

Knockbreck Primary School Tain, Ross-shire



School Prospectus

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The following figures are provided for Knockbreck Primary School, all Schools in the Highland Region and all schools in Scotland:

- Budgeted School Running Costs for the financial year 2011/2012
- Attendance & Absence Figures for School Year 2010/2011

Head Teacher's Letter

Dear Parent / Guardian

Let me extend to you a warm welcome to Knockbreck Primary School. The information contained in this handbook is aimed at introducing you to the school, its educational provision and any information you require for the welfare of your child at school.

In the event of you still being uncertain about anything regarding the school please don't hesitate to contact the secretary who will be more than willing to answer any of your questions. The secretary is available every morning and full policy statements are available from the school.

Finally, thank you for taking the time to read this brochure. The school staff look forward to a happy and successful partnership in the future with you and your child.

Yours Sincerely
Katherine L De Jonckheere
Head Teacher

Our vision, values and aims

Our vision statement

Fostering a co-operative learning community where all can flourish.

Aims:

1

- To plan and deliver an appropriate curriculum using a variety of learning and teaching strategies tailored to the needs of the pupils.
- To raise the standard of attainment within the school by enabling each pupil to work to the best of his /her ability

Through:

Developing a Curriculum for Excellence, continuing to develop formative assessment strategies and providing pupils with a rich and supportive learning environment. Staff engaging in quality self evaluation.

2

- To create an enterprising ethos that provides opportunities for, and celebrates, achievement in all pupils.

Through:

Exposure of all pupils to enterprise education and the opportunity to be successful and acknowledging and celebrating that success in a variety of ways.

3

- To promote positive behaviour, citizenship, responsible attitudes, tolerance to those who are different to themselves in any way and healthy lifestyles.

Through:

Ensuring pupils have equal opportunity to learn appropriate behaviours and attitudes and social skills.

Developing positive attitudes to others through co-operative learning and inclusion.

Fostering partnerships with parents, the community and outside agencies

4

- To improve the learning and teaching experiences of all pupils through the professional development of all staff.
- To improve the quality of the curriculum available to all pupils through the effective management of resources.

Through:

Staff undertaking the opportunities provided for CPD that will enhance their ability to provide for the needs of their pupils.

Effective monitoring and use of the devolved budget to provide attainment and achievement for all.

General School Information

Knockbreck Primary School
Ankerville Street
Tain
Ross-shire
IV19 1BL

Telephone (01862) 892272
School Email Id: knockbreckr&c.primary@highland.gov.uk

School Roll for Session 2011/12: 136

P1: 21 pupils
P2: 21 pupils
P3/4: 24 pupils
P4/5: 23 pupils
P5/6: 23 pupils
P6/7: 24 pupils

School Hours

P1 P2 P3 Pupils	9.00am - 2.30pm
P4 P5 P6 P7 Pupils	9.00am - 3.00pm
Morning Break	10.40am - 10.55am
Lunch Break P1 - P3	12.15pm - 1.15pm
P4 - P7	12.30pm - 1.15pm

Crossing Patrol Times

The crossing patrol ladies will be on duty during the following times at Knockbreck Road and Gower Street:

8.35am	-	9.05am
12.15pm	-	1.20pm
2.30pm	-	3.25pm

Parents are asked to ensure that their children are familiar with the rules of road safety and are expected to always cross with the patrols on the way to and from school, and to follow instructions given by the patrol.

Calendar - Session 2011/12

Autumn Term:	Tuesday 16 August 2011 to Friday 7 October 2011
Winter Term:	Tuesday 25 October 2011 to Thursday 22 December 2011
Spring Term:	Monday 9 January 2012 to Friday 30 March 2012
Summer Term:	Tuesday 17 April 2012 to Friday 29 June 2012

In Service Days:	Monday 15 August 2011
	Monday 24 October 2011
	Wednesday 15, Thursday 16 & Friday 17 February 2012

Long Weekend:	Monday 13 & Tuesday 14 February 2012
May Day Holiday:	Monday 7 May 2012

CONSTITUTION FOR PARENT COUNCIL

AIMS AND OBJECTIVES

1. To work in partnership with the school to create an encouraging and welcoming environment for all parents
2. To encourage contact between the school, its pupils and all parents
3. To develop and engage in activities which support the education and welfare of the pupils
4. 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.

NUMBER OF MEMBERS

Membership of the Council will be a minimum of four and a maximum of eight parents of children attending the school. The Head Teacher automatically becomes a member.

SELECTION OF MEMBERS AT AGM

Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by election (of those that have volunteered only). Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

TERM OF OFFICE

Members of the Council will serve for a two-year period initially but have the option to stand for re-election.

CO-OPTED MEMBERS

The Parent Council will invite two members of the Community to serve for a period of two years. These members may include a local councillor/teacher to ensure the Council is well informed of issues affecting the school. The Council may also invite certain people to their meetings where it is felt their expertise is pertinent to the proceedings.

OFFICE BEARERS

If the Parent Council decides to have office bearers:

The Chair, Secretary and Treasurer of the Parent Council will be appointed by the Parent Council immediately following its formation.

GENERAL MEETINGS

The Annual Meeting will be held in April of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least two weeks in advance.

The meeting will include:

- A report on the work of the Parent Council and its committees,
- Selection of the new Parent Council
- Discussion of any issues the Council wishes to raise
- Approval of the accounts and appointment of the auditor

WORKING PRACTICE

The Parent Council will meet at least once in every school term

Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.

Any two of the parent members of the Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of meeting.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Council shall be terminated if the majority of the parent members agree. Termination of the membership would be confirmed in writing to the member.

FUND RAISING

The Parent Council will be responsible to raise funds, apply for and receive grants, and accept gifts for the benefit of the school. The Friends of Knockbreck will exist as a committee of the Parent Council whose function would be to fund raise for the school. The group may contain members of the Parent Forum and others who are not members of the Council.

NOTES OF MEETINGS

Copies of the minutes of all meetings will be available to all parents of children at Knockbreck Primary School. Copies will be posted on the School notice board for a period of two weeks after each meeting.

CONFIDENTIALITY

Meetings of the Parent Council shall be open to all members of the Forum, unless the Council is discussing an issue, which it considers should be dealt with on a confidential basis. In such cases, only members of the Council and the Head Teacher can attend.

FINANCE

The treasurer will open a bank or building society account in the name of the Parent Council for all funds. Withdrawals will require the signature of the Treasurer and one other Council member.

The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each meeting, and a complete account for the annual meeting.

An Auditor should be agreed upon to reconcile accounts.

The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Council.

CHANGE OF CONSTITUTION

The Parent Council may change its constitution after obtaining consent from members of the Parent Council. Members of the Council will be sent a copy of any proposed amendment and given reasonable time to respond to such.

DISSOLUTION

Should the Parent Council cease to exist, any remaining funds will be passed to the named school to be used for the benefits of that school.

Knockbreck Friends Association

(Sub-committee of Parent Council)

The Friends Association has been formed from within and without the school community, by people of all ages who have an interest in the school. The purpose of the association is to support the school in fundraising and social events

The school fund is run by the Head Teacher/Secretary and is monitored by the school secretary who prepares the annual audit. School funds are used to purchase items to enhance pupil learning.

Pupil Council

The school has a very active Pupil Council whose members are elected from all year groups. The Council is made up of 10 members. Their function is to bring forward initiatives suggested by other pupils, and work alongside the Head Teacher discussing school related issues.

The Council has their own bank account for funds.

A suggestion box for pupils is available for all to contribute ideas.

Other points of contact

After completing their primary school education, pupils transfer to Tain Royal Academy, Scotsburn Road, Tain.

Rector Mr D MacLeod Telephone Number 01862 892121

Area Education Manager

Mr G Nichols
Drummuie House
Golspie

Telephone Number 01463 634041

Our School

The present building that houses Knockbreck Primary was previously called Tain Public School when it served the whole town of Tain. However, with the influx of people into the town during the early seventies, due to the oil industry at Nigg, another school was required in the town. This then necessitated the introduction of new names hence, although the building dates to the late 1870's, the present title of Knockbreck is only from 1977.

The interior of the school was totally refurbished in 1987/88 after a fire which destroyed the greater part of the school.

The present building consists of 4 classrooms, a shared resource area, hall, kitchen, staffroom, disabled toilet, cleaner's room and storage areas, a base for the Learning Support Teacher and a 'Quiet Room' which can be used when required. There is also an office, which is shared by the Head Teacher and the school secretary.

Within the school grounds there is also a demountable unit which was purpose built for the school in 2008 and currently houses our P2 class. Our P4 class are also housed outwith the main school and are in the wooden building beside the main car park area.

The hall serves as a space for visiting specialists to work with groups of pupils, for extra curricular activities and as a dining centre. School assemblies and functions are also held in this hall.

The playground adjoins two large grassed areas where sports and outdoor activities are held. There is a climbing frame, basketball net, football pitch, sandpit and picnic benches for children's use at break times. The playground and grassed areas are well fenced to ensure that the safety and security of the children is maintained at all times.

Nursery Education

There is no nursery provision on the premises of Knockbreck due to lack of space however, Ankerville Nursery, Tain Nursery & Playgroup and Stepping Stones Nursery ably serve the school.

Entrants

Parents of prospective entrants are encouraged to visit the school to view the classes and have any questions answered.

Prior to new Primary 1's starting in August, they are invited to the school before the holidays to meet their other classmates and teacher for a few mornings and afternoons.

A leaflet describing life as a 'new P1' is distributed to all parents at that time.

For the first two weeks P1 attend for mornings only.

School Uniform

The policy of the school is that children are expected to wear school uniform as it promotes a feeling of school unity and discourages bullying on account of designer labels.

Knockbreck Primary School colours are:

Sweatshirts and cardigans	Bottle Green
Trousers and skirts	Black
Polo Shirts / Blouses	Sky Blue
Jogging Bottoms	Black

School sweatshirts with an embroidered logo are available to order, at a very reasonable cost, from the school. Orders are usually placed in May and November and, whilst sweatshirts can be ordered at anytime if required, the manufacturer prefers to produce the sweatshirts in bulk. During the course of the day pupils may come into contact with water, paint, glue, clay etc. It is therefore requested that children bring in an old shirt or cover to wear for art activities.

Children are required to remove their outdoor footwear when they come into school and wear lighter footwear inside school at all times. This should be clearly named so as to avoid confusion. Shorts, a T-shirt and gym shoes are required for gym and, for safety reasons, all jewellery must be removed for this lesson. Parents are requested to name all school sweatshirts and other items of clothing with pupils' name/initials.

The school does not allow children to wear team football tops in school. We have found that when football tops are worn it creates bad feeling between those children that support a particular team and those that don't.

School Meals

School meals are available to all children. These are cooked in Craighill Primary School and are delivered daily to the school. The children can pre order the meal they wish when menus are available, which is most of the time except for the week before and the week after school holidays.

Dinner money is paid every Monday morning, and costs £1.70 per day. The meals may be paid either in cash or by cheque made payable to, *Highland Council*

Regardless of the method of payment, money must be sent to the school in a sealed envelope with your child's name and the amount of money enclosed clearly written on the envelope. We would also very much appreciate the correct amount of money being sent.

If your child prefers to bring a packed lunch to school, it should be carried in a plastic container and shatterproof flask with his/her name on it. Glass containers should not be used under any circumstances. Packed lunches are eaten in the school canteen along with the children taking school meals and the sitting is supervised.

Families who are entitled to free school meals because they are in receipt of Family Income Support/Job Seekers Allowance should ask for the relevant form at the school and send it to the Catering Department at Ruthven House, Drummond Road, Inverness, IV2 4NZ

Health Promotion

Knockbreck Primary has achieved Level 4 as a Health Promoting School which is the top level. To achieve and maintain this, the school has a School Nutrition Action Group (SNAG) made up from pupils, parents, school nurse, a member of the canteen staff and the Head Teacher. The function of the group is to promote a healthy eating lifestyle within and without the school. There is a healthy tuck shop in school providing the opportunity for the children to buy fruit or fruit juice. The group would appreciate your support in providing your child with healthy snacks and packed lunches. Health and wellbeing is a major part of the curriculum with the children setting their own health targets.

School Transport

Transport is provided for children under eight years of age who live outwith the two mile boundary and for children over eight years of age who live outwith the three mile boundary of the school. Transport forms can be obtained from the school and should be returned to the school.

Adverse Weather Conditions/School Closure

There may be occasions when the school will have to have an emergency closure, e.g. in severe bad weather or because of electricity/water failure. Parents are asked to ensure that the school is kept up to date with telephone numbers and emergency contacts - addresses of relatives/friends to whom their child will be sent if they are unavailable. Every attempt will be made to contact parents but this may not always be possible therefore, if the school has to close early, children will be sent home or to their emergency contact.

Please make certain they know who their contacts are. If the school does not open on a particular morning e.g. due to snow, electricity failure then Moray Firth Radio will be contacted and a bulletin about the school's closure will be made. The 0870 Schools Information line will also be used on these occasions.

Telephone Information Service - Guidance for Parents

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher. When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does **not** replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

There are other features of this service which may be available for your school. These are described below. Note that this is an 0870 service and charges are slightly higher than normal. Currently (Jan 2006) BT rates are approximately 4p per minute. However, there is no queuing and an adverse weather call should last less than 1 minute.

How to use the service.

Dial Highland Council's access number - 0870 054 6999

Now enter your own school's pin number **04 2420**

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.

You will now hear the school's name. Ensure that this is correct before going on.

You will now be taken to the MAIN MENU where you will be given 4 options:

Press 1 to hear your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority.

Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again. Other services whereby parents can leave a message for the school are not being used at present.

Homework

Homework is an aspect of children's work, which helps to foster links between home and school, which in turn develops the partnership between parents and teachers. This partnership is very important in raising children's attainment. The school issues a guide to homework yearly. If class work is unfinished pupils may be expected to take it home and complete it there.

Specific Purposes of Homework

- Allows practise and consolidation of work done in class.
- Training for pupils in planning and organising time.
- Encourages ownership and responsibility for learning.
- Provides opportunities for individualised work.
- Allows preparation for future class work.

Types of Homework

- Reading
- Tables Practise.
- Maths work associated with class work.
- Basic Number Work.
- Writing
- Spelling using the 'Look, Cover, Write, Check' method.
- Research work for theme.

Amount of Homework

At Early Stages a child should spend about 10 minutes each week night on some form of reading activity and by Pr. 6 - 7 a child would be expected to spend about 30 minutes each week night on a variety of tasks.

Homework would not usually be issued over the weekend.

Role of Parents

It is expected that parents will supervise and assist the children in their homework activities as and when appropriate because this gives parents a greater understanding of what, and how well, their children are doing. Parents should always sign homework.

Parents' Meetings

Parents are kept up-to-date with events both in and out of school with a termly newsletter and other notes when required.

Parents are invited to the school for Parents' Evenings twice a year, when they are given the opportunity to see work done by their child and other displays of work around the school. Appointments are made with parents and members of staff to discuss pupil progress at these times. Parents are also welcome to make appointments with staff at any time if they wish to discuss any particular problem. Information evenings/open afternoons are held when interest is expressed or the need arises.

Pupil Welfare

If a child becomes ill during the school day, Staff will contact either the parents or the child's Emergency Contact to arrange for the child to be collected from school and taken home. It should be noted that teaching staff cannot be released from duty to transport children home. It is important that your child knows his/her Emergency Contact well and that this person is normally available if you cannot be contacted. If you need to keep your child off school for any reason, you should inform the school by telephone and send an absence note on his/her return. If your child is likely to be off for more than three days, we would appreciate it if you would let us know.

The school dentist, doctor and nurse who occasionally visit the school monitor the general health of the pupils. Parents are notified of these visits in advance. The school is also able to draw upon the services of the Community Paediatrician.

The administration of medicines to pupils is primarily the responsibility of parents. Staff who undertake duties associated with the administration of medicines do so on a voluntary basis. If a child requires medication during school hours, arrangements for administration should be agreed between parents/staff of the school and the school advised in writing of prescribed dosage of medication. If parents consider their children responsible enough to carry out and administer their own medication, then the school must have written details of this medication and self-administration routine signed by the parent.

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 members of staff have to report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

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)

Bullying - A Positive Response

It is important that all children know that both home and school care about bullying, and that the children know they can speak out freely and confidentially if they are being bullied, and that an effective course of preventative action will be taken. The main message for everyone is that prevention is better than cure. Positive steps taken at the onset of witnessed or reported bullying will help to combat the problem. We look forward to a positive partnership with all our parents to resolve any situation which may occur.

In educating your child we try to create within our school a pleasant atmosphere which is relaxed but purposeful, and where the pupils work conscientiously and co-operatively with everybody, whether staff, parent, helper or fellow pupil. We encourage mutual trust, respect and confidence. We treat each other with respect and courtesy and do what we can to be sympathetic and take into account individual needs such as learning difficulties, social problems or cultural aspects. In fostering these attitudes we aim to help all children to work to achieve their potential.

Behaviour which is contrary to our code of conduct is not only upsetting, it is extremely disruptive and time-consuming. It affects not only the undisciplined child, but also the whole school and wastes precious teaching time. Any behaviour which does not fit our code of conduct is unacceptable and various strategies will be adopted to help any child who cannot participate effectively in our school life, whether in the playground or in the classroom.

Code of Conduct

In order to create a secure, positive and stimulating environment for our children we all follow this code of conduct embedded in the Golden Rules

- We treat everybody with care and respect; we are polite and kind to each other at all times.
- In the playground we only play games which are safe and enjoyable. Some games can hurt our friends - games like British Bulldogs, Tripping, Toy Fighting and any other similar games, which involve any degree of force or violence, cannot be played in this school.
- We do not touch others except in a kind way and only if we are invited to do so, or if it is part of an enjoyable, safe game.
- We set a good example to each other by being helpful to each other whenever we can.
- We look after our bodies by exercising and eating healthy food.
- Climbing on walls, fences and gates can be dangerous. We do not climb on them.
- We always stay within the school grounds unless permission is given by a teacher to leave. Our school is a safe place.
- We all help to look after our school building. We make it a pleasant and happy place to come to every day.
- We take care of our books, games and equipment - they are there to help us and to give us pleasure.
- We care for our environment - we keep the playground free of litter at all times.

The Golden rules, which are displayed around the school, are as follows:

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anybody

Do not hurt people's feelings

Do not waste your own or other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

Discipline

Every pupil is made aware of the school rules and the reasons for having them. We encourage self-discipline along with tolerance and consideration for other people and their property. We look to a happy and co-operative partnership with parents in the pursuit of the highest standards of personal conduct. In maintaining discipline, a series of steps will be taken by staff if there is a breach of discipline.

- Verbal warnings will be issued in the first place to inform the child that his/her behaviour is unsatisfactory.
- A pupil who persistently misbehaves after several verbal warnings may find him/herself isolated within class for a short time (Time Out).
- Children who continually misbehave may find that they lose privileges in school i.e. positions of trust, loss of Golden Time/Choosing time, loss of extracurricular activity.
- Another form of discipline will be the punishment exercise. The content of the punishment exercise will be up to the individual teacher, but will generally be some form of schoolwork beneficial to the child or related to the problem allowing time for reflection. Parents will be asked to sign the exercise and we ask your co-operation in ensuring that the work is done. If a child receives a large number of exercises then discussion between parent and teacher will take place at either the parent's or teacher's request.
- Positive behaviour is promoted within the school with the use of praise, award and reward systems.

Multi-Cultural and Anti-Racist Education

The school:

- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect for other people's cultural identity and beliefs;
- aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines for Primary Schools' (2005) and has an appointed Race Equality Co-ordinator.

The Curriculum

Since 2010 schools across Scotland have begun to implement Curriculum for Excellence (CfE) and the new curriculum has eight areas (Expressive Arts, Health and Wellbeing, Language, Mathematics, Religious and Moral Education, Sciences, Social Studies, and Technologies) which broadly reflect the previous 5-14 curricular areas. However, there are new levels which most children are expected to achieve:

Early level - The pre-school years and P1, or later for some.

Level 1 - To the end of P4, but earlier or later for some.

Level 2 - To the end of P7, but earlier or later for some.

Level 3 and 4 - S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

Level 4 experiences and outcomes are means of study intended to provide possibilities for choice and young peoples' programmes will not include all of the fourth level outcomes.

Senior Phase - S4 to S6, and college or other

Each curricular area comes with experiences and outcomes which teachers plan to, and will, assess pupils against. There is the expectation that learning experiences for children will be 'richer' and more interactive, with pupils being engaged in their own learning to a higher degree. There will also be more crossover amongst curricular areas to achieve outcomes so that connections can be made between different areas of learning.

Numeracy, Literacy and Health and wellbeing over arch all experiences and outcomes planned for children.

Also included in CfE are:

- 7 Principles: challenge, breadth, progression, depth, personalisation and choice, coherence and relevance.
- 4 Values: wisdom, justice, compassion and integrity.
- 4 Capacities: successful learners, confident individuals, responsible citizens and effective contributors.
- 4 Cross Cutting Themes: sustainability, enterprise, creativity and citizenship.
- 4 Aspects/Contexts: interdisciplinary learning, life and ethos of school in community, opportunities for personal achievement, curriculum, creation and subjects

At Knockbreck teachers' planning now reflects the new curriculum and pupils are more actively involved in their own learning; setting their own success criteria for many lessons then peer and self assessing the work undertaken. Pupils are actively encouraged to participate and take responsibility in the life of the school through the Pupil Council, School Nutrition Action Group, Eco Committee and becoming Junior Road Safety Officers. Pupil views are also sought when reviewing and updating school policies.

For many years the school has been very involved in Enterprise Education which is not only cross curricular, but provides a rich learning context using real life skills. Citizenship is also promoted in Knockbreck with pupils engaging in fundraising for many charities and in forming links with schools abroad. The school ethos of being supportive, showing mutual respect, valuing every individual and honesty is consistent with the 4 values of CfE.

Language

Language is the principle medium of learning and instrument of thought and is basic and essential to all other areas of the curriculum. During their years at Knockbreck Primary pupils are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and story telling and all pupils are encouraged to produce quality writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc. through a structured writing programme.

Reading is carried out in line with the 'Highland Literacy Project' method which involves the children in seeing the reading writing connection a lot earlier and places more emphasis on reading for pleasure as well as information. The core reading materials at the lower stages of the school are Oxford Reading Tree. Later Collins 'Big Cats' are introduced and chapter books/novels by the upper stages. The school has an extensive library which the children use to select their own personal reading from.

In line with government policy French is taught at the upper stages of the school. Simple phrases, basic vocabulary and numbers are introduced. Some written work is undertaken, but the emphasis is on the spoken language and pronunciation. Games, songs and drama are used to make learning a foreign language an enjoyable experience and so giving a positive attitude for later development. Two members of staff are trained to deliver this.

Children will be introduced to Gaelic and Scots through its place in the culture and heritage of Scotland with opportunities to explore and try them out.

Mathematics

Numeracy (being skilled with numbers and maths and their application to life) as well as being taught systematically through a Maths programme is also embedded in learning activities where math skills are paramount such as in a finance project. To encourage numerical thought Problem Solving is taught at all stages of the school weekly with pupils actively engaged in reflection and dialogue in solving a variety of problems. Real life problems are encountered in many of the enterprise activities undertaken.

Health and Wellbeing

Health and wellbeing include such areas as physical education, food, health, substance misuse, parenthood, sexual health, social and life skills. These topics are taught at an appropriate age and stage of a pupil's development through a variety of mediums including discussion, video, thematic work, visitors to school, drama and across all curricular areas.

The school endeavours to give each child 2 hours physical education a week in line with government expectations. Senior pupils also have swimming lessons at Tain Royal Academy and there are a range of after school activities. The school participates in all the local sporting events such as cross country, football tournaments, county sports etc. The school is supported in PE with specialist input.

Technologies

The school is very well equipped to provide ICT (information communications technology) with a computer area and interactive whiteboards in all classes. Pupils use various pieces of IT across the curriculum i.e. Flip cameras for recording progress in reading and assessment of collaborative work, the internet for research, powerpoint for presentation of work and graphic programmes for data handling in Maths.

Technologies also involve the children in the changing world, product design, ethical issues, energy and sustainability.

Social Studies

This involves the pupils in learning about other people and their values. Broadly this covers people: past events and societies, place and environment and people in society, economy and business. These are taught through a thematic approach and pupils' own interests and the questions they bring to school.

Science

Central to science is the development of an enquiring mind into the physical and material world around, and how science works and influences the world we live in. At present the pupils at Knockbreck follow Highland Council's Programme for Science where it covers the experiences and outcomes of CfE. The Programme is delivered through a topic approach with the pupils engaged in a wide range of activities enabling them to grasp the language of science and its impact on society.

Religious and Moral Education

Knockbreck Primary School undertakes its legal requirement to provide religious Education. A whole school assembly is held weekly and led by one of the local chaplains from the various denominations in the town or the Head Teacher. A joint Christmas service is held in the Parish Church with the other schools in the town.

The school uses the, Fife Programme as its framework for RME. The Religious and Moral Education curriculum can be defined in three broad areas: Christianity, Other World Religions and Developments of Beliefs and Values. The aims of Religious and Moral Education are to help pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parents have the right to withdraw their children from religious education if they so wish.

Expressive Arts

Within CfE, Expressive Arts covers the four main areas of music, dance, art and design and drama.

Music

Pupils have the opportunity to participate in music in a variety of ways within school allowing them to experience the inspiration and power of sound whether it's in the music from the shows, African drumming or simple rhythm and rhyme in the early stages.

The school works closely with Feis Rois to provide Gaelic and voice singing, penny whistle and instrumental music for the upper stages. The younger pupils have regular sessions throughout the year with the Kodaly vocal skills tutor. Piping and strings tuition is also available for older children - unfortunately, in line with Highland Council policy, this has to be paid for. The school also enjoys a range of visiting musicians to the school such as Gizzen Briggs, Jazz Band and members of Scottish Orchestra when undertaking school outreach work. Pupils have the opportunity to write and perform their own songs and raps.

Singing and music are included in many of the themes and topics undertaken by the children such as World War 2 and in school performances.

Dance

Traditional Scottish dancing is taught to all senior pupils and the younger classes enjoy movement using CDs such as 'Sticky Kids'. Expressive dance sessions are organised by the Active Sports Coordinator from time to time. Dance in other cultures is something that is yet to be developed.

Art and design

Art, in a variety of forms and mediums, is undertaken by all class teachers and pupils all have the opportunity to see their work displayed around the school. Famous artists and their painting styles are also studied from P1 with Kadinsky and Monndrain to P7 with Maitisse and Monet. Included in this is investigating how their artistic styles are reflected in manufacturing and industry.

Drama

Drama is taught by a visiting specialist every 2nd/3rd year. This is supplemented by the school buying in time from the outreach worker from Eden Court. Class teachers also use drama as an effective teaching and learning tool in many topics, especially social studies and personal and social development. The children all have the opportunity to take part in school performances which take place throughout the year.

Assessment and Record Keeping

Assessment is geared towards establishing what the pupils have achieved individually, and informing the next steps of their education. The evidence to provide these assessments is collected formally (summative assessment) and informally (formative assessment) over a period of time. Assessment activities are identified at the planning stage of a block of work and may involve oral work, written work, observation of practical activities and self-assessment. All these methods of assessment may be carried out during the year and records kept to focus on what the pupil can do as well as establishing weaker areas. Through these various methods of assessment teachers and pupils diagnose strengths and weaknesses, and so are able to match work to the child's developments and needs.

A pupil experiencing specific difficulties may be referred to the Educational Psychologist, after consultation with parents and teacher, if further assessments are thought to be necessary or a Child's Plan Meeting may be set up, involving different agencies (health, education, social work, learning support) and parents to find ways of supporting pupils with particular needs.

Individual education plans are drawn up when pupils need specific targets to work to and the learning support teacher will provide extra material and help which may be requested by the class teacher for individuals and groups of children.

Pupil reports are issued at the end of the year and relate to all aspects of the child's education as recommended by the Highland Council for all Highland Schools.