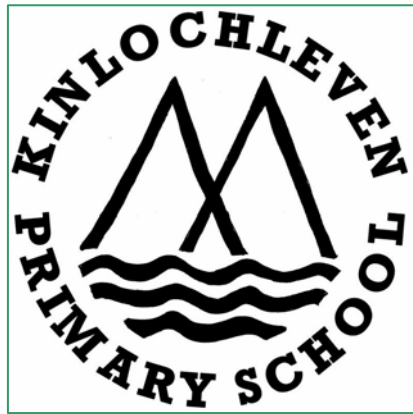
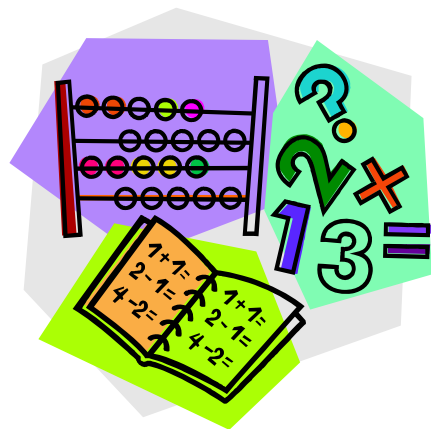
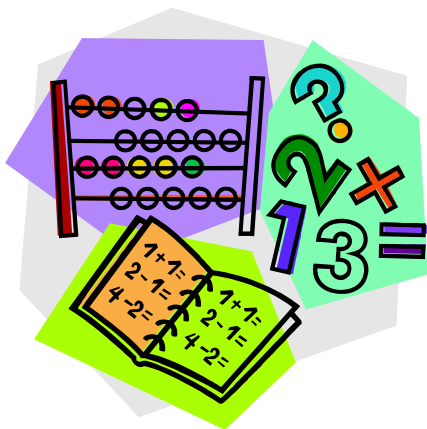


School Brochure



2008



Kinlochleven Primary School

Parents' Information Booklet

2008

Introduction

Welcome to Kinlochleven Primary School. We hope that you will find the information contained within this booklet informative and useful. It will give you a comprehensive picture of our school as you read through it.

The booklet is divided into three sections so that you can access information quickly if you wish to do so.

- Section 1** This contains general information about the school.
- Section 2** This tells you what your child will be learning.
- Section 3** This contains information, which changes on a yearly basis.

If you should need clarification about any of the information contained within this booklet please contact the school as soon as possible.

Also included in this booklet is information explaining the policies we have on school rules, discipline and homework.



Section 1

School Details

School Name:	Kinlochleven Primary School
Address:	Riverside Road Kinlochleven, Argyll, PH50 4QG
Tel No:	01855 832041
Fax No:	01855 832
E-mail :	kinlochleven.primary@highland.gov.uk
Present Roll:	Primary 72
School Hours	9.00am - 10.35am 10.50am – 12.20pm P1-3 1.10pm – 2.35pm 1.10pm – 3.10pm
Present Roll	Nursery 21
Nursery Hours	9.15am – 11.45am 12.30pm – 3.00pm

There is a 15 minute snack time included in both am and pm sessions.

Key Personnel

Head Teacher:	Mrs Cheryl S Allan
Area Education Manager:	Mr Laurence Young Camaghael Hostel Camaghael, Fort William PH33 7ND
Tel No:	01397 707350

School Board

Details of the School Board can be found on page 10

Teaching Staff

Mrs Mairi Doogan Primary 1/2
Mrs Cheryl S Allan Primary 3/4 (Head Teacher)
Mr Adam Brotherston (Probationer) Primary 4/5/6
Mr P Carrick Primary 5/6/7
Mrs Lawson does Management Support and McCrone time for Mrs Allan and Mr Carrick.

Visiting teachers

Mrs Gill Sutherland Learning Support
Mr Peter Duggan Music
Mrs Gail Wilson P.E

Visiting Staff

Olivia Ross Violin Tutor
Mrs Rachael Stevenson Music Initiative
Mr Ruari Watt/Mrs Tracey Jeffrey Active School Coordinator
Mr Chris Josey Youth Voice Instructor

Visiting Speech & Language Therapists

Miss Nicci South
Mrs Heather Watkins
Miss Fiona Gardener

Non Teaching Staff

Ms Morag Kemp School secretary
Mrs Ruth Butterworth Learning Support Auxiliary/Playground
Mrs Jeanette Johnstone Learning Support Auxiliary/Playground
Mrs Sheila Dykes Classroom Assistant

Mr Tom Owen / Andy McGillivray Facilities Manager

Canteen Staff

Mr Martin Glenesk, Mrs Agnes Keltie, Mrs Liz MacLellan

Associated Schools

Kinlochleven High School	01855832042
Ballachulish Primary School	01855811373
Glencoe Primary School	01855811359
Duror Primary School	01631740339

Brief Description of the School

The school has been on its present site since 1927 with a number of additions to the building, which include a new canteen with a kitchen and social area. The latest edition was the Elliot Hut, which houses the P1/2/3 class. This was opened in August 1996. The Nursery class has relocated to a larger more suitable building off campus. The school has recently been re-decorated and carpeted. One of the classrooms in the main building houses the school library, computer bay and Learning Support area. The Head Teacher's office is also situated in the main building. During the session 1999 – 2000 a new security system was installed.

It is anticipated that the new school which is funded through the Private Partnership Initiative will be ready for occupancy in August 2008 (Newsletter Appendix 5)

Enrolment

Mrs Mairi Doogan P1/2 is a welcoming face for all our new entrants. Mrs Doogan has been an Infant teacher for 20years and has a wealth of experience suited to a child's first few steps into the classroom.

Enrolment takes place at the beginning of February. All children who reach the age of 5 years on or before the commencement of the summer term in August are eligible to attend primary school. Children who will reach the age of 5 years before February of the following year are also eligible for enrolment.

Order forms for school uniform are issued at the time of enrolment.

Further information can be obtained from the local Education Office 01397707350.

School Uniform

The school would like to see as many children as possible wearing the school uniform or colours. Especially for formal school occasions such as school concerts and school trips the uniform should be worn.



The school colours are bottle green and gold. These colours were chosen by the children as being the combination they liked best. THIS IS CHANGING FOR THE NEW SCHOOL.

The daily uniform consists of a bottle green sweatshirt and gold polo top teamed with a black skirt/trousers for girls and black trousers for boys.

We also offer a bottle green fleece jacket to buy for the winter months. P.E shorts are also available. The cost per item is between £8 and £13.00.

The school takes this opportunity to ask parents to seriously consider purchasing at least some items of the school uniform, which helps to develop the corporate tone of the school. The School Board are very much in favour of all children wearing the uniform. It works out to be cheaper than pupils wearing expensive jeans and tops.

Physical Education

It is recommended that for P.E. pupils should change into their P.E. kit. The kit which is recommended should include the following :-

- training shoes with a grey or white sole
- t-shirt and shorts.

The kit can be kept in the classroom in a bag with the pupil's name clearly marked on it. It would greatly assist staff if this kit could be left in school.

It is essential that all items of clothing are clearly marked with your child's name. Our staff often spend a considerable length of valuable time looking for lost clothing which has not been clearly marked.

Please also note that we do not allow football team colours to be worn for P.E. or in school.



Clothing Grants

For those who think they may be eligible for financial assistance towards the purchase of clothing/school uniform you can obtain details of the scheme and an application form is available from the Divisional Education Office in Fort William or from the office in the Primary School.

Pupil Welfare

Winter Arrangements

The school is conscious of the rapidity with which the weather conditions can change in this area. Local pupils have little difficulty in getting home quickly but country pupils may have some distance to travel and therefore the school reserves the right to send pupils home early if weather conditions deteriorate. For this reason it is important that the school always has an up-to-date list of emergency contacts and phone numbers.

If parents feel that weather conditions at their end are worsening, then please inform the school so that an early decision can be taken. Parents should exercise their judgement and keep pupils off school if the weather conditions are such as to make their journey to school hazardous and their journey home from school equally difficult.

See Appendix (1) for Severe Weather Guidelines.

Health Care

Some time during the first session in the Primary School the new entrant may undergo a medical examination. Parents will be invited to attend this examination if they so wish and will have the opportunity to discuss their child's health with the doctor. The Health department also provides for dental supervision including inspection and treatment, again only if the parent wishes. Regular inspections, vaccinations / inoculations and health talks happen routinely for pupils throughout their school careers.

In emergencies, which can arise at any time during the school day, the local doctor is always willing to assist by examining pupils, recommending treatment etc. For this reason it is extremely important that the school is informed of anything that your child may be allergic to or medication which your child is taking.

Health and hygiene appear in certain aspects of the curriculum, both formal and informal. Teachers will take every opportunity to demonstrate the importance of simple health care.

If a child is sick or unwell, the parent is notified and asked to come to school to collect the child. If this is not possible then, the emergency contact supplied by the parent is contacted. If neither can come to school then an auxiliary or teacher will be detailed to accompany the sick child home. If this is impossible, the child will be kept at the school until alternative arrangements can be made. **It is imperative that the school is kept up-dated of any changes to emergency contacts.**

Children who take medication are required to have a consent form which is to be signed by parents and the family G.P. (Appendix 2)

Child Protection

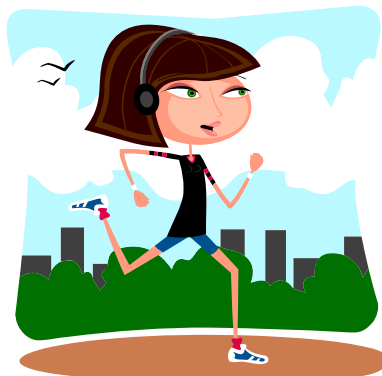
From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

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

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

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN – Telephone (01463) 703483 - Fax (01463) 712237*

Health Promoting Status



The school achieved Health Promoting status at level 4 in August 2005. Some of the activities we were involved in that gained us the award were:-

- a Health Challenge where children had targets set for fitness and healthy eating habits
- a day's visit to a local outdoor activity centre where we experienced abseiling, canoeing etc
- we held taster sessions of different types of food from around the world
- all pupils engage in supervised teethbrushing once a day

School meals

There is a separate school canteen, run by Scolarest, cooking meals of excellent quality and variety. The cost of a school dinner is, at the moment, £1.50. There is also a cash cafeteria where the children can purchase a variety of healthy snacks, sandwiches, fruit, home baking etc. We would recommend that only pupils from P4-P7 should be allowed the option of cash cafeteria.

Parents who think their children should have free meals can obtain the necessary application form at the school office, fill it up and return it to the school. You must

bring with you proof of entitlement so that the school can send your form to the Regional Catering Officer who will then decide if the request for free meals is granted.

Pupils who wish to take a packed lunch can join the other pupils in the canteen. We do monitor that pupils eat the contents of their packed lunch.



School fund

The school fund is used to provide the food and presents for the Christmas party, help with transport for pupils on activities, which is not paid for by central funds or by pupils themselves, and items of equipment which the school is unable to afford through the normal requisition channels. Thanks must go to parents and pupils whose constant contributions through support at Car Boot sales and Christmas Catalogue fund raising and other donations keep the fund in a healthy state. It is used primarily for the benefit of the pupils in the school.

Lost property

Parents should ensure that items of clothing and footwear likely to be lost during school hours should be clearly labelled. Any loss of property should be reported to class teachers and items found will be held in safe keeping by the school janitor. Cash or valuables should **NEVER** be left in the corridors. The school cannot accept responsibility for items lost but every effort will be made to trace missing items.

Intervals and lunch times

Pupils are not permitted out of the school campus during the morning interval. Pupils who take school lunches or packed lunches must remain within the school campus. During inclement weather pupils are permitted into the corridors. Pupils are expected to behave in an appropriate manner while in the corridors and no running or boisterous behaviour will be permitted. For safety reasons we would ask that the pupils sit quietly reading or playing with a game. The P7 pupils along with the janitor and auxiliary staff will monitor the corridors.

Fire Drill

Fire drill notices are displayed throughout the school and pupils are made familiar with them at regular intervals. Fire drill practice is held at least once per term.

School rules

These can be found on page 14 of this brochure.

Attendance

Attendance for all enrolled pupils is compulsory. (Attendance Data. Appendix 3)

The Parent Council

The Parent Council of Kinlochleven Primary School consists of parent members, 1 staff member (not the Head Teacher) . Listed below are the names and addresses of the present Council members. Parents are encouraged to approach them to discuss any problems associated with the school that they may wish to raise at a Council meeting. The Parent Council meet on average 6 times per year.

Parent Council: **Moira Hartley (Chairperson)**
10 Mamore Road
Kinlochleven
Tel No: 831000

Mrs Charlotte Fordham (Vice Chair)
7 Corrie Road
Kinlochleven

Mrs Aileen McGillivray, Mrs Katie Small
Mrs Gayle MacCorquodale, Mrs Alison Gibson
Mrs Sheena Mitchell, Mrs Tara Livornese,
Mrs Emma Campbell, Ms Karen MacNeill

Staff members: **Mrs Mairi Doogan**

Advisory Capacity: **Mrs Cherryl Allan**

Secretary: **Mrs Christina Taylor**
26 Mamore Road
Kinlochleven
01855831168

Listed over are a number of the responsibilities of the Board.

- 1 The Council has to approve, or not, the Head Teacher's proposals for spending on capitation materials e.g. books, stationery etc.
- 2 The Council must get information from the Head Teacher on curriculum, guidance, assessment policies and also on policies concerning discipline, rules, uniform etc.

- 3 The Council must receive an annual report from the Head Teacher about the school and must present any other report as the Board deems necessary from time to time.
- 4 The Council shall report at least annually to parents on its activities and to seek their views.

Pupil Council Group

The Pupil Council was formed in August 2003. The successful eight candidates are elected by their peers annually in August.

The Council members take forward opinions and suggestions given to them by their class mates. The most recent initiative in the interest of safety was a speed limit for vehicles entering/leaving the school grounds.

The Pupil Council are also involved with choosing play equipment for interval time. They also act as the School Nutritional Action Group. (SNAG)

Community Link

The school has strong links with the Community which embraces, not only Kinlochleven but also the area served by the High Schools feeder Primary Schools. Charity collections, entertainments, Christmas concerts and environmental projects are some of the ways that the school has been involved with the community. We have educational visitors to the school from the Fire Service and the Police. In the summer of 2005 we were involved with a project marking 60 yrs since the 1939 – 45 war ended. A group of our elderly community members came in to school and they spoke of their memories of the 1939 – 45 war. All the events and activities which bring the school and the community together are of mutual benefit to both and it is hoped to develop these in other directions in the future.

Facilities

The school has a multipurpose gym with movable staging, and has the use of Riverside Park and the Community Centre. It uses the facilities of the public swimming pool at Fort William.

Extra-curricular activities

Pupils in the school are at present engaged in many extra-curricular activities. Many of these have developed because of the natural environment surrounding the school. One of the most successful activities is swimming lessons. Swimming is scheduled for Monday mornings at the swimming pool within the Leisure Centre at Fort William. The school is always on the look out for ways of developing the potential of the immediate district it finds itself in – hills, the valleys and the lochs. Skiing has been introduced for P5-7 pupils during the school day in January and February each

session. High School pupils interested in netball and football regularly coach the Upper Primary.

The children have also been to visit the climbing and ice wall in the Ice Factor in the village centre.

We are also involved with a dance festival in December. This includes all the associated Primary schools for pupils in P4 – P7. This is always a very enjoyable and very energetic event!

Disciplinary Procedures

It is a fact of school life that pupils will misbehave on occasion and in such cases the teacher will follow the Discipline Procedure set out below.

- 1 Defuse the situation with “a look”, humour or peer pressure.
- 2 Give a verbal warning.
- 3 Give a final warning.
- 4 Take action e.g. – move child within the room
 - remove points from individual/groups
 - alter work programme
 - threaten to report to the Head Teacher.
- 5 From P4 onwards a disruptive child may be
 - (a) positioned outside the open classroom door for a short time where he/she may still be supervised.
 - (b) sent to another classroom.
- 6 Report incident to the Head Teacher who will take action deemed appropriate.
 - record indiscipline incident.
 - issue punishment exercise.
 - impose detention at interval/lunchtime.
 - remove privileges e.g. games time, video time, place on school trip.
 - behaviour book which goes home.

As we would hope to work in partnership with parents in the matter of child discipline parents will be asked to take part in the disciplinary procedure whenever it is deemed necessary.

As a parent we would hope that you would encourage your child to be as industrious, sensible and co-operative at school as you would wish him or her to be at home.

Kinlochleven Primary School

School Rules

The school’s aim is for its pupils to be safe, courteous, sensible and happy while at school.

By following the school rules set out below, pupils are well on their way to achieving this aim.

The rules cover the areas of safety, courtesy, good sense and personal integrity.

Safety Rules

- 1 Walk in the corridors at all times.
- 2 Keep clear of the car parking areas.
- 3 Stay in school grounds during break times.
- 4 Keep to Primary playground areas and avoid the High School buildings.
- 5 Look out for bullying and report it to the staff.

Courtesy Rules

- 1 Show consideration towards others.
- 2 Be kind and caring towards others especially to the younger pupils.
- 3 Respect other people's property.
- 4 Walk quietly between classrooms.
- 5 Play quietly during wet playtimes.

Good Sense Rules

- 1 No eating in the class.
- 2 Keep your environment tidy.
- 3 Look after your own property.
- 4 Wear appropriate clothing for indoor and outdoor activities.
- 5 Show good manners in the school canteen.

Integrity Rules

- 1 BE POSITIVE - you can do things if you try.
- 2 BE INDUSTRIOUS - always try hard and do your best.
- 3 BE HONEST - voice your opinion, own up, don't lie and you will be respected.
- 4 BE YOURSELF - you don't need to be like anyone else - we like you the way you are.
- 5 BE HAPPY - if you are not, tell us and maybe we can help.

Golden Rules

Do:

- 1 Be gentle
- 2 Be kind and helpful
- 3 Work hard
- 4 Look after property
- 5 Listen to people
- 6 Be honest

CALENDAR OF EVENTS 2008 – 2009

As a new parent to the school the following Calendar of Events will give you some idea of the various events that occur in school over the year.

Throughout 2007 pupils will be participating in Highland Year of Culture activities which will include dance, drama, singing, writing and sports.

TERM 1 - School Photographer Visits (usually September).
Primary 7's go swimming until January.

TERM 2 - Halloween Fancy Dress Party
- Parents' Evening
- Children in Need Events
- Concert or Show
- Christmas Parties
- Christmas Church Service

TERM 3 - Pr 5-7 go skiing
- Red Nose Day Events (bi-annually)
- Open Evening – Curriculum Development
- Easter Church Service
- Homework Packs

TERM 4 - Primary/Secondary Induction Week
- Parents Evening
- School Trips
- School Sports Day

Section 11

Primary School Curriculum & Enterprise

When pupils enter primary school at around 5 years of age, they already have significant knowledge and experience. All will be developing intellectually and socially, at their own rate.

From this point on, the primary curriculum should provide them with appropriate opportunities for further intellectual, aesthetic, physical, personal, social, moral and spiritual growth. These different aspects of development have been identified by the Scottish Executive as being the main areas to be included in the primary school curriculum.

The “5 - 14” Curriculum Development Programme has outlined changes across the whole range of the Primary curriculum to take place during the current decade. Accordingly, the Staff of Kinlochleven School are currently discussing and reviewing all aspects of the curriculum step by step, guided by the Highland regional timetable of developments. As each curricular area is reviewed and as policy documents are drawn up, so shall this handbook be modified to reflect these changes.

School Aims

- 1 To use the 5-14 Curriculum as a template to provide a productive approach to learning and teaching.
- 2 To provide a trusting and understanding atmosphere in order to encourage self-confidence, self esteem and self discipline.
- 3 To promote the benefits of achievement to improve the attainment levels of pupils.
- 4 To work closely with parents for the well being and healthy lifestyle of the pupils.
- 5 To improve the level of professionalism within the staff by way of teamwork, a well structured programme of staff development and regular classroom monitoring.
- 6 To instil in the children a sense of responsibility, awareness of and care toward their community and environment.
- 7 To offer equal opportunities for girls and boys in every aspect of school life.
- 8 To provide nursery age children with a broad and balanced Nursery Education.
- 9 To work with partner agencies to support pupils.
- 10 To access appropriate support for pupils from other agencies through Area School Liaison Group and School Liaison Group.

Language

“The growing child needs an incentive for using speech or writing to express herself/himself – she/he must also develop the capacity to express herself/himself clearly so that she/he may be understood; and she/he must be enabled to understand and interpret the experience of others”.

The skills of reading, writing, speaking and listening embrace language and are developed in every part of the curriculum. At each stage of the primary school graded development and practice in reading skills is encouraged from, in Primary 1-2 the Oxford Reading Tree and Primary 3-7 New Ginn Reading 360. Your child is encouraged to read for information and for pleasure and also to develop the different techniques of reading eg skimming a passage for basic information. Coupled with this there is a programme of personal reading in which your child, at their own pace, is given the chance to explore the world of fiction, poetry and drama with confidence and delight. Closely linked with the reading programme is the writing programme which is introduced by Jolly Phonics in P1. This course which begins with rudiments of forming letters goes on to encourage your child to produce imaginative and exciting writing.



The introduction of Nelson Grammar, Spelling, Handwriting, Focus on Comprehension and the North Lanarkshire writing scheme sees skills develop from P1 to P7.

At all stages talking and listening skills are given high priority to enable pupils to communicate verbally with ease.

Mathematics

In the 5-14 curriculum guidelines, Mathematics is described as:

“...a problem solving activity supported by a body of knowledge which will help our children understand the world about them and prepare them to act effectively in work, in recreation and in their roles as citizens. “

The breadth of Mathematical skills which a child needs to acquire include:



Number, Money and Measurement
Shape, Position and Movement
Problem Solving
Information Handling

The Mathematics programme in Kinlochleven Primary School undertakes work in all four of these areas in a variety of contexts and in a balanced way.

The Heinemann Maths scheme is now implemented throughout the school. As and when new materials become available we will buy these resources. Other schemes of work are also used by the teachers to supplement the basic core work as are other resources such as television and computer programmes. Tee Jay material is used to assess and consolidate the work your child is tackling in the core Maths scheme. Mental numeracy is a high priority in all classes from P1 – P7.

From August 2006 all stages will be using Scottish Heinemann Maths.

Environmental Studies

“...(environmental studies) has the twofold aim of fostering in children a desire to know more about the world around them and of training them in the skills they need to interpret it.”



Allied to the Language programme is an integrated course of environmental studies, studying the world both past and present as the basis for developing a child's growing awareness of man and his environment. To broaden the outlook videos, TV programmes, radio programmes and external visits are included. Not only is the programme integrated within subject areas but also it is studied at different levels of experience from P1 to P7 thus giving a broad range of development throughout the school.

Each class embarks on individual integrated projects each term from a prepared scheme which ensures that projects are not repeated by other teachers and so that interest in a wide range of peoples, places, times and ways of life is maintained. Within each project there is ample scope for individual pupils to pursue a special interest. A careful balance between individual work, class work and group work is always maintained. Projects are usually based on topics which encompass history, geography, science or technology. In addition a scheme for the regular teaching of science has been devised, using the Ginn Science Scheme and Highland Council Science programme.

Art, Craft, Music and Physical Education



“More than ever before the primary school has to concern itself with the emotional and social development of its pupils.....It cannot be too strongly stressed that education is concerned as much with personal development as with the teaching of subjects.”

Expressive Arts certainly contributes a great deal to your child's personal development and to the enrichment of your child's mind. They are taught not only in their own right but also as major contributors to the environmental studies programme.

Pupils are offered a continuous and developing course of music and physical education from P1 – P7. The playing of music, instruments, individual and group singing, the exploration of musical techniques and the development of a child's growing awareness of musical rhythm is taught. All pupils take part in carol singalongs at Christmas. Pupils from P4 upwards have the opportunity to learn recorder, violin or cello.

Either in the gym or on the sports field pupils will be given every opportunity to develop their physical potential, to take part in individual and team games, to learn to participate with others and thus enhance their social development as well as their physical.

A structured course in art techniques of colour and drawing is being developed and great scope is made of pupils' artistic abilities in the projects of the environmental studies programme. The school at present delivers Art through the Borders Art programme which increases pupils' abilities year on year.

Methods

Staff are encouraged to develop and experiment with new classroom techniques, the more formal rather than informal. Movement around the classroom and sitting in groups is now more common than the class being taught at desks formed in serried ranks. The classroom is a workshop where the emphasis will fluctuate from learning through direct teaching to learning through practical activities depending on the nature of the lesson at the time and the skills required to be covered. Because there are composite classes, and because not every child learns at the same pace, the teacher is concerned with the pupil as an individual and has to manage the classroom situation accordingly. While one child or a group of children have her attention, the others must be taught to pursue creative activities on their own with the minimum of supervision. To be able to work effectively on one's own is a major advantage in life!

Organisation of Primary 1

At this early stage in a pupil's educational career the links between home and school must be maintained and strengthened. When a pupil arrives in her/his classroom for the first time she/he must feel safe and secure and this is done in various ways. Her/his personal details such as names on desks, pegs, a home corner in the room give this sense of security. The room is bright, comfortable and stimulating with ample provision for imaginative play using sand, water, paper and other common materials. Pupils attend for half a day for the first four weeks of the session. Reading is approached by pictures and discussion books giving pupils an early opportunity for oral work in language, which leads naturally to phonic work. Attention is given to individual reading at certain times but group learning is the norm. A new approach to writing has been introduced through Jolly Phonics and the North Lanarkshire Writing Scheme. These attempt to give pupils an early opportunity to express what they feel and experience using the written word. A balanced programme of practical maths is followed with the emphasis on learning through handling materials and recording results.

P1 are very much involved in the Early Intervention programme in both Language and Numeracy. Parents have a high profile in helping their child to learn. Parents are encouraged to speak to the class teacher to discuss any aspect of the P1 curriculum at any time.

Before the new entrants come to school in August a series of days will be arranged for them to attend with their parents so that they can familiarise themselves with their

new surroundings and give the parents a chance to discuss the work of the class with the class teacher.



Support for Learning and Individual Education Programmes

If the class teacher believes that a child's development is slow and not progressing adequately, then the child's case is discussed with the parents and the Head Teacher. In many cases the Support for Learning teacher will be consulted and the likely solution will be that she will join the class for part of the time to give help and support to the child in the class situation and within the context of the class work. In cases of greater difficulty the child may be extracted for a short time to concentrate on a particular skill. If a child's difficulties are quite severe then the Head Teacher, with the parents' consent, will invite the Educational Psychologist to test the child with the intention of analysing the problem and offering some suggestions which would enable the school to support the child in his/her learning. If the case is very severe, then the Educational Psychologist will possibly recommend special education at the Primary 7 / Secondary 1 transfer. A careful check of all pupils with learning difficulties is maintained and parents are kept informed of their progress.

The class teacher in consultation with the Support for Learning teacher may put in place an Individualised Education Plan (IEP) which will help your child to develop their skills at a pace appropriate to their learning. If an IEP is put in place then parents will be consulted at various times to discuss the next steps within the plan.

Homework

Homework is intended as either a reinforcement of work already taught in school or as an opportunity to learn essential facts such as spelling or a chance to undertake some research at home. On no account should homework become so burdensome that it is distressing for both pupil and parent.. Primary pupils should spend no more that 40 minutes per evening and the weekends should be free. Parents should inform the

school if homework is becoming problematical and upsetting the household.

Homework is given Monday to Thursday and rarely at weekends.

Set out below is some of the areas in which homework is given.

- P1** - Preparation of reading by discussion of story with child.
Preparation of reading words and sentences.
Thereafter reading preparation and some phonic work.
Numeracy work.
- P2** - Home reader
Oral spelling
Joined up handwriting
Maths sheet
- P3/4** - Home reader
Spelling and language work.
Maths reinforcement.
Personal project for P4
- P5/6/7-** Home reader.
Spelling .
Language, maths reinforcement as required.
Personal projects

Homework Packs

Homework packs have been developed from money received through the Early Intervention programme. These packs are designed to be fun and give parents and children the opportunity to play and learn together. The content of these packs differs greatly from the normal school homework the children do. At present the packs are available from P1 to P3 but the intention is that they will eventually be available throughout the school.



Assessment, reports, parents evenings

At all stages of your child's school career assessment is taking place. It must not be confused with formal examinations, which are only part, and a small part at that, of a

child's assessment. Teachers are continually assessing a child's progress and measuring whether the child has gained a piece of knowledge, developed a new skill or grasped a new concept. The assessment procedure is a two-way process: it tells a teacher whether a pupil has mastered a particular task, skill or concept, and it also tells whether a teacher has successfully presented the tasks, skills or concepts. Assessment does not mean that pupils are continually competing against each other. Competition is not a dirty word and it has a place in education as it has in life, but education must not be seen as the setting of one pupil against another. It is the widening of a child's horizons and the development of the individual skills and ideas. The teacher's task is to assess how well a child does this, while keeping the parents informed about it.

The report indicates a pupil's progress according to the 5-14 curricular guidelines and indicates the level achieved in various subjects. Levels reached are named, as Levels A to F and guidance as to how A-F should be interpreted will be given on report forms.

When appropriate, teachers use National Assessments to determine levels of attainment for Language (reading and writing) and Mathematics. Where such testing has taken place, it will be indicated on the report form.

Parents are invited to Parents Evenings twice per session. The first of these will be early in November using an appointment system. The second will be during the summer term when you can view the work the children have done throughout the year.

Parents have a major influence on their child's progress and attitudes to school therefore the opportunity for parents and teachers to discuss and work together is viewed as being of great importance by the staff. It is appreciated that it is not always convenient for parents to visit on the appointed dates. If any parent wishes to discuss their child's progress at any time they may make an appointment through the Head Teacher.

Religious and Moral Education

Religious and Moral Education is either taught separately or combined into a theme for environmental studies. The class teacher is responsible for this instruction, which can range from a few moments of prayer at the beginning of each school day to the Bible lesson and story at least once per week. This religious lesson is often broadened to embrace moral issues as well because the two cannot be separated.

Assemblies conducted by the staff and their classes or a visiting clergyman are held weekly and a whole school service is held at Christmas, Easter and at the end of the school session conducted by the Head Teacher and assisted both by pupils and visiting clergy.

The school uses the Fife RME programme to assist in the delivery of RME which incorporates the teaching of Other World Religions.

ICT

The school closely follows the Highland Council Programmes of Study for ICT and Technology. All pupils have access to computers both in the classroom and in Room 4 where computers are connected to the Internet. **Internet Access forms must be**

completed before pupils are allowed to use the Internet. ICT is also used to support and enhance cross-curricular activities.

Broader Community life in the school

Coupled with the formally structured activities of the classroom there are other activities in which the pupils are encouraged to participate. These form a good balance in the education of the pupils. Performances in front of an audience, the school sports and inter school sports, charity events, the occasional sponsored event for school funds, visits to exhibitions and places of general interest such as wildlife parks, all contribute to the rounded education that the school offers. In the future it is hoped to engage in inter school activities thus developing a competitive element into the informal curriculum. The enthusiasm and delight experienced by pupils taking part in these events is most important in giving them greater confidence in themselves and preparing them for secondary education, a change which some may find difficult but which can be handled by a confident pupil.

Ethos

The mood and atmosphere in the school also contributes to the child's educational experience. They are encouraged to take a pride in their work, to get pleasure and delight from it, to work industriously and confidently at their own pace, to take pride in their environment and to keep the school tidy and clean at all times, to be kind, considerate and co-operative to fellow pupils and staff. Good manners and an ability to think of others are central planks of the school's philosophy.

In the three areas of the curriculum parents can be a tremendous help to the school by supporting the pupil's work, by supporting any activities the pupil is engaged in and by adopting the same philosophy as the school. A close liaison between school and home enables a child to develop their potential with confidence and if any problem arises the school will discuss it in depth and hopefully arrive at a satisfactory outcome for the benefit of the pupil.

Transfer to Secondary School

Pupils reaching the end of their Primary education will normally transfer to Kinlochleven High School. The pupils have an induction week in June when they are introduced to the secondary curriculum. On transfer week they will be joined by P7 pupils from our associated Primary schools.

Throughout the year there are opportunities for the P7 pupils from the cluster schools to join together examples of these are: reading day and Maths jamboree.

Data Protection Act (extract from statement)

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

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