child has not made a reasonable effort in class during the day, it is likely that unfinished work will be sent home in addition.

Extra work may also be given, with the parent's agreement if a child has been ill or off school for some time and is anxious to catch up.

Frequency and Duration

All children will be given out their homework for the week on a Monday and it should be handed in to the teacher on a Friday.

Homework is given out as a weekly assignment to help the children from an early age to plan when to do their homework. It also allows flexibility if children have other activities on during the week, for example, Cubs or Swimming Lessons.

Homework is not usually given out the first and last week of a term.

The following is a guide for time that should be spent on homework averaging out per evening:

- Primary 1,2, 3 - approximately 15 minutes a night
- Primary 4, 5, 6, 7 - approximately 20 minutes a night

Where should the children do their homework?

Individual children have their preferences, but in general the following conditions are thought best:

- In a warm, well-lit area of the house.
- On a flat surface, preferably a table/desk for all written activities.
- For reading find a comfortable chair.
- Away from distractions like TV, pets or other family members who are not involved in the homework.

Checklist for parents

- Ask on a Monday what homework has to be done. This has to be completed by Friday.
- If either you or your child are unsure about any aspect of the homework for example what is expected, resources to be used-reference books, Internet etc. Please contact your child's teacher to discuss as soon as possible.
- Supervise the homework, discuss it with your child and encourage them to do the best they can.
- Please sign their homework weekly.
- Help your child to organise his/her homework into a little a night rather than the whole lot on a Thursday!
- If your child repeatedly fails to hand in her/his homework on Friday without a genuine excuse, we will send a letter home to enlist your support in ensuring that the homework is completed in future.

Above all parents need to show they are interested in their child's home work and praise their child for good work and improvement. **Your expectations are transferred to your child.**

Suggestions on how parents can help their children at home, is discussed at parent's evenings and are included in the summer pupil report for parents.

Teachers will always be prepared to give parents guidance regarding learning processes e.g. *phonics, decomposition in subtraction, multiplication and division strategies etc.*

Monitoring and Review

A copy of the Homework policy is included in the School Prospectus and is reissued to parents periodically to take account of any changes in practice or to highlight changes in the school's homework priorities. Homework is reviewed within the cycle of school development planning. The Head Teacher samples homework diaries throughout the year.

We see our role as support your child's learning whether at home or school and hope to have your full co-operation as parents.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Teanassie Primary School	Id No.: 270 - 5141923
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	70
Total School Running Costs at April 2008 (£)	222,770
Cost per Pupil (£)	3,182

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	3,648	3,722	3,420	3,783	2,462	3,419	6,262	26,716
Percentage Authorised Absences	2.6	2.1	3.2	1.7	2.4	2.5	2.5	2.4
Percentage Unauthorised Absences	0.0	0.5	0.1	0.4	0.0	0.6	0.2	0.3

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	16.2	10.2

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	17,029
Total School Running Costs at April 2008 (£)	60,594,613
Cost per Pupil (£)	3,558

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	17.1

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,35 8
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6

APPENDIX E

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of

data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.