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The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

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](http://www.scotxed.net)).

Scottish Government 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 and organisations 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 Scottish Government, 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 relevant colleagues and individuals within and outwith Scottish Government.

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](mailto:Peter.Whitehouse@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, 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](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

## WELCOME TO NEWTONMORE PRIMARY SCHOOL

Dear Parent

This handbook is designed to give you all the information you require for you child starting school. I hope you will find it useful and that you and your child enjoy being part of Newtonmore Community and School. A good school knows what it is aiming to do.

**The Aims of Newtonmore Primary School  
are to enable everyone in our school to become:**

### Successful Learners with;

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

### Confident Individuals with;

- self respect
- a sense of physical, mental and emotional wellbeing
- a positive attitude and secure values and beliefs
- an ethos of achievement with high expectations
- independence

### Responsible Citizens with;

- respect for others and inclusion for those with additional needs
- understanding of good health
- appreciation of leisure, recreation and cultural diversity

### Effective Contributors with;

- an enterprising attitude
- a sense of self worth

The Aims of Newtonmore Primary School Pupils are to:

• Try learning instruments
• Responsible for own actions/homework/learning
• Learn about other religions/beliefs
• Stop bullying
• Work independently
• Work within group/team
• Be able to express feelings through art/music/drama/PE
• Understand what is healthy/unhealthy
• Develop more links with children in other schools throughout the world
• To have fun

### Transferring Educational Data About Pupil

Education authorities and Scottish Government have 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 Scottish Government 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 Scottish Government itself.

Why do we need your data?

**In order to make the best decisions about how to improve our education service, Scottish Government, 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.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
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
<b>Absence</b>	18.0	18.6

<b>School:</b> Newtonmore Primary School	<b>Id No.:</b> 270 - 5145929
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**Budgeted Running Costs For Financial Year 2008-2009**

<b>School Roll at September 2007</b>	63
<b>Total School Running Costs at April 2008 (£)</b>	260,008
<b>Cost per Pupil (£)</b>	4,127

**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)	2,155	2,418	2,646	4,072	4,158	3,854	4,158	23,461
Percentage Authorised Absences	3.9	3.4	5.1	1.8	3.9	2.7	3.0	3.3
Percentage Unauthorised Absences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**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
<b>Absence</b>	15.8	12.5

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.

## NEWTONMORE PRIMARY SCHOOL SCHOOL INFORMATION

### THE SCHOOL

The school, situated in the middle of Newtonmore, was completely modernised in 1991 and was formally re-opened by the late Councillor A. J. Russell, Esq., O.B.E., J.P. on 31st January 1992.

The first records of school life in Newtonmore date back to January 1868 when the Free Church of Scotland ran a school with a roll of 125. The Education Act of 1874 resulted in new buildings and control passing to the newly formed Parish of Kingussie School Board. New facilities were opened in 1910 and improvements were added little by little thereafter. The building was vacated in June 1990 to allow extensive remodelling and refurbishment. The building offers spacious accommodation of a very high standard with a tarred and paved play area and an enclosed grass playing area to the rear. The school hall and general purposes room offer multi-purpose areas for the school and community.

The full postal address of the school is:

**Newtonmore Primary School**  
**673252**  
**Main Street**  
**NEWTONMORE**  
**Inverness-shire**  
**PH20 1DN**

**Telephone/Fax: (01540)**

**email: [Newtonmore.primary@highland.gov.uk](mailto:Newtonmore.primary@highland.gov.uk)**

Parents of prospective pupils are welcome to visit the school by appointment. Early each year the Education Authority publishes in the local press details of the Annual Enrolments for nursery and primary pupils.

## THE SCHOOL STAFF

Headteacher:	Mrs Karen Craig
English Class Teachers:	Mrs Patricia MacDonald Ms Jackie Reid-Evans
Gaelic Class Teachers:	Mrs Sarah Fraser Mrs Marie Robinson Miss Mairi Imlach
Support for Learning Teacher	Mrs Anne Urquhart Mrs Ailsa Taylor
Support for Learning Aux.	Miss Nicola Bishop Miss Gayle MacArthur
Playground Auxiliaries:	Mrs Caroline MacDougall Miss Gayle MacArthur
Classroom Assistant	Mrs Jo Rowley
Visiting Art:	Miss Jane Wallace
Visiting Physical Education:	Mrs Jackie Douglas
Visiting Music Teacher	Miss Elizabeth Jack
Visiting Piping Instructor:	Mr Lewis Barclay
School Cleaners:	Mrs Helen Chisholm
School Crossing Patrol:	Mrs Fiona Johnston
School Secretary:	Mrs Norma Hamilton
Gaelic & English Nursery Staff:	
Nursery Co-ordinator Teacher:	Mrs Sandra Ross
Nursery Assistant English:	Mrs Caroline MacDougall
Nursery Assistant Gaelic:	Mrs Lesley Gorman
Nursery Auxiliary:	Mrs Fiona Johnston

Monday 3 <sup>rd</sup> May 2010 closed for May Day	
Friday 2 <sup>nd</sup> July 2010	Monday 16 <sup>th</sup> August 2010 (staff)
	Tuesday 17 <sup>th</sup> August 2010 (pupils)

### 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

### 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

**THE HIGHLAND COUNCIL  
SCHOOL CALENDAR SESSION 2009/10**

CLOSE	OPEN
Thursday 2 <sup>nd</sup> July 2009	Monday 17 <sup>th</sup> August 2009 (staff)
	Tuesday 18 <sup>th</sup> August 2009 (pupils)
Friday 9 <sup>th</sup> October 2009	Monday 26 <sup>th</sup> October 2009 (staff)
	Thursday 29 <sup>th</sup> October 2009 (pupils)
Friday 23 <sup>rd</sup> December 2009	Monday 11 <sup>th</sup> January 2010
Closed Fri 12 <sup>th</sup> , Mon 15 <sup>th</sup> , Tues 16 <sup>th</sup> & Wed 17 <sup>th</sup> February 2010 (Tues 16 <sup>th</sup> & Wed 17 <sup>th</sup> Inset)	
Friday 26 <sup>th</sup> March 2010	Monday 12 <sup>th</sup> April 2010

**General School Information**

The school is a co-educational local authority primary school run by Highland Council.

**Primary**

School Roll: 2008/2009                      62 pupils

The school's Mainstream Classes and Gaelic classes are organised into composite classes of three and four year groups.

The school's Gaelic Class was set up in accordance with Highland Council policy.

Class sizes in Session 2008/2009 are as below:

Pr1/2/3 Mrs P MacDonald - 15 children

Pr4/5/6/7 Ms Reid-Evans - 25 children

Pr1/2/3/4 Gaelic Medium Mrs S Fraser/Mrs M Robinson - 8 children

Pr5/6/7 Gaelic Medium Miss M Imlach - 14 children

**Gaelic Medium Education**

Before enrolment to Primary 1, parents must make a decision to enrol their child either in the English Department or the Gaelic Department. A strategy has been prepared to give information about Gaelic Medium and this is held in the school for interested parents.

Gaelic Medium Education is offered to new entrants to Newtonmore Primary School. The Gaelic Medium Department is an integral part of the school, sharing guidelines and policies in all aspects of education and classroom management with the rest of the school. Children in the GMD are taught through the medium of Gaelic for their seven years of primary education. Physical education, music, weekly school assembly and whole school activities such as drama productions, swimming and school visits take place with combined classes.

In Gaelic Medium education, Gaelic is not taught formally as a lesson: instead it becomes the everyday language of the classroom with the children being encouraged to use Gaelic as soon as possible. During the initial two years of immersion the pupils become fluent in speech and learn to read and write in Gaelic. They are introduced to English reading and writing in Primary 3/4.

### **Foghlam Tro Mheadhan Na Gàidhlig**

Tha foghlam tro mheadhan na Gàidhlig air a thabhairn do chloinn nuair a thig iad a-steach as ùr do Bhun Sgoil Bhail ùr an t-sleibh. Tha an roinn Gàidhlig air a h-aonachadh mar phairt den sgoil gu lèir agus thathair a' leantainn phoileasaighean agus stiùireadh airson foghlam agus dòighean riaghlaidh 'sa chlas mar a tha iad sin air an cur sìos airson na sgoile gu lèir. Ann am foghlam tro mheadhan na Gàidhlig tha a' chlann air an teagasg air leth airson na seachd bliadhnaichean a tha iad anns a' bhun sgoil. Aig àmmanan bidh iad a' tighinn ri chèile airson cleasachd, ceòl, smàmh, obair dràma, mòr-chruinneachadh na sgoile agus cuairtean sgoile. Tha Gàidhlig air a' chleachdadh mar phrìomh chànan 'sa chlas agus a' chlann air am brosnachadh gus Gàidhlig a bhruidhinn ri chèile agus ris an tidsear cho luath 's a ghabhas. Anns a' chiad dà bhliadhna tha a' chlann air am bogadh sa Ghàidhlig gus am fàs iad fileanta sa chànan agus comasach air leughadh agus sgrìobhadh a dhèanamh innte cuideachd. Bidh iad a' toiseachadh air leughadh agus sgrìobhadh ann am Beurla mu ìre 3/4.

### **Nursery**

The school offers nursery education in English and Gaelic  
English Nursery times Monday - Friday 9.00am - 11.30am  
Gaelic Nursery times Monday - Friday 12.30pm - 3.00pm

### **Management**

Newtonmore Primary School is part of a cluster of schools which comes under the management of one non-teaching Head Teacher. This means that all classes in both Dalwhinnie and Newtonmore schools will have their own dedicated class teacher and the management responsibilities will be undertaken by Mrs Karen Craig.

### **Religious Status**

The school is non-denominational.

### **Scottish Education**

What qualities do we expect and encourage in our pupils?  
We expect each child to have self confidence and try to encourage this.

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every pupil to have independence, to have the ability to work on his/her own and to share

### **Educational Psychologist:**

Highland Council Psychological Service provides an educational psychology service to schools.

### **When Your Child Leaves**

Please try to inform the school as soon as possible when your movement date is known.

On the last day of school, your child will bring home an envelope containing:

- current workbooks, which illustrate the type of, work being undertaken with the child in this school;
- a "Transfer Report" which gives the new class teacher the basic information (e.g. reading scheme, mathematical topic, etc.), on which to base an educational programme.

This envelope should be handed to the Head Teacher of the next school when you go to register your child. The contents are not confidential and you may wish to look through them.

You will appreciate how important it is that this envelope reaches the next school as soon as possible.

### **SEED Statistics**

SEED Circular No 10/93 requires that certain statistical data be included in the School Prospectus.

### **Highland Council, Education, Culture and Sport Service**

The education service is administered through a system devolved under the control of Highland Council Education, Culture and Sport Committee. Local control is vested in Area Committees.

The officers of the Council relevant to Newtonmore School are:

#### **The Area Education Manager**

**Mr Hector Robertson**

**13 Ardross Street**

**Headquarters**

**Inverness, IV3 5NT**

**Telephone 01463 663800**

The community of Newtonmore (Ward 68: Badenoch West) is represented on Highland Council by Cllr Gregor Rimell, Broomlea, Golf Course Road, Newtonmore, PH20 1AT, Tel/Fax: (01540) 673430, E-mail: [gregor.rimell.cllr@highland.gov.uk](mailto:gregor.rimell.cllr@highland.gov.uk)

#### **The Director of Education**

**Mr Hugh Fraser**

**Highland Council**

**Glenurquhart Road**

**Inverness IV3 5NX**

**Telephone 01463 702801**

**APPENDICES: Holiday Dates, SEED Statistic**

Mr Graeme Irvine  
Ms Shirly Geddes  
Mrs Rachel Chisholm  
Miss Nicola Bishop  
Mrs Trisha Brown

### Holidays

The school holidays are set out as an appendix.

### School Times

The normal school start and finish times are as follows:

Doors open	8.50am
<b>School starts</b>	<b>9.00am</b>
Morning break (15 minutes)	10.30am
<b>Lunch</b>	<b>12.15pm</b>
<b>Return</b>	<b>1.15pm</b>
<b>Home time (Pr 1/2/3)</b>	<b>2.45pm</b>
<b>Home time (Pr 4/5/6/7)</b>	<b>3.15pm</b>

### Voluntary Help

A number of people help the school in a voluntary capacity. In this way the pupils gain considerably and the school benefits in innumerable ways. Children have benefited enormously over the years, acquiring skills in music, singing, biology, knitting, shinty, baking, swimming, calligraphy and Gaelic, etc. These skills would not be provided to the same extent if we did not have our volunteers.

Voluntary help is welcomed but you will understand that helpers have to fit with the Child Protection Procedures set by the Council.

### Speech & Language Therapist:

The Highland Health Board provides a speech therapy service to schools.

ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning - they make discoveries and are keen to learn.

### The Curriculum

The primary school curriculum is now much broader than what was previously known as the "three r's" (although they still form an important part of it). The curriculum can be defined under broad headings -

#### English Language

- Reading
- Writing
- Listening
- Talking

#### Mathematics

- Number, money and measurement
- Information handling
- Shape position and movement
- Problem solving enquiry

#### Environmental Studies

- Social subjects, sometimes called society (history, geography and modern studies)
- Science
- Technology (designing and making)

#### Information and Communications Technology (ICT)

- Practical skills in using computer hardware, software and communication technologies
- Knowledge and understanding about ICT
- The development of informed attitudes about the uses of computers in society

#### Expressive Arts

- Music
- Art and design
- Drama
- Physical education

#### Religious and Moral Education

- Christianity
- Other world religions
- Personal search

#### Personal and Social Education

- Self awareness and self esteem
- Inter-personal relationships and independence and inter-dependence

*Newtonmore School Prospectus*

## Health Education

- Physical, Emotional and Social

## The Structure and Balance of the Curriculum

Each curriculum area requires a clear allocation of time in order to ensure that all pupils encounter a variety of learning experiences of high quality and that high standards are achieved. These consist of;

- A minimum recommended time for each area
- Time for schools to use flexibly in order to enhance learning in any of the main curriculum areas.

## Minimum time allocations in primary schools:

- Language (including modern language - French no later than P6)  
20%
- Mathematics  
15%
- Environmental Studies  
15%
- Expressive Arts  
15%
- Religious & Moral Education with Personal and Social Development and Health Education  
15%
- Flexibility (decided by school)  
20%

Scottish Education is constantly under review. At the beginning of the 1990's a series of guidelines for each of the areas of the curriculum for 5 to 14 year olds was published by the then Scottish Education Department.

In 2001 new guidelines were published for Health, Environmental Studies (Science, History, Geography, Modern Studies and Technology), Information and Communications Technology (ICT) and Modern Languages (French).

Now we are moving towards a Curriculum for Excellence, where as much as possible, subjects are no longer discreetly taught but become part of cross cutting themes encompassing Citizenship and Enterprise. Pupils are working towards clear learning outcomes taking more responsibility for their own learning and being able to measure their own level of success.

together to ensure continuity of education by providing adequate information about pupils in Primary 7 at the transfer stage.

In the Spring and Summer terms, English, Mathematics and Support for Learning Staff from the High School visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school.

In June there is a two day visit to the High School by the Primary 7 pupils.

The children enjoy this visit and feel more confident about the next stage of their school career when the visit is completed. In addition, Primary 7 parents are invited to a Parents' Evening at the High School on the same date, to give them an opportunity to see the buildings and have any questions answered.

If you wish your child to attend another Secondary school you will need to apply in writing for a placing request to the Area Education Manager, Area Office, 13 Ardross Street, Inverness, IV3 5NS. Parents should still enrol your child at the local secondary school for the area in which you live.

## Data Protection

Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

## Parent Council

Our newly formed Parent Council now combines the roles of our previous School Board and Parent Teacher Association actively supporting the work of the school and providing parents with a further line of communication between themselves, the school and the Education Authority.

Meeting of the Council are held termly and are open to all parents to attend.

Parent Council minutes are on display in the entrance hall.

Present Members:

Mrs Lesley Gorman	Chair
Mrs Fiona Ralph	Secretary
Mrs Marie Robinson	Teacher Member
Mrs Clare Menzies	

*Newtonmore School Prospectus*

children bolting their food in their eagerness to get out to play. When *school lunch* pupils are finished their second course, they clear their place and leave.

### **Bullying**

"Bullying" is not tolerated. When unacceptable behaviour is identified our policy is well established and pupils know what is expected. Please see the school's "*Anti-Bullying Policy*" for further information. All pupils know that they can always seek help from the member of staff in the playground and speak to teachers if they have any worries or if they wish to report any matter to an adult.

### **School Transport**

Council transport to school for pupils, whose homes are distant from the school, is available under the usual regulations. Information can be obtained from the Area Education Manager. Transport is normally available free if children under eight live in excess of two miles from the school and for children aged eight and over who live three miles from the school. There are different arrangements outside the delineated catchment area for children who wish to attend the Gaelic Department. Information may be obtained from the Area Education Manager.

### **Health Care**

The Education Service provides, through the agency of NHS Trust, the assistance of a School Doctor, Dr Jane Austen, aided by Nurse Mrs Jan Johnson and School Dentist, Mrs Christine Temple.

The Doctor conducts medical examinations in the GP or Tutorial Room and the School Dentist regularly visits the school. Parents have to give their consent for this and are invited to attend.

The Dental Hygienist, Mrs Claire Fraser, provides valuable help.

### **Transfer to Secondary School**

Pupils will normally transfer to Kingussie High School. Enquiries should be directed to:

The Rector  
Kingussie High School  
Telephone number - 01540 661 475

A close liaison exists between Kingussie High School and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, High School staff and Primary Head teachers work closely

It is our intention to keep you as parents well informed about these developments and how they are likely to affect your child's education. We will endeavour to keep parents informed about the reviewed 5-14 initiative in the coming years.

### **Education for 3-5 year olds**

In August 1998 Newtonmore Primary enrolled its first Nursery class providing one year of pre-school education. In August 2000 this was extended to 3 year olds to allow parents the option of a pre pre school year.

### **English Language**

Involves the pupils in TALKING, LISTENING, READING and WRITING.

#### **Talking**

Today spoken language is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

#### **Listening**

This is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening. The school owns specially designed kits to encourage improvement in listening skills. Pupils have access to listening centres which allow groups of pupils to listen to tapes through headphones and to do some follow up work based on what is heard.

#### **Reading**

This has always been regarded as one of the most important areas of the curriculum. We try to provide for the children a full range of purposeful reading tasks in as meaningful a context as possible in all areas of the curriculum. At all stages, reading is taught in a meaningful way. Even at the infant stages, children learn through enjoyable, interesting material, and related activities encourage in the pupils the desire to read. The children identify with the characters in the stories who encounter similar experiences to their own. Parents are involved in the earliest reading activities. In this way the parent becomes actively involved,

sharing with the child the reading that is done in school, and more importantly, sharing the child's enjoyment of books. Once children have mastered the mechanics of oral reading, the emphasis is placed on silent reading. When children can read we aim to teach them the higher reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read "between the lines" (to be aware of inferences), to read "beyond the lines" (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully.

We also aim to help children locate information in written form using reference material, encyclopaedias, dictionaries and atlases. As well as school text books designed to give pupils practice in such skills. We try to teach our pupils to read at different speeds, in different ways and for different purposes e.g. telephone directories, timetables, recipe books and instruction cards. In this way pupils are taught to use appropriate reading strategies.

The importance of reading for pleasure cannot be over stated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and by allowing them to purchase their own books. Recent research indicates that children who are brought up with books tend to do better at school. This is equally important at the nursery stage, even before the child can read for him/herself. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home from our School Library. Occasionally, too, we have book sales at school. Thus supports the current Highland Literacy programme which we are currently following.

### **Writing**

Written skills, too need to be highly developed to meet the demands of the increasingly complex society in which we live. The kind of skills that might have been enough to win success a few years ago are simply not sufficient today. When we talk about "writing" we are talking about two things. One is the ability to use a pen or pencil - the secretarial skills - and the other is what the child is trying to communicate through his writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing. Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school.

Money should be brought on Mondays: a week's supply of meal tickets may then be purchased. The Cook collects the money and hands out tickets. Additional tickets may be purchased from the Cook on other days at interval time.

### **Packed Lunches**

Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations are designed for the safety and protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice cream containers of similar. Containers should be clearly marked with the name of the pupil.
- Glass bottles or containers are not permitted under the Health and Safety regulations.
- Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- Aerated drinks in cans or bottles are not permissible because of the obvious dangers there present.
- Water bottles will be available.
- Packed meals must be consumed in the area allocated within the school building.
- The Authority cannot be held responsible for any loss or damage to packed meals or their containers.

### **Free School Meals**

Free School Meals are provided on the basis of the applicant being in receipt of Income Support or Income Based Job Seekers Allowance. Parents who wish application forms for Free School Meals, should ask the Head Teacher for forms. Completed forms should then be sent to the *Client Officer, Limetree Avenue, Inverness, IV3 5AU*. Maximum confidentiality is exercised in dealing with applications.

### **Canteen Issues**

There will be a warning bell at 12.10pm. This will allow lunch pupils time to get ready and to visit the toilets and wash their hands. At 12.15pm *home pupils* and *lunch pupils* go to lunch.

Within the Canteen, pupils are expected to sit quietly and, when the adult on duty requests it, they will observe *Grace*. Opportunities to learn a variety of *Graces* in English and Gaelic are to be given to all pupils. The adult indicates the order of meal service, nominating first, second, third, tables. No *packed lunch* child may leave the hall before the second course is served. This stops *packed lunch*

school a number of volunteer helpers run activities for pupils: shinty, football, rugby, golf and athletics. Violin and Piping lessons are also available. Pr 6/7 have ski instruction on four days in the Spring term. Shinty training is on Mondays at 6.00pm. An After School Club operates daily from 2.45pm - 6.00pm Monday - Friday term time, 8.00am - 6.00pm in-service days and during holidays in the school.

Every year the Badenoch Music Festival gives us a focus for our music and language activities. Every child is encouraged to take part.

Our Sports Day is in June; we share the day with the pupils from Dalwhinnie School and Gergask School.

We also join with them for a residential experience for the Primary 7 pupils. (This has been to the Aegis Outdoor Centre and to the Badenoch Christian Centre at Alltnacriche.)

### **Pupil Council**

Three representatives from each class meet on a fortnightly basis to discuss issues brought up by their fellow pupils in order to assist school improvement.

### **Prizes**

There is a Prize Giving at the end of the session. This rewards success in the various classes allowing the special contributions of all pupils to be recognised along with the "effort" and "progress" of others.

Bibles are presented to children for Bible Knowledge through the generosity of Mrs Ruth Stewart in memory of her mother, the late Mrs Betty Mackenzie.

### **School Meals**

Highland Council Catering Service staff cooks our school meals in our own kitchen. Meals are served at lunchtime in the School Hall. The Council are very keen to promote *Healthy Eating* and our meals are designed to promote this. *Healthy Snacks* are given to our nursery pupils and advantage is taken of the Scottish Executive *Free Fruit* for the Pr 1 and Pr 2 children.

Packed lunches prepared at home may be brought to school for eating at lunchtime in the dining room if desired.

School Cook: Mrs Lorraine Kennedy  
Assistant Cook: Mrs Margaret Fraser

School Meals are offered at a price of £ 1.65 per meal.

At other times children may write something for an external audience, intended to be read by someone out with the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practice their writing skills.

The following list indicates the scope of written work which may be asked of pupils as they progress to P7:

1. an imaginative story within their experiences e.g. going on holiday
2. an imaginative story out with their experiences e.g. a trip through outer space
3. a factual account about themselves and their environment
4. a factual report within their experiences e.g. how to make a cup of tea
5. an account of something done e.g. a science experiment
6. a letter - real - thank you for invitation/for information - imaginary - friendly/business/complaint
7. filling in forms
8. a report on something seen or heard
9. plays and conversations involving direct speech
10. summaries
11. writing in character - as someone/something else
12. poetry - blank/rhyming verse
13. posters
14. writing in first/third person
15. writing in past/present/future tense
16. note taking
17. written work based in individual research in topic/project using reference material
18. redrafting their own work in order to improve it

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Grammar and

punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

### **Parents can help with writing**

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has the child communicated his ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts in the content of the work, you will be helping your child to appreciate that writing is a form of communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the "secretarial skills" should be thoughtfully and tactfully dealt with. The child needs to feel that what she/he has written is of value. If the child is not a good speller, encourage him/her to look carefully at the correct spelling of the word, then cover it up and ask the child to re-write the word. Finally ask the child to check the work to see if he/she has spelled it correctly this time.

### **French**

French is taught in primaries 5, 6 and 7. Staff have received training to teach this modern language. Teachers from Kingussie High School and its associated primary schools (Aviemore, Alvie, Gergask, Dalwhinnie, Kingussie and Newtonmore) work closely to provide a common programme.

### **Mathematics**

Pupils enter school as active thinkers, having already experienced informally - handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. They are not however conscious of mathematics as a discipline or a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers wish to plan pupils' experiences of mathematics with specific objectives in mind. As pupils progress, they will be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they will engage will entail working with various kinds of information, drawing graphs for example, possibly

It would be appreciated if parents informed the school of any change in works telephone number, family doctor etc.

### **Medical Inspections**

The school nurse, Jan Johnson, visits the school to check on various aspects of health - eyesight, hearing etc. Parents will be informed immediately if their child is found to have a hearing problem, or may require spectacles. Unfortunately, nits and lice are on the increase in all schools and parents are asked to check their children's heads weekly and to administer proper treatment (available from the family doctor) to the whole family, if head lice are found.

### **Absence from School**

If your child is to be absent or late for school parents must inform the school first thing in the morning. Unexplained absence will be followed up by a phone call from our clerical assistant. Prolonged unexplained absence will be reported to the authority. If your child is likely to be absent for a prolonged period then it is helpful to let the teacher know. It is strongly recommended that parents should avoid withdrawing their children from school for family holidays during term time. It would be helpful if parents could plan family holidays during the 12 weeks annual holiday allocation. Holiday dates for the next two years are available from the school.

### **Permission to Withdraw Pupils**

The Head Teacher must be informed in advance, in writing, of any need to withdraw a child from school during school hours.

### **'Open Door Policy'**

Parents are always welcome to call at the school by prior appointment with the Head Teacher, to discuss any problems, complaints etc. The Head Teacher is most willing to consider any requests or suggestions for liaison with parents. Parents or members of the community who have a special skill or interest which might support curricular activities, or be the basis for possible extra-curricular activities are most cordially invited to contact the Head Teacher with a view to further discussion.

### **Other Pupils Activities**

Pupils are engaged in a number of sporting activities and we recommend that pupils take up membership of the Badenoch Primary Sports Association. Within the

Enclosed is an order form for the items available for purchase.

### **Names on Clothing**

All items of clothing must be clearly marked with the child's name otherwise tracing of lost articles of clothing or footwear can be impossible. This is particularly important in the case of Wellington boots, which are changed for indoor shoes on arrival at school. It would also help, in the case of wellington boots, if the pupil was to be provided with a clothes peg to keep both boots together. Much needless time wasted in sorting out boots at the end of the day can thus be avoided.

### **Money & Valuables**

Pupils should not normally carry large sums of money or valuables on their person during school hours. If, on odd occasions they do, the money or other valuables should be handed to the class teacher for safe-keeping during the day.

### **Child Protection**

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.*

### **Accident/Illness at School**

If a child has an accident or becomes ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to send him/her home. In the event of the parent not being at home we would welcome an alternative address e.g. a relative, friend or neighbour with whom the child can be left.

using computer software. This will often involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement. They will need to know the properties of shapes and ways of describing movement. This should involve

- information handling
- number, money and measurement
- shape, position and movement
- problem solving and enquiry

Computers and calculators are part of the world in which we live and the school makes good use of mathematical programmes on computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy. At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

### **Environmental Studies**

Usually called project or theme work, involving Science, Social Subjects (History, Geography and Modern Studies) and Technology (designing and making).

Children need to learn about the world in which they live - its history and geography and the scientific aspects which affect it. In a sense the total school curriculum is environmental studies. All school activities are related to the environment and children are encouraged to make observations and investigations of their surroundings. Television, video and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it.

Our cyclical programme will be carefully thought out to present a progression of skills, balance within topics and the development of concepts. Much of the work is approached through themes (projects). Content includes local studies, history and geography of both Scotland and the wider world. The study of these themes obviously includes other areas of the curriculum and where appropriate will draw in Science and Technology.

Teachers bear in mind, when making choices, the need for balance within the curriculum at each stage, and from stage to stage. Wherever possible, pupils are provided with first hand experience working outside the classroom as well as inside it. Children are encouraged to make physical contact with their surroundings:

- living things - plants, animals and people
- inanimate objects of the physical environment - buildings, rocks, soil etc
- learning about the man-made world
- investigations of how things work

Environmental Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, learning both inside and outside the classroom and involves observation in its widest sense, investigation, enquiry and communication. We aim to develop the children's ability to think - to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions, and to articulate thought. Problem solving is built into some of our work and is a strategy that is very useful in technology (designing and making) using technical kits as well as reusable materials.

### **Information & Communications Technology (ICT)**

At Newtonmore we aim to provide a broad curriculum and endeavour to ensure our children develop on ability to use ICT. The work children do in ICT may be with tape recorders, video cameras, scanners, telephones, computers etc across the different areas of the Primary Curriculum.

The overall aim of the ICT 5-14 curriculum is 'to develop in young people knowledge, skills and informed attitudes in relation to information and communications technology'. In developing ICT capability pupils are encouraged to:

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society

time to time to hear about new innovations or to discuss with staff the school curriculum in the form of parent's workshops.

### **Support for Learning**

All pupils need additional support from time to time and this is usually provided by the teacher. Sometimes however the teacher requires additional advice and our Support for Learning Teacher, Mrs Anne Urquhart, may then be involved in providing extra help or resources for the child. When support needs cannot easily be identified, the school, with the consent of the parents, will consult other agencies such as the Educational Psychologist, the Speech & Language Therapist, and the Occupational Therapist etc. If the needs of the child cannot be met within the teacher's day to day planning it may be necessary to devise an Individualised Education Programme (IEP) in consultation with parents, to meet the needs of the child. Sometimes the needs of the child are such that provision may have to be made by the Authority for the appropriate education to be given.

### **Homework**

The school's policy is to provide homework which can be done in a relatively short time, and which is geared to the needs of the individual pupils. It normally acts as a means of revision of work done in class, as a reinforcement of class work or as an opportunity to practice a particular process or skill. It also gives the parents the opportunity to see some of the areas of work covered by their children in school and to discuss this with their children. The cooperation of parents in providing a quiet area free from distraction, where possible, for the completion of homework would be much appreciated. Homework is generally issued each day to younger children, but in older classes, pupils might be given some homework which would require some planning on the part of the child. They might be given a few days to prepare a class talk. This is intended to encourage the child to take some responsibility for his/her own work and to help prepare the child for secondary education. In general, homework should not require any parental help. It would be helpful if parents made a note at the bottom of the jotter if a child is having difficulty and help is given, so that the class teacher is made aware of difficulties encountered.

### **School Colours**

The school colours are royal blue and white and these are reflected in the school uniform

### **Uniform**

The school encourages pupils to wear school uniform. We believe that it is very smart, economical and practical. Although this dress is not compulsory we feel that it is preferable and we strongly recommend that children wear it at all times.

When the teacher is confident that a group of children has attained a certain level in either Reading, Writing or Mathematics he or she may then administer a National assessment in that area of the curriculum to confirm that his/her assessment has been accurate. The results of National Assessments will be given to parents in the pupil's report.

There are National Assessments for Mathematics, Reading and Writing. The Mathematics test has two units, the Reading test has two units and the Writing tests has three units. The tests are very "pupil-friendly" and reflect the work pupils cover in class. Usually a pupil will be assessed in Mathematics, Reading and Writing just four or five times from the age of 5 (P1) to the age of 14 (S2).

### **Reporting to Parents**

Assessments are also necessary in order to give parents information about their child's performance in school. Reporting to parents takes place twice a year:

- a) In the Autumn term (October) when your child is relatively new to the class. This is an informal meeting to let parents know how their child is performing in his/her new stage.
- b) In the Summer term (June) when your child is about to pass from one stage to another. This is a more detailed report giving information about your child's progress. Levels of attainment (A-F) in all curricular subjects will be given in this pupil's report. In addition to this a report about each child will be made under the four capacities: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

### **Parent/Teacher Meetings**

This meeting is held in school in October. An appointment is made for each parent to meet with the teacher. During the meeting (which lasts 10 minutes) parents and teacher discuss the pupil's past achievements and together plan future targets.

In March an Open Day is held at the school. This gives your child/children an opportunity to show you the work they have been undertaking at school. You then have the chance to see examples of your child/children's work across the curriculum.

Since we live in an ever changing world, so the education provided for the children also requires change and updating from time to time. Parents are kept informed by regular newsletters we give parents the opportunity to visit the school from

We recognise that the potential and possibilities for ICT are substantial, however the complexity of introducing and using new ICT hardware and their applications should be recognised by parents. While input of funding from government training initiatives has enhanced the schools capacity and confidence for using ICT, all staff need time to become familiar with current and future developments and to develop their personal skills in using ICT.

### **Expressive Arts**

In addition to the core subjects an appreciable part of the school curriculum in all schools in Scotland (around 15%) is devoted to the expressive arts; namely music, art and design, drama and physical education (which includes dance). These are integrated where appropriate into other areas of the curriculum and teachers liaise with visiting teachers of music, PE and art to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During **Music** lessons children sing songs linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience. Mr Barclay our chanter instructor and Mrs Buxton our fiddle instructor visit the school weekly to work with individual pupils. This instruction is paid for by parents.

**Art and Design** work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

**Drama** is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

**Physical Education** provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own dances. Individuals are entered occasionally in swimming galas, football tournaments, orienteering and shinty matches. All activities are open to both boys and girls as Newtonmore is an equal opportunities school. It is very important that pupils bring a change of clothing for PE - shorts, tee shirt and gym shoes/trainers. **No jewellery may be worn.**

The school performs every year in the Badenoch and Strathspey Music Festival as well as regular and varied concerts for the parents and community in the School Hall.

### **Religious and Moral Education**

Religious Education is taught throughout the school. We aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. We encourage in our pupil's sensitivity towards and tolerance of others. We try to illustrate and use human experience to highlight the areas of life with which religion deals and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence.

We explore the ways in which Jesus is central to Christian belief and worship and give some understanding of the place of religion in development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions. Religious Education is much broader than it was a few years ago and is integrated into the curriculum as all other subjects are. Appropriate biblical stories would be included. Whatever the topic, pupils are encouraged to be actively involved as they are in all other areas of the curriculum. In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So in addition to our studies of the Christian tradition we will study the lives of people with a Jewish, Hindu, Muslim Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from RME are given alternative work to do at this time.

### **Health Education**

Health Education is basically about encouraging pupils to take responsibility for their health:

- Physical Health - which explores physical factors in relation to our health and looking after ourselves.
- Emotional Health - which explores emotions feelings and relationships and how they affect our mental wellbeing.
- Social Health - which explores the interaction of the individual, the community and the environment in relation to health and safety.

Newtonmore Primary became a Health Promoting School in 2005.

### **School Assemblies**

These are held on alternate Mondays and led by Mr Douglas Stevenson our minister with responsibility for the parishes of Newtonmore, Laggan and Dalwhinnie. Where possible he addresses issues which fit in with our current RME programme.

Once a fortnight, assemblies are led by the Head Teacher when issues like bullying and friendships can be addressed. This is also an opportunity to present awards and certificates in order to recognise achievements and celebrate success.

### **Assessment**

As recommended in guidelines 'Assessment 5-14', pupils are being continually assessed by their teachers in order to make sure that every child is working to his/her full potential. When planning his/her work, the teacher takes account of individual differences and plans accordingly. She also keeps records of work, recording how well the children are managing the work demanded of them. Assessments must constantly be made by the teacher to ascertain the progress a child has made, to diagnose his/her difficulties, and to discover his/her capabilities, so that he or she may plan a programme for him/her which is appropriate to their needs.

As a child develops through the ages of 5-14, the teacher assesses the level at which the child is working in each area of the curriculum. The current levels are as follows:

- LEVEL A -** should be attainable in the course of P1-P3 by almost all pupils
- LEVEL B -** should be attainable by some pupils in P3 or even earlier, but certainly by most in P4
- LEVEL C -** should be attainable in the course of P4-P6 by most pupils
- LEVEL D -** should be attainable by some pupils in P5-P6 or even earlier, but certainly by most in P7
- LEVEL E -** should be attainable by some pupils in P7 -S1 but certainly by most in S2
- LEVEL F -** should be attainable in part by some pupils, and completed by a few pupils in the course of P7- S2

### **National Tests**