



Torridon Primary  
School  
Information 2012/13

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## **Foreword**

Dear Parent,

The purpose of this handbook is to provide you with information about the school.

If you have any queries regarding any aspect of the school or you wish to visit, please phone to arrange an appointment.

We benefit greatly from working in partnership with parents and we look forward to meeting you.

Yours sincerely,

Peter Fenton  
Acting Headteacher

peter.fenton@highland.gov.uk

***Torridon Primary School is a non-denominational school, which caters for children from Primary 1 to Primary 7 age inclusive. We have one class to cater for all ages of children. There is an option for nursery although there is currently no nursery children in the school.***

***The school serves the nearest part of Glen Torridon and Torridon peninsula including the communities of Diabaig, Alligin (both Wester Alligin and InverAlligin), Fassaig and Annat. In the past children living in Diabaig and Alligin attended their own school. In 1954 the Diabaig School closed and the children were transferred to Alligin school. However in 1961 Alligin school also closed down leaving the sole remaining school at Torridon. The school was expanded in the 1980s to provide additional classroom space.***

## **Torridon Nursery & Primary School Aims**

Pupils are working towards being successful learners, effective contributors, responsible citizens and confident individuals.

## School Aims

1. To provide a reflective environment which stimulates, inspires and challenges and in which children feel secure, safe, healthy, nurtured, active, responsible, respected and valued.
2. To provide a broad and balanced curriculum challenging a child to think effectively for themselves in different contexts, so gaining a good reflective attitude to work, developing to the best of his/her ability and attaining maximum potential across the curriculum and beyond.
3. To plan and assess work through collaboration with pupil, parents and staff, giving an accurate record of achievement and detailed report to establish and celebrate achievement in Mathematics, Language and Health and Well Being as well as other areas of the curriculum.
4. To create equal opportunities for all, ensuring all children are included and supported and to support positive inclusion of all within the school environment, enhancing a positive attitude to others both inside and outside the immediate community.
5. To raise and praise pupil's attainment and aim for high standards in both attendance and behaviour through developing an active and responsible attitude towards their own learning giving opportunities for pupils to lead their learning wherever possible.
6. To encourage pupils to be proud of their own heritage and to respect and appreciate that of others.
7. To maintain strong links between the school and the home so that the two work closely together, parents feeling welcome in the classroom, their views being listened to and acted upon, resulting in a school which the whole community – pupils, parents, staff and wider community members – can be proud.
8. To foster good links with schools in the area whereby the pupils have opportunities to interact through sport, drama, music and activity sessions linked to other areas of the curriculum.
9. To play an active role in the community, establishing links through enterprise activities, social events and community use of the building and equipment.
10. To provide opportunities for staff development and to promote the school as a learning environment for everyone.

Further evidence of discussions at Parent Council meeting where parents and staff discussed the skills, experiences and qualities they would ideally like to see in the children at the end of their time at primary school:

- ✓ Every one matters
- ✓ Strive to succeed
- ✓ Never being scared to ask questions
- ✓ Self respect
- ✓ Enthusiasm for life
- ✓ Be fair to others
- ✓ Be confident
- ✓ To have discipline
- ✓ Embrace challenge

- ✓ Build on child's enthusiasm
- ✓ Don't want them to struggle in life

These aims were established in November 2010 and remain at the heart of what we do today..

### **Staff**

Head Teacher (Acting)	Mr. Peter Fenton
Teacher (Management Supply)	Ms April Finlayson
Visiting P.E. Teacher	Mrs Fionnuala Stark
Visiting Music Teacher	Mrs. Patricia (Trish) MacDonald
Clerical Assistant	Mrs. Katherine MacKenzie
Cook	Mrs. Sheila Bates
Cleaning Operative	Mrs. Patricia (Trish) Hinchliff

### **School Hours**

School Day	<u>Morning</u>	<u>Afternoon</u>
	9.30am - 11.00 am	1.15 pm – 3.00pm (P1-3)
	11.15am – 12 30 pm	1.15 pm – 3.30pm (P4-7)

Primary 1 learners will attend school from 9.30am – 12.30 pm for the first two weeks at the start of the school session. From the third week they will be in school from 9.00am-3.00pm.

### **Office Hours**

During term time the Head Teacher will normally be in school from 8.00am to 5.00pm, Monday to Friday and can be contacted at Torridon Primary 01445 791316 / Mobile 07810785764.

### **Facilities and Accommodation**

Our school premises consists of:

- the main building which has a ramp at one main door, one open classroom, girls' and boys' toilets, an office and staff toilet;
- the canteen where meals are cooked and served in the classroom
- the playground which is tarmac immediately round the school leading into grassed areas. (There is also a public playpark adjacent to the school which is accessible during playtimes.)

### **Staff, School Roll and Organisation of Classes**

Torridon Primary is a one teacher school with visiting teachers of Music and P.E.

The present roll is 2 (at December 2011)

1 (P4)

1 (P6)

The school day is divided into three main periods, two in the morning and one in the afternoon.

Whole class, group and individual teaching methods are used to allow all aspects of the curriculum to be covered.

### **Pre-School Education**

We have an on-site nursery with English sessions. The nursery would normally run in the morning from 9.30am to 12.00pm. There are currently no children enrolled in the nursery.

### **Enrolment**

Children who have reached their fifth birthday by the following February are eligible to start school in August. Parents are invited to enrol their children for Primary 1 during enrolment week which is usually in February. The Headteacher will need to see the child's birth certificate at enrolment. Early in the Summer term we have a meeting with parents to familiarise them with the infant timetable and some of the resources which will be used. We give a brief outline of the targets and activities pupils will be involved in. Dates are set at this meeting for nursery induction visits to the school. Infant staff will visit the nursery in the summer term.

### **Transfer to Secondary**

Pupils transfer to Gairloch High School after completing their P7 year. In the spring term prior to transfer, profiles are completed by the school and sent on to the High School. During the summer term members of staff from Gairloch High School visit the school and meet with P7 pupils. The P7 pupils also spend two days at the High School during the course of the term and parents are invited to attend an open evening at the High School. Pupils' records are transferred to the High School at the end of the Summer term.

Any queries related to the High School can be made to:

Mr. John Port,  
Head Teacher,  
Gairloch High School,  
Gairloch,  
Ross-Shire, IV21 2BP

### **Liaison with Parents**

Regular newsletters are provided to keep parents informed of school activities as well as a website and access to GLOW – an online resource for Scottish schools. Open parents' meetings are held to discuss current issues affecting the school. Parents are welcome to make appointments to see teachers at any time during the school year.

### **Parent Council**

Parents are kept up to date with national initiatives through email and mailings. The Parent Council doesn't currently meet but if there was a desire to reinstate the Council the school would happily support it.

### **Parental Support**

We welcome support from parents in helping at school based events and in providing transport for outings. Parents are also involved in fundraising for school funds, particularly through the administration of a 50/50 club which currently has over 30 members.

We request all parents who are willing to transport pupils to school related events to check with their insurance company that they are covered for this.

Any parent or volunteer who has access to children through coaching/training or transporting them to swimming or other school related events may need to complete a 'Disclosure' form. This will be processed by the Scottish Criminal Records Office. New regulations and guidance from the Highland Council have come into force in February 2011 and this guidance will be implemented in school.

### **Homework**

We encourage parental involvement with homework. It keeps you informed of what your child is working on in school and it ensures that homework is completed satisfactorily. Each pupil has a homework planner for your reference and can be used as a communication link between home and school. Our policy is to give regular homework to reinforce classroom

learning and older pupils will also be expected to undertake some research work of their own from time to time. The pupils are expected to plan when they undertake the homework, helping them also with organisational and planning skills.

### **Assessment**

We assess pupils' progress continuously through: observation; discussion; sampling children's work; check-ups and regularly setting short tests. Pupils are also encouraged to reflect regularly on their work and their next steps. Assessments are carried out to ensure that pupils are fulfilling the experiences and outcomes outlined in the Curriculum for Excellence and in the Highland Council's Learning, Teaching and Assessment Policy. A school Assessment Policy is in place and can be requested at any time.

### **Reporting**

Twice a year, usually in November and May, parents are invited to meet with their child's teacher to discuss progress.

A report is issued to parents in June and copies will be kept in the pupil's file. The report gives information related to Curriculum for Excellence and the Four Capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. A section for pupil's comments and one for parent's comments is included and it is helpful if this is returned before the parent/teacher meeting as it helps to set a focus for discussion. If you have any concerns about your child you are welcome to contact the school at any time.

### **School Policies**

School policies have been drawn up on the main curricular areas and issues such as anti-bullying, administration of medicines, race equality and child protection. These are kept on file and are available for any parent who requests a copy.

### **Religious Observance**

Parents have a right to withdraw their child from religious observance that takes place within school. It is recommended that the school takes part in religious observance at least twice a year and currently a prayer is said every dinner time giving thanks for food. All children receive Religious and Moral Education which covers Christianity and other world religions (see curriculum area). If you wish your child to be withdrawn at times of religious observance then please contact the school.

## **Curriculum**

### **Curriculum for Excellence**

Curriculum for Excellence aims to:

- focus classroom practice upon the child and around the four capacities of education - successful learners ; responsible citizens; effective contributors; confident individuals
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

We are implementing the curriculum areas which are broken down into experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The principles which the curriculum is based on are – challenge and enjoyment; breadth, progression, depth, personalisation and choice, coherence and relevance.

The curriculum areas are: Sciences; Languages; Mathematics; Expressive Arts; Social Subjects; Technologies; Health and Wellbeing; Religious and Moral Education.

The curriculum levels are indicated below.

Level	Stage:
Early	The pre-school and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	S4-S6 and college or other means of study

### Language

Literacy across learning is the responsibility for all practitioners and is defined in Curriculum for Excellence as ‘the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful’.

The development of literacy skills plays an important role in all learning and offers opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help improve and to provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their language
- explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative
- extend and enrich vocabulary through listening, talking, watching and reading
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland’s literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures

Literacy is broken down into three main organisers – listening and talking, reading, writing and within these organisers there are subdivisions:

The following describes these subdivisions:

#### Listening and talking:

**Enjoyment and choice** – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners’ lives.

**Tools for listening and talking** – to help learners when interacting or presenting within and beyond their place of learning

**Finding and using information** – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary.

**Understanding, analysing and evaluating** – investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

**Creating texts** – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

### **Reading:**

**Enjoyment and choice** – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

**Tools for reading** – to help learners use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond their place of learning

**Finding and using information** – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

**Understanding, analysing and evaluating** – investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

### **Writing:**

**Enjoyment and choice** – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

**Tools for writing** – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

**Organising and using information** – considering texts to help create short and extended texts for different purposes.

**Creating texts** – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Language resources currently in use:

Reading Schemes: Oxford Reading Tree, Oxford Treetops including Classic Literature, true stories, fiction and non fiction), Four Corners non fiction texts.

Language Schemes: Jolly Phonics and Jolly Grammar, Prim Ed Spelling.

Other resources are also used to ensure learning is related to identified need.

### **Numeracy across Learning:**

All teachers have responsibility for promoting the development of numeracy.

With an increased emphasis upon numeracy for all young people, teachers need to plan to revisit and consolidate numeracy skills throughout schooling.

Numeracy experiences and outcomes have been structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity

A rich and supportive learning environment will support a mix of a variety of approaches, including:

- Active learning and planned purposeful play
- Development of problem-solving capabilities
- Developing mental agility
- Frequently asking children to explain their thinking
- Use of relevant contexts and experiences, familiar to children and young people
- Using technology in appropriate and effective ways
- Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- Both collaborative and independent learning
- Making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- Promoting an interest and enthusiasm for numeracy

Learning in numeracy will enable learners to:

- Develop essential numeracy skills which will allow them to participate fully in society
- Understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions
- Apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## **Mathematics**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

### **Number, money and measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

### **Shape, position and movement**

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

### **Information handling**

- Data and analysis
- Ideas of chance and uncertainty

Maths resources currently in use:

Heinemann; Scottish Heinemann; Heinemann Mental Maths, TeeJay. A variety of other resources to ensure practical work are also used.

### **Technologies**

Learning in the technologies enables learners to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has six organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Planning and organisational skills in a range of contexts
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- Skills in collaborating, leading and interacting with others
- Critical thinking through exploration and discovery within a range of learning contexts
- Discussion and debate
- Searching and retrieving information to inform thinking within diverse learning contexts
- Making connections between specialist skills developed within learning and skills for work
- Evaluating products, systems, and services
- Presentation skills.

We have 2 PCs placed in the classroom and all have access to the Internet. We have one laptop which is available to supplement class computers. There is also a SMARTBOARD in the classrooms.

### **Sciences**

The key concepts have been identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems

- Materials
- Topical science

The main purposes of learning in the sciences will help learners to:

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques
- Develop skills in the accurate use of scientific language, formulae and equations
- Recognise the role of creativity and inventiveness in the development of sciences
- Apply safety measures and take necessary actions to control risk and hazard
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Develop an understanding of the earth's resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Develop as scientifically literate citizens with a lifelong interest in the sciences
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

### **Social Studies**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, learners' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. All learners find out about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

The Social Studies experiences and outcomes have been structured under three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Teachers will use this framework to provide learners with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

Learners will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence

- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Engage in activities which encourage enterprising attitudes
- Develop an understanding of concepts that encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Social studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable and active experience.

The school enjoys a particularly good working relationship with Highland One World Group and any topic work is supplemented by work looking at links to other countries.

### **Expressive Arts**

The experiences and outcomes in expressive arts come under the organisers of:

- Art and design
- Dance
- Drama
- Music

By engaging in experiences within the expressive arts, learners will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting our learners to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables learners to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Through providing a wide range of learning activities in expressive arts we will enable our learners to become:

- **Successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **Confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
- **Responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies

- **Effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

**Visiting staff timetable** Mrs. MacDonald (Music) on Monday mornings.  
Mrs. Stark (PE) on Wednesday mornings.

There are also visiting teachers from Feis Ros and Youth Music Initiative that complement the teaching of music and instrument learning.

Sometimes PE and music work are conducted with other nearby schools.

### **Health and wellbeing**

Good health and wellbeing is central to effective learning and preparation for successful independent living and there needs to be a concerted approach in delivering a programme which meets the shared vision and common goal for all:

**Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included**  
(known as **SHANARI**).

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Learning through health and wellbeing enables learners to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

Experience and outcomes for health and wellbeing are structured under the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Learning through health and wellbeing ensures that learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, social and physical wellbeing now and in the future.

Our learners are taught to recognise that they are part of the school community and ultimately part of the wider community and that they have responsibilities within that community. They are expected to show respect for others and to be kind and considerate to

others. As they mature they are encouraged to take a more active role in promoting good behaviour.

We have regular whole school gatherings when we promote school values and discuss subjects such as road safety; litter; good citizenship and raising multi cultural awareness. We have set up a 'pupil council' which gives learners an opportunity to have their views on general school issues considered.

### **Religious and Moral Education**

Religious and moral education is a process where learners engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Learning through religious and moral education enables learners to:

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting their beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life.

### **Gaelic**

Learning Gaelic as an additional language contributes to learners' wider education and life experiences.

When they begin to learn another language, children and young people need to make connections with the skills and knowledge they have already developed in their own language. To help this, teachers can use the diversity of languages which children and young people may bring to school. (Building the Curriculum 1, HMIE)

We look at listening and talking, reading and writing in Gaelic. The teaching of Gaelic will encourage the children to develop:

- Awareness of skills required to be an effective learner of languages
- Awareness of social and cultural aspects of Gaelic culture, heritage and tradition
- Knowledge about Gaelic language structure and idiom that allows the learner to check the accuracy of his/her language use and to create new language

- The ability to communicate in relevant and realistic contexts

Connections with local adult Gaelic classes are also built upon within the school

### **French**

Learning other languages enables children to make connections with different people and their cultures and to play a fuller part as global citizens. Children are enabled to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- Exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- Develop competence in different languages so that they can understand and communicate

Although Primary 6 is currently the most common point at which pupils begin to learn a modern language, many children begin earlier, including in pre-school.

### **Support for Learning**

If a child has additional needs the Highland Council provides some support. The school ensures that we maintain a relationship with people who can help to enable us to access this support when it is needed.

### **Educational Psychologist**

If the school, in consultation with the parent, considers that a child's significant and continuing difficulties in learning require advice, a referral to the psychological service will be made. The Educational Psychologist will then meet with parents and assess the child in the school. A course of action and advice will be recommended.

### **Multi-Agency Groups**

Multi-agency Groups meet to facilitate the best possible support for children and families. This involves mainly Education, Social Work and Health Services working closely together. Meetings will be arranged to discuss how the needs of individual learners can be met and the parents/carers and child (if appropriate) will be invited to these discussions.

### **Discipline**

Most incidents of misbehaviour are minor ones and can be dealt with in the school context. Should a problem arise which needs to be brought to the attention of parents they will be invited to the school to discuss the matter. The support and co-operation of parents will be sought in resolving any problems.

Should a parent be concerned that their child is unhappy at school please contact the Head Teacher immediately so that we can act together to address the matter.

### **Child Protection**

All school staff, as part of their commitment to the well being of pupils, are vigilant in all aspects of safety. If staff have any concerns, they must report any aspects that are of concern. 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. At times this might involve information being passed to these agencies without immediate reference to a pupil's parents or guardians. The Head Teacher is the designated person for dealing with Child Protection issues in Torridon Primary.

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 in Highland can be obtained from:

The Child Protection Committee,

Kinmylies Building,

Leachkin Road,

Inverness,

IV3 8NN

Tel: 01463 703483

Fax: 01463 713237

### **Attendance/Absence**

If your child is absent through illness, please phone the school in the first instance and send a note in immediately your child returns to school. This note should detail your address, the reason for absence and be dated and signed.

If you wish your child to be off school for any reason e.g. for a dental appointment you should notify the Head Teacher in advance.

If your child is absent and no explanation is given the absence will be marked as unauthorised. The authority does not support holidays taken during term time and such absences are recorded as unauthorised.

### **Health Care**

**Medicals:** All new entrants will receive a medical questionnaire. The school doctor will then decide whether the child should have a medical examination during primary one. Parents are invited to be present at this examination. The same procedure applies to primary seven pupils.

**Nurse:** The school nurse visits the school from time to time. Should you wish to contact her please phone the school.

**Dentist:** The school dentist visits the school periodically. All children are examined and parents are notified if their child requires treatment. Parents can choose to have this treatment carried out by the school dentist or by their own family dentist.

**Speech Therapist:** The speech therapist will visit the school to work with children who have been referred to her. Parents will be consulted if their child requires speech therapy.

**Injuries:** When a child is injured at school they will be administered to by any member of staff who is on the scene. If the school is concerned then the parents will be informed and arrangements made to take the child to the Medical Centre or a Doctor will be called. Staff have received training in First Aid.

**Medical Requirements:** If your child has any medical requirements please inform the school. If medication has to be administered by the school please could you inform us in writing detailing what has to be done and giving us permission to do so. If necessary a medical protocol will be implemented

To prevent problems for children who may have a peanut allergy we ask that you don't send in nuts or products containing nuts.

**Road Safety:** Every effort is made by staff to develop good habits in road safety with all of our children. Primary 7 pupils have cycling proficiency training during the course of the school year.

**Fire Drill:** Fire drills are carried out once a term and children are taught to respond quickly and calmly. In the event of a real emergency where the school building has to be evacuated, children will be escorted to Loch Torridon Community Hall. Once there, the Emergency Planning Officer and the Area Education Office would take responsibility for giving out information, contacting parents and arranging transport.

### **Swimming**

Swimming is arranged in a block of weekly lessons usually at Poolewe Swimming pool where trained swimming instructors support the children to learn and grow in confidence in the water.

### **Trips and Outings**

At the beginning of each school year we will ask you to complete a permission slip to allow us to take your child on curriculum related outings e.g. by bus to a nearby venue or walks round the local environment. If we are going on a major excursion we will ask you to complete a separate permission slip detailing the outing and asking for your permission to allow us to administer medication or involve a doctor if a need arises.

### **School Rules**

We expect good behaviour from our pupils and regularly discuss what is acceptable and unacceptable behaviour. Children are encouraged to cooperate and look after each other and their environment.

### **School Meals**

The school has a canteen where meals are cooked and served in the classroom. Meals cost £1.75 each, (£8.75 for the week). Money for school meals should be brought in on a Monday for the week. The canteen offers a cooked meal and menus are sent home at the beginning of each school session and run in a 6 weekly cycle. Children are shown the menu and menus are sent out to all parents.

Free school meals - if you are in receipt of Income Support; Income-Based Job Seekers Allowance; Child Tax Credit, but not in receipt of Working Tax Credit, and income of less than £15,575; Support under Part VI of the Immigration and Asylum Act 1999 your child is entitled to free school meals. Application forms are available from the school.

Children may bring packed lunches if they wish but are encouraged to take school dinners. All children are supervised. Please do not send anything in a glass container.

During the morning interval healthy snacks of fruit, fruit drinks and yoghurts can be brought to school.

### **School Transport**

Children under the age of 8 years who live more than two miles from the school are entitled to free transport. Children who are 8 years and over are entitled to free transport if they live more than 3 miles from the school. Application forms for school transport may be obtained from the school or the Area Education Office.

### **School Uniform**

We encourage pupils to wear a red sweat shirt with the Torridon Primary badge printed on it, a white blouse/polo shirt/shirt and dark grey trousers/skirts. We will arrange for the fleeces to be ordered during the summer term so that pupils will have them for the start of the new school year. Sweat shirts prices start at £7.50 and fairtrade options are available.. Pupils are asked to look as smart as possible at all times.

**Clothing assistance** - if you are in receipt of Income Support; Income-Based Job Seekers Allowance; Child Tax Credit, but not in receipt of Working Tax Credit, and income of less than £15,575; Support under Part VI of the Immigration and Asylum Act 1999 you are entitled to footwear and clothing assistance for your child. Application forms are available from the school.

**P.E.** - Pupils are requested to have shorts, t-shirt and a change of trainers or gym shoes. Please could your child's articles of clothing be identified by a name tab or their name written in permanent ink on the clothing's own labels this helps us return 'lost' property.

### **Dismissal Procedures**

Children will not be dismissed from school without an authorised adult coming to collect them. The only exception would be if parents have specifically requested the child returns home by themselves when they are of a more responsible age.

### **Emergency Arrangements**

In the case of an emergency it is helpful for the school to have an up to date contact number and a second contact for each pupil. At the beginning of each school year we will send out a form which you can fill in with the relevant information. If you change your mobile number please can you update us as soon as possible.

In the event of an early closure due to bad weather or power cuts, every effort will be made to contact parents. If parents can not be contacted then the second contact name will be informed. We now have a telephone messaging service and in the event of severe weather or circumstances preventing the school from opening the Head Teacher will update this service by 8am. Telephone 08700546999 and key in the school's pin number 043180. There is also a website that details closures [www.schoolclosures.highlandschools.org.uk](http://www.schoolclosures.highlandschools.org.uk)

### **School Fund**

Money is raised for the school fund in various ways including raffles, 50:50 club drawn twice a year, events and so on. Parents help to raise funds in a variety of ways for supporting the school.

The school fund is used to finance trips, Christmas parties, visiting drama groups and the purchase of extra items of equipment. The accounts are audited annually and a statement submitted to the Highland Council.

### **Extra-Curricular Activities**

We run an after school club at different times to supplement learning but also to open up our school to other children from surrounding villages to increase the social interaction opportunities for the children in school.

### **Photographs**

At the beginning of each school year we will ask you to complete permission slips for allowing your child's photo to be used in school displays, newspapers and on the Internet. If a parent does not want their child videoed e.g. during a school concert they must advise us of this.

### **Area Senior Education Officer**

Mrs Norma A Young

### **Area Education Manager**

Mr Maurice McIntyre

### **DATES FOR YOUR DIARY 2012/2013**

Tuesday	14 <sup>th</sup> August	School/Nursery Opens
Friday	5 <sup>th</sup> October	School/Nursery Closes
Tuesday	23 <sup>rd</sup> October	School/Nursery Opens
Thursday	20 <sup>nd</sup> December	School/Nursery Closes
Monday	7 <sup>th</sup> January, <b>2013</b>	School/Nursery Opens
Friday	8 <sup>th</sup> February	School/Nursery Closes
Monday	18 <sup>th</sup> February	School/Nursery Opens
Friday	28 <sup>th</sup> March	School/Nursery Closes
Monday	15 <sup>th</sup> April	School/Nursery Opens
Friday	28 <sup>th</sup> June	School/Nursery Closes

## **Transferring Educational Data About Pupils**

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

What pupil data is collected and transferred?

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

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

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data

will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

#### Concerns

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

#### Want more information?

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

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

### National Data

#### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	364,284
<b>Total School Running Costs at April 2011 (£)</b>	1,490,002,771
<b>Cost per Pupil (£)</b>	4,090

Key to symbols: The symbol ## indicates that the data are not available.

#### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance (Pupil Half Days)</b>	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
<b>Percentage Authorised Absences</b>	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
<b>Percentage Unauthorised Absences</b>	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

#### *Minimising Overall Absence*

	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>	<b>Absence recorded (2010/2011) Average number of half days absence per pupil</b>
<b>Absence</b>	19.4	19.8

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	16,493
<b>Total School Running Costs at April 2011 (£)</b>	67,958,685
<b>Cost per Pupil (£)</b>	4,120

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance s(Pupil Half Days)</b>	849493	884460	843749	840054	870714	895368	876570	6060408
<b>Percentage Authorised Absences</b>	4.8	4.4	4.1	4	4	4.1	4	4.2
<b>Percentage Unauthorised Absences</b>	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>	<b>Absence recorded (2010/2011) Average number of half days absence per pupil</b>
<b>Absence</b>	17.7	19

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

<b>School:</b> Torridon Primary School	<b>Id No.:</b> 270 - 5118824
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### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	2
<b>Total School Running Costs at April 2011 (£)</b>	86,526
<b>Cost per Pupil (£)</b>	43,263

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	0	0	**	0	**	0	0	**
<b>Percentage Authorised Absences</b>	0	0	**	0	**	0	0	**
<b>Percentage Unauthorised Absences</b>	0	0	**	0	**	0	0	**

Key to Symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	22.9	**

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.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

