



# **Invergordon**

## **2011/2012**

**Welcome to South Lodge Primary School**

We want your child to enjoy the highest quality education this school can offer. All our staff are fully committed to achieving this objective and will always do their best to ensure your child is well equipped to take their place in the adult world beyond school.

**However, we can only be truly successful if we have your full support. One of the best ways to empower your children and help them make the most of what life has to offer, is to talk very positively about the value of a good education and ensure that they are punctual, attend regularly, complete their homework in good time and are regularly praised for meeting these expectations. Children mimic parental attitudes therefore, if you give school and schooling a low priority, so will your children.**

Spend some time each weekday evening, away from distractions (TVs, DVDs or games consoles), encouraging them to talk about what they have learned in school each day; helping them memorise their multiplication tables and their spelling; listening to them reading, reading to them; or taking it in turns to read a favourite story. Educational Research proves that children, whose parents regularly spend time supporting and encouraging their learning, perform at higher levels and generally tend to achieve more in life. Many children spend long hours playing with computer games which involve minimal or simplistic written text. This has affected the time which many children traditionally used to read books or play with others. This reduction in practice of reading, talking and listening has affected the quality of language and literacy development. Encourage them to read and make it a positive experience.

Please take time to read the sections relating to homework, reading, spelling and numeracy. It is extremely difficult for school staff to provide enough practice of these during a normal school day when we have such a wide curriculum to deliver. Daily practice after school does make a huge difference and children do enjoy this mental exercise as they achieve increasing success. Please be patient and persevere with them, it is so important.

This handbook contains information which we hope will be helpful to you. If you have any questions or concerns, please contact us on the telephone numbers listed at the foot of each page, or in writing at:

**South Lodge Primary School, Castle Road, Invergordon, IV18 0LW.**

**Alternatively, email us at [southlodge.primary@highland.gov.uk](mailto:southlodge.primary@highland.gov.uk).**

**This handbook is available on the school website: [www.southlodge.highland.sch.uk](http://www.southlodge.highland.sch.uk)**

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# School Staffing (2011-2012)

## **Staff with Management Responsibilities**

Head Teacher (HT)  
Principal Teacher (PT)

Mr Glenn Paton  
Ms Maggie Macdonald

## **Class Teachers (CTs)**

P1/2  
P2/3  
P4  
P5  
P6  
P7

Miss Anne Craig  
Mrs Shelagh Livesley  
Mrs Donna Sinclair  
Miss Katharine Waters  
Mr Alwyn Foxcroft  
Ms Maggie Macdonald

## **Support Staff**

Support for Learning Teachers (SfL)  
Children's Support Worker (CSW)

A new SfL teacher is to be appointed  
Miss Carla Oxtoby

## **Nursery Staff**

Nursery Co-Ordinator Teacher  
Early Years Worker (Qualified)  
Nursery Auxiliary

Mrs Jenny Gray  
Mrs Margaret Sutherland  
Mrs Yvonne Pietrzyk  
Mrs Anne Gillies

## **Learning Support Auxiliaries (LSAs) /Classroom Assistants (CAs)**

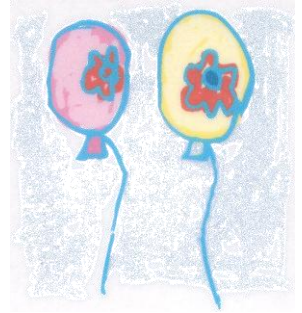
P1/2 (LSA)  
P2/3 (LSA)  
P4 (LSA)  
P5 (LSA)  
P6 (LSA)  
P7 (LSA)

Mrs Karen Lohse / Mrs Wendy Riggs  
Mrs Helen Gallie / Mrs Wendy Riggs  
Mrs Margo Laird  
Miss Elizabeth Sinclair  
Miss Shirley Cooper  
Mrs Tracey Hallas

## **Visiting Teachers & Instructors**

PE  
Chanter  
Strings  
Music  
Janitor  
Secretary  
Cook

Mrs L Smith  
Mr N Matheson  
Mrs R Sutherland  
Mrs S Cunningham  
Mr Jackie Mitchell  
Mrs Carol Bell  
Mrs Eileen Cooper



## Vision Statement



Our vision is for each child to become a happy, confident and valued member of society with an awareness of, and respect for self, others, and the environment.



We aim to empower each individual to reach their full potential in life.



## School Aims

These set out how we will achieve our vision within the four capacities of a Curriculum for Excellence (CfE). We aim to:

**1 maximise attainment by:**

- creating an ethos of achievement and celebrating success;
- providing quality programmes of work with appropriate pace and challenge;
- meeting the needs of individuals through effective assessment, planning and support;
- systematically monitoring pupil progress and achievement.

**2 provide an effective learning and teaching environment by:**

- planning and assessing programmes of work which suit individual pupil needs;
- applying a wide range of teaching approaches;
- systematically evaluating and tracking pupils' progress;
- interacting effectively and appropriately with pupils;
- actively involving pupils in planning, target setting and assessment process;
- actively involving parents in their children's education;
- informing parents of their children's attainment and progress on a regular basis.

**3 provide a supportive, caring school community by:**

- developing, implementing and maintaining clear Health & Safety policies and promoting an awareness of a healthy lifestyle;
- providing pupil support systems in a climate of trust and respect;
- setting clear and high expectations of behaviour supported by appropriate strategies;
- working in partnership with Pupil and Parent Councils, other schools and appropriate external agencies;
- encouraging regular and effective communication and consultation between home and school;
- encouraging parents to take part in school activities and initiatives;
- working closely with the community on joint initiatives.

**4 ensure equality and fairness for all within the school by:**

- developing, and implementing clear policies to promote equality for all;
- developing pupils' understanding and respect for others' beliefs and cultures and providing opportunities to celebrate cultural diversity;
- enabling pupils to access a quality educational experience.

**5 help the pupils become more effective contributors to society by:**

- involving them in the decision making processes within the school;
- involving them as active participants on local, national and international initiatives.

**6 support all staff in professional and personal development through:**

- a planned monitoring and review system;
- the provision of appropriate professional In-service training.

**5.**

**School Tel:** 01349 852521

**Nursery Tel:** 07833 645676  
854962

**Canteen Tel:** 01349

**Children's Service Worker:** 01349 854815

# The School

The school was built in the late 1970s of a modern construction incorporating areas of a good size, well served by natural light. The building accommodates ten teaching bays and a Nursery Unit. Each teaching bay is open plan although some bays have sliding doors to provide quiet study areas. Each class has access to adjacent project work areas.

The school is divided into three sections. The Early Years classes (P1-3 and the nursery unit) occupy the east end of the school and are separated from other classrooms by the offices, staff room, gymnasium and dining room. The P4-7 classrooms occupy the west end of the school which includes a computer suite.

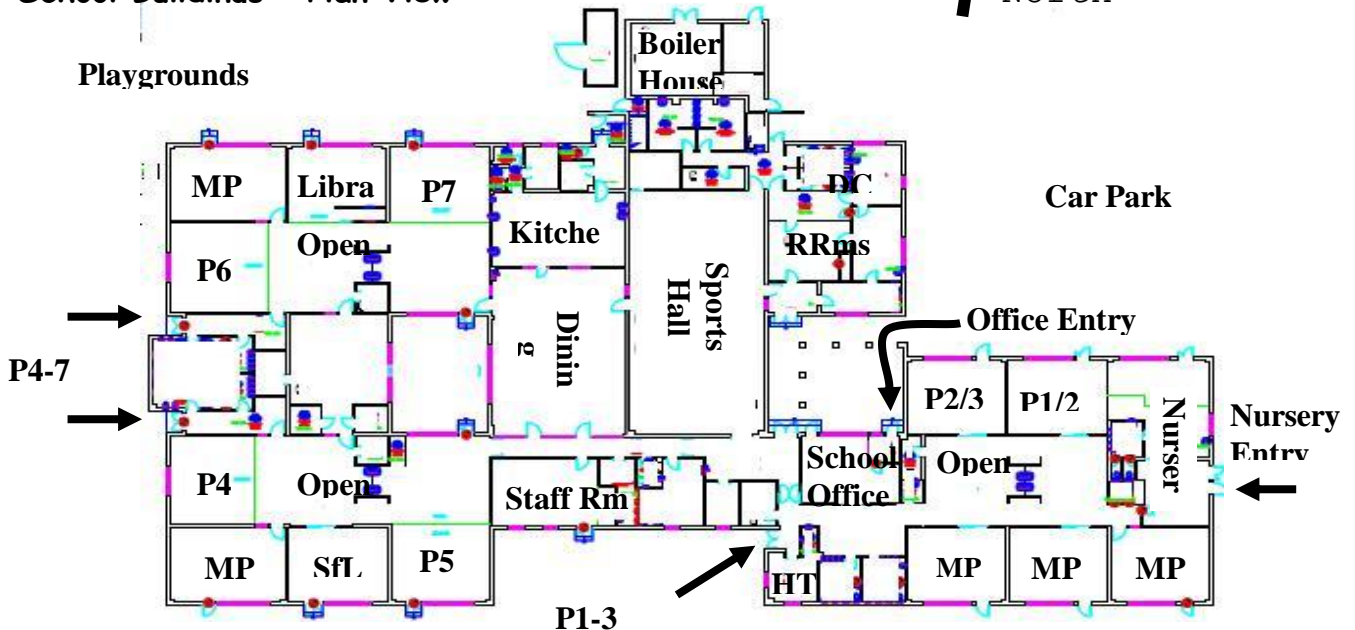


Every class has access to well-equipped multi-purpose rooms and areas and access to a wide range of equipment for every area of the curriculum. There are library areas and a Support for Learning (SfL) bay. There are rooms on the ground floor of the community wing, known as the Rainbow Rooms, which include a further pupil support base and a fully equipped kitchen area.



The school also benefits from a relatively large sports hall and the provision of a wide range of physical activities is a positive feature of the school. The outside areas offer access to large hard playground surfaces and there are large grassed areas to the north and west of the school grounds. The Nursery Class has access to its own large, safe and secure play area. Each area has a well-signed fire exit and the school carries out emergency evacuations procedures every term. The pupils, staff and visitors always manage to exit the school within two minutes.

## School Buildings - Plan View



- MP = Multi-Purpose Rooms
- Libra = Library
- ICT = Computer Suite
- SfL = Support for Learning
- HT = Headteacher
- RRms = Rainbow Rooms
- DC = Dental Clinic

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# General Information

## School Hours

P1-3	P4-7	Nursery
09:00 - 12:15	09:00 - 12:30	09:00 - 11:30 (Morning Session)
13:10 - 14:45 Session)	13:10 - 15:00	12:30 - 15:00 (Afternoon

## Transfer to Secondary School

At the end of P7 pupils, transfer to secondary school. The East Ross-shire secondary schools are:

Invergordon Academy: Telephone: 01349 852362	Rector:	Mr J Steven
Alness Academy: Telephone: 01349 883341 / 882614	Rector:	Mr K MacIver
Tain Royal Academy Telephone: 01862 892121 / 893334	Rector:	Mr D MacLeod

South Lodge PS is within the Invergordon Academy catchment area and entry to other secondary schools will not automatically be granted by Highland Council. Any applications for Primary or Secondary placements in non-catchment area schools must be made through your catchment area school.

## Health Care / Illness / First Aid

Parents must inform the school if their child has a health problem which could affect their progress or safety at school. This information will be treated in the strictest confidence. The school has very strong links with the Public Health Nurse and other Health/Social Work specialists and professional advice is readily available for parents and staff.

If your child seems unwell, please keep him/her at home. Please let us know by telephone if your child will not be attending the school or the nursery (see the absence policy below).

All accidents are immediately reported to member of staff and minor cuts and bruises are treated by staff with First Aid qualifications providing the appropriate permissions are in place. If necessary your child will be sent to the Doctor or the Doctor will be asked to call at the school. Parents will be informed as soon as is possible for serious incidents or informed at the end of the school day for more minor events. If your child is not fit to return to the classroom, you will be informed and asked to collect them. If this is not possible they will be sent home accompanied by a member of staff. Parents are asked to give the school two emergency contact numbers. It is very important to keep us informed of any changes to your contact details (both yours and your emergency contacts), especially if the school needs to close in an emergency.

At break and lunch times, there are always staff on duty outside in the playground or in the class areas during wet weather. They are available in the event of an accident or emergency. Children are encouraged to inform their parents following any injury.

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## Emergency Closure & Emergency Contact

**Please inform the school if you change home or mobile telephone numbers.  
Please keep your mobiles switched on!**

At the beginning of each school year, parents are asked to provide the name, address and telephone number of an emergency contact and details of each family's arrangements should the parents be unable to respond to an emergency closure or a child's illness. Your support in this is very much appreciated, so please ensure that you return the relevant forms to school as soon as possible so that we can update our records. Details of the school Emergency Closure Procedure are issued at the beginning of each session.

## Attendance

**If your child will be absent, please phone the school on 01349 852521 before 09:15.  
This is a legal requirement in accordance with Child Protection Statutes. A written explanation for absences is required on your child's first day back at school.**

Pupils are expected to attend school regularly. By law, Highland Council are required to investigate unexplained absences. For Child Protection Statutes, children from P1-3 will not normally be allowed to leave during school hours unless they are met at school by a parent or parent's representative.

### **DAY 1: First day of unexplained absence of pupil**

The school will endeavour to make contact by telephone or e-mail parents, carers or emergency contacts to inform them that the child is absent. A reason for absence will be requested. The school will keep a record of the number, and times of the calls made, should no contact be established with parents, carers or emergency contacts. If the family is known to other agencies due to concerns about a child's wellbeing, then contact will be made with these agencies.

### **DAY 2: Second day of unexplained absence of pupil**

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

### **DAY 3: Third day of unexplained absence of pupil**

If we still cannot make, the police may be asked to carry out a visit to check on the child's location.

## **Attendance Rules**

These rules are designed to ensure that the school is a safe and effective place which provides quality education for all the children. Their importance and relevance are fully explained to all children.

1. Pupils are expected to arrive on time and parents are required by law to ensure they do so. Pupils, who arrive at school after their class has entered the school, must use the school office entrance, where they will be given a form requiring an explanation for their late arrival. External agencies may become involved if parents fail to meet their legal obligations with regard to punctuality and attendance.



2. **Following an absence a note of explanation is required upon a pupil's return to school.** Parents of pupils with lower than 85% attendance records will be contacted directly by the school. To put this in perspective, this 15% shortfall equates to almost 6 weeks of lost education.

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### **Attendance Rules (Cont.)**

3. Pupils must remain within school grounds during the school day unless they:
- go home for lunch;
  - have obtained permission from the Head Teacher;
  - have a written request from their parent.
4. Pupils may not cycle about the school grounds.
5. Packed lunches should generally be eaten in the canteen.
6. The gym is out of bounds to all pupils unless under the supervision of a member of staff.
7. Pupils are expected to demonstrate civilised behaviour at all times and be considerate to others.
8. For Health & Safety reasons pupils must wear indoor shoes in school and move about carefully.
9. Pupils should observe the school dress code.

### **Golden Rules**

These are designed to accentuate the positive:

**Do:**

- ⇒ **be gentle, kind and helpful;**
- ⇒ **keep yourself and others safe;**
- ⇒ **be honest and work hard**
- ⇒ **look after property;**
- ⇒ **listen to people.**

**Most children are very aware of their rights, but some choose to overlook their responsibilities towards themselves and others. Staff will protect and uphold your children's rights, but we do expect them to behave responsibly. Scottish law guarantees to protect the rights of those who accept and meet the responsibilities which are the foundations of our distinctive society. The school ethos, its aims and golden rules are firmly based on this underlying principle.**

### **Discipline & Anti-Bullying Procedures**

#### **Principles**

There is a zero tolerance policy towards bullying or violence in South Lodge Primary School.

#### **Procedures**

All incidents of reported bullying or violence will be:

- recorded in the School Incident Book in the Head Teacher's Office;
- fully investigated by staff, with the findings entered beside the initial report;
- discussed with all the children involved and their parents;

**Victims of Bullying or Violence will be appropriately supported.**

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**Perpetrators of Bullying or Violence will face consequences for their behaviour as follows:**

**Physical Violence:** Level 3 in the Code of Behaviour.

**Verbal Bullying or Taunting:** Level 2 in the Code of Behaviour.

**Children who regularly resort to the above with each other will be required to work together in class until such time as they learn to peacefully co-exist.**

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## **Code of Behaviour and Consequences**

Children are responsible for their behaviour and exercise choice when they behave positively or negatively. Just as positive behaviour should be praised, negative behaviour should bring with it meaningful consequences which are appropriate.

<b>Level</b>	<b>Unacceptable Behaviour</b>	<b>Consequences for Behaviour</b>
<b>1</b>	<ul style="list-style-type: none"> <li>❖ talking, fidgeting or distracting others</li> <li>❖ not staying on task or listening</li> <li>❖ moving around at inappropriate times</li> <li>❖ ignoring instructions or refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>❖ praising others' good behaviour</li> <li>❖ ignoring inappropriate behaviour</li> <li>❖ using child's name / approaching them</li> <li>❖ pointing to class rules</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>❖ continued inappropriate behaviour</li> <li>❖ higher level disruption</li> <li>❖ minor wilful damage of property</li> <li>❖ answering back or showing disrespect</li> <li>❖ low level aggression towards peers</li> </ul>	<ul style="list-style-type: none"> <li>❖ questioning behaviour</li> <li>❖ verbal rebukes or moving child</li> <li>❖ loss of Golden Time / other privileges</li> <li>❖ detention - break time / after school</li> <li>❖ reported to and discussed with parents</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>❖ major wilful damage of property</li> <li>❖ verbal / physical aggression towards staff</li> <li>❖ violence towards peers</li> <li>❖ total refusal to comply with staff requests</li> </ul>	<ul style="list-style-type: none"> <li>❖ Head Teacher certainly involved</li> <li>❖ child removed from class</li> <li>❖ sent home for rest of the day</li> <li>❖ soft exclusion may be considered</li> </ul>
<b>4</b>	Where a pupil's continued attendance severely prejudices welfare of staff & pupils	Exclusion following procedures set by Highland Council

## **Equal Opportunities**

South Lodge Primary School is an equal opportunities school. Access to all subjects will therefore be provided to all pupils without reference to the sex, race or religious faith to which the pupil belongs.

It is important that, at this stage in the children's development, they should experience equality of treatment as well as opportunity.

## **Complaints Procedures**

From time to time parents may wish to make a formal complaint about a particular issue.

This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

When a complaint is made the following action will be taken by the school:

- investigations will be carried out and evidence will be gathered as soon as is possible.
- the Class Teacher will be informed if the issue relates to a specific class and is not confidential.
- the school's response will be relayed to the parent either by letter, telephone, or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.

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- documents will be drawn up to record the nature of the complaint and to outline its resolution.

We want to reassure parents that we take any complaints seriously and endeavour to resolve them as quickly as is possible. If need be, meetings will be arranged in an effort to resolve the situation to everyone's satisfaction. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting:

**Mr Graham Nichols, Drummie, Golspie KW10 6TA. Telephone: 01408 635300.**

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### **School Uniform/Dress Code**

A school uniform helps to increase the feeling of community and pride in a school. Our school dress code was designed with this in mind and allows for a degree of personal choice. **The uniform is very smart and practical and a price list and order form is available from the school office.** The uniform comprises white or red polo shirts, red sweat shirts and red fleeces bearing the school's logo. Black trousers / skirts are the preferred option. Denim and brand name items are strongly discouraged to avoid unhealthy competition due to over-the-top fashion consciousness. Previously bought navy blue tops, trousers or skirts may be used. Please do not buy any new items of that colour for school wear. For Health & Safety reasons jewellery is strongly discouraged, as is inappropriate or excessive use of make-up. Chewing gum is banned!

For Health & Safety reasons children must wear appropriate dirt-free footwear inside the school and during Physical Education (P.E.). Walking about in bare feet, socks or stockings is not permitted. Please ensure that your child has P.E. kit with them everyday, excluding tops representing professional football teams. We are required by law to provide 2 hours P.E. every week and therefore we cannot allow children to opt out simply because they do not have their P.E. kit. It may be left in school each week day and taken home for washing at weekends. Storage areas for shoes and P.E. kit are provided.

**Please ensure your child's clothing is named with indelible ink as sorting out unmarked clothing takes up a huge amount of staff time, reducing the time they can spend supporting your child's education.**



The red school fleece, red sweatshirt and the collar of the white polo shirt are featured above. The white and red polo shirts carry the school logo. If you cannot afford to buy directly from the school, please buy similarly coloured garments so that it looks as if pupils are wearing uniform. The Parent Council supports the wearing of school uniform. Parents of children not wearing these colours, or arriving in school in denims or branded clothing, will be contacted and asked to support the school. If the children persist in wearing non-approved clothing, they may be sent home to

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## Lost Property

The problem of lost property can be greatly reduced if all items of clothing and footwear are clearly labelled with the child's name. If any items are lost they should be reported to the class teacher as soon as possible. Lost and found items are stored and put on display at the next parent consultation evening. If still unclaimed, they may be sent for re-cycling.

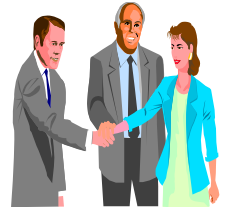
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## Liaison with Parents



School Secretary  
Mrs Bell

Parents/Carers may visit the school without an appointment to discuss matters of immediate concern, but to comply with **Child Protection requirements (see P14)**, please **only** enter the school by the office entrance. (Staff are legally required to prevent anyone from entering the school through other doorways). All our teachers, including the HT have teaching responsibilities, so if you wish to discuss an issue, please make appointments for the end of the school day - 14:45 [P1-3] and 15:00 [P4-7].



Parent Consultations are arranged twice annually to enable staff, parents and children to meet and discuss educational progress. At these, parents can examine samples of their children's work and discuss it with them. It is very, very important that your children are fully involved in this process and attend the consultations. Formal end of year reports are issued in June.

Newsletters and notes are issued regularly and parents are asked to look for these in children's school bags. These will help keep you informed about your child's progress and general welfare.

Open days, concerts and other events are held regularly and everyone is invited to these occasions.

Parental involvement in the classroom is actively encouraged. If you are interested in becoming involved in assisting in the classroom, please let us know. We do hope that all parents feel comfortable and at ease when visiting the school and we do try to ensure that you receive a warm and courteous welcome. If there is a problem, please do not hesitate to get in touch.

## Parent Council

The Council was first formed in 2006 and members are elected.

Chair Person: Lianne Morrison

Treasurer: TBC

Secretary: Emma Forth

Staff Rep: Staff assume the responsibilities of this position on a rota basis.

The Head Teacher attends every meeting and provides reports on school developments and issues, as well as advice with regard to the rights and responsibilities of the Council. The Parent Council meet in the school on the 1<sup>st</sup> Monday of every school month and minutes are sent out to all parents with school newsletters. As a parent of a pupil in South Lodge Primary you are part of the Parent Forum and are welcome to attend any Parent Council meeting. The main role of the Council is to positively support the school and its activities and provide a medium for two-way communication between the school and its community.

## School Fund

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The school fund is administered by staff and is used to support extra-curricular activities e.g., Christmas parties, transport to sports fixtures, sports kit, etc. The fund depends on the support given by parents, pupils, staff and the community in fund-raising.

### **School Policies**

The school has a large number of policy documents which offer advice on procedures to be followed in a wide number of situations. These are reviewed and updated as part of a long term rolling programme, or following new legislation or experiences which require particular policy documents to be reviewed ahead of schedule. To avoid parents and staff developing hernias from lifting giant handbooks, copies of these can be found on the school website at: [www.southlodge.hIGHLAND.sch.uk](http://www.southlodge.hIGHLAND.sch.uk).

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## **Citizenship**

### **Pupil Council**

This is elected by democratic process each August where pupils in each year group vote for a class representative who will become their member of the Council. The pupils meet regularly to discuss issues raised by the children. The Head or Depute Head Teacher is present for most of these and minutes are taken and shared with the rest of the school. The remit for the Pupil Council is evolving as both staff and children come to terms with their respective roles. It is hoped that the Council will be come more involved in the school's decision making processes and fund raising events.

### **Informal Arrangements**

Older pupils are given the opportunity to help out in the nursery and P1 - 3 as and when the opportunity arises, e.g., with reading or with Golden Time.

### **Care of School Resources**

Children will often take books, jotters and other equipment home as part of their homework. Please ensure your child takes great care of these and returns them to school at the appropriate time. Please arrange for books to be carried in a strong waterproof bag. In addition, please protect any schoolbooks from damage by leaking drink bottles or food carriers. **Parents should be aware that they are legally responsible for the cost of replacing books and jotters which have been lost outside the school.**



### **House Championship [Nevis, Wyvis & Fyrish]**

Each pupil will be placed in one of the 3 'houses'. Each child will be allocated to one of these. The system is designed to encourage the children's full participation in sporting, cultural and academic activities through which they can earn points for their house. At the end of each school year, the House with the most points will become School Champions for that year. House Captains and Vice Captains are elected and are given responsibility within the school for supporting younger team members and for maintaining the house notice boards. Children will gain points for good attendance, punctual arrival in school, good behaviour and a good performance in the classroom. Certificates will be awarded to pupils with 100% attendance.



House captains and vice Captains act as buddies for children moving into P1 from nursery. They are introduced to them while they are still in the nursery and continue to support them, particularly in the playground until they have settled in P1.

### **CYCLING**

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Children may cycle to school if they follow normal safety measures and wear a safety helmet. The bicycle must be road worthy and must not be ridden in the playground at any time. All bicycles must be left in school bike sheds and padlocked for security. The school cannot be held responsible for the loss of any cycle, especially when it has not been properly padlocked in the bike shed. Cycle training courses are offered each year to ensure that the children can safely use their bicycles on roads in and around Invergordon.

Please consistently remind your child to wear a safety helmet when riding on their bikes. The risk of permanent brain damage or death caused by children striking their heads against roads, pavements, kerbstones or vehicles, is well documented. It's too late to enforce this rule after the event and the consequences can be devastating.

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### **Litter**

Litter can be a problem in the playground. We ask all parents encourage children to put their litter in the bins provided. Awareness of environmental damage caused by poor waste disposal systems and the creation of sustainable economic development is an important aspect of the Eco Schools Programme.

### **Book Fair**

Book Fairs allow children and parents to purchase children's books from a wide range on display in the school. These books are specially chosen to appeal to children and include fiction and non-fiction books suitable from pre-school to P7 and beyond. The school fund benefits from any profits.

### **Protective Clothing**

Children are encouraged to wear an overall or apron during messy activities. The school may make requests for items such as an old shirt from time to time as our stock is used up.

### **Medical & Dental Arrangements (Community Dentist 01349 856060)**

There are health check-ups for children in P1 and P7 which may involve examinations of the children by the school nurse or doctor. Parents are invited to attend at the time. Other classes are given routine examinations (hearing & sight) at various stages in their primary school life. Daily tooth brushing is carried out in some classes. The school nurse is kept fully aware of concerns about a child. These could include cleanliness, wetting during the day, frequent visits to the toilet, continual colds, rashes etc.

### **Speech & Language Therapy**

A Speech and Language Therapist visits the school upon request, to help support a number of the children. Should any parents have concerns regarding their child's speech or language, please see the class teacher who will arrange a meeting with the Speech and Language Therapist. During the course of Nursery and P1 any child who experiences difficulty in speech or language will be routinely referred to the Speech Therapist for assessment. As a parent you will of course be kept fully informed of this by the class teacher.

### **Child Protection / Getting it Right for Every Child (GIRFEC)**

Occasionally a child's behaviour or appearance can be an indication that a child is not experiencing the level of care expected by law. Apart from serious crimes against children, 'lack of care' can include: irregular attendance; habitual late-coming; regularly attending in an unkempt state due to poor personal or clothing hygiene; tired and/or hungry children who are not fed or rested properly;

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non-attendance of important educational or medical appointments to the detriment of the children. Where a child is treated in a way which is detrimental to their Physical, Social, Educational, Emotional, Spiritual and Psychological development, staff have a duty to report such to the head teacher who may discuss relevant issues with agencies such as the NHS or Social Work Services. This can lead to multi-agency investigations involving the police and/or the Children's Reporter. Agencies involved in Child Protection will always prioritise children's welfare before the needs of others. Staff are regularly trained in relevant procedures. Child Protection policies are available on Council and school websites.

In GIRFEC, a child's needs are defined through 'SHANARI'. **Everyone must ensure that they are:**  
**Safe; Healthy; Achieving; Nurtured; Active; Respected and Responsible; Included.**  
 The needs are enshrined in a 'My World' triangle of all care issues relating to



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## Health Promoting School



A morning snack can be purchased from the canteen at morning break. Your child may choose from toast, fruit, scones, milk or juice among other items on the menu.



## School Meals

These are made on the premises each day by school catering staff.

Option menus are sent home on Wednesdays for parents to indicate the choice of meals for the week which follows. The menus should be returned to school, **along with payment**, on the Friday morning two days later. This enables catering staff to order sufficient ingredients for your child to have their preferred choice the following week.



If the menu is not returned, your child may have to wait until all the other children have been served. This may well result in them being unable to have their first choice of meal. If you have ordered a meal for your child and then decide to send them to school with a packed lunch, you are not entitled to a refund unless you provide a written note the day before. Please communicate any changes in writing in advance as we cannot accept a child's word regarding a change. As you will appreciate, a number of children assure us that their parents

have requested a change only for us to find out later that the change was purely on their whim. If responded to these 'requests' or last minute notifications, it is possible that other children would lose out.

**Children are encouraged to eat all their meals and discouraged from throwing away food which has barely been touched. The school has a responsibility to teach children to respect the planet and reduce unnecessary waste.**

All meals and packed lunches are usually consumed in the dining room. During warm weather children may have the opportunity to eat their packed lunch outside at one of the picnic tables.

To avoid dangerous breakages, please do not provide glass thermos flask or bottles. Hot drinks should not be carried to school and cold drinks should be brought to school in sealed plastic bottles.

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Fizzy drinks are not allowed because of their low health value and due to their ability to soak everything in the vicinity when opened under pressure. Mealtimes are supervised, but if there is a problem at lunch times please inform your child's class teacher, who will take the appropriate action.

**Children who have school dinners or packed lunches are not allowed to leave the school grounds at lunch times. During adverse weather, children going home for lunches should not return until 1.10pm.**

**Please ensure that meals are paid for in good time.** Mrs Cooper (School Cook) has to complete her weekly accounts every Friday morning when they are sent to the HC Catering Department.

#### **Free Meal Entitlement**

Free school meal application forms are available from the school office. Please remember that this is an entitlement for your child to have access to good quality nutrition. It is not an entitlement for them to take it or leave it. Staff will, as previously stated, encourage children to eat the food which has been selected from the menu.

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## **The Curriculum for Excellence (CfE)**

CfE is designed to change the way in which learning is delivered and assessed. Your child and their teacher will jointly evaluate your child's performance and agree upon future achievable targets. Most assessment will be formative, i.e. geared to provide advice and support on how to improve a child's performance. Some traditional-looking 'tests' will still be part and parcel of the curriculum, but these will be designed to enable children to check on their own progress and there will be an element of choice as to which are tackled and when.

CfE consists of 5 levels of attainment. Early Level (Nursery-P1); First Level (P2-P4); Second Level (P5-7); Third Level (S1-S2); Fourth Level (S3-S4). Please note that these year groupings are approximate and you should not be unduly concerned if your child's rate of progress does not exactly match these. Each curricular area is briefly described below and end of year reports will relate directly to these and the levels described above. For advice and useful websites links, visit the following websites:

<http://www.ltscotland.org.uk>

[www.southlodge.highland.sch.uk](http://www.southlodge.highland.sch.uk)

### **Teaching and Learning Approaches**

In all curricular areas, pupils will frequently work in mixed ability or same ability trios (younger pupils may be in pairs) and be given the roles of a recorder, a reporter and a checker. These roles will be clearly explained to the children and it is important that they understand the purpose of these roles and are comfortable in each of them. The roles are rotated to ensure all pupils gain the necessary skills. Talking and listening skills are embedded from P1-7. If a child can clearly and accurately explain how they completed a set piece of work, they will demonstrate good understanding of what they have learned. From this they can help the teacher identify the most appropriate next steps in their learning. Developing these skills and demonstrating success in these areas are more important than completing dozens of relatively unchallenging paper-based exercises. This developmental process is a major component of children assuming increasing responsibility for their own learning. If they have more ownership of their education, they are more likely to succeed.

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## Homework

The parental role in supporting children's education is crucial to success at school. Research has proven that parents, who actively support their children in practising their reading, spelling, mental arithmetic and multiplication tables, raise the levels of their attainment in school. This support generates positive attitudes towards education and helps convince children that education is important and valuable. The resulting increased motivation helps develop their ability to exercise self-discipline.



The key to successful homework is to keep sessions short, snappy and filled with praise and fun. Homework should not normally last longer than 20 minutes for P1-3 or 30-45 minutes for P4-7. Homework is an extension of work covered during the school day and helps develop consistent and positive attitudes towards study. The aim and content of homework is to reinforce or review skills which have already been taught. It informs parents of what their children are learning in school. Homework helps teachers assess how well pupils have understood their learning. It will cover most of the curriculum during the course of a year, but regular homework will include mental calculation, rote learning of multiplication tables, spelling and reading practice. Children, unsupported by parents, tend to struggle with rote-learning and may take much longer to complete tasks. This generally has a negative effect on performance, reduces self-esteem and confidence, and increases frustration with relatively simple tasks which are part and parcel of the adult world.

The children will be encouraged to approach their homework systematically and not to leave everything to the last moment. Homework diaries inform parents and pupils of the school's expectations and gives

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parents the opportunity to be involved directly in their children's learning. Please regularly ask to see these diaries and sign them when the children have completed their tasks. The diary may also be used to exchange brief messages between parents and the class teacher about homework. To prepare them for secondary, P4-7 children write in their homework for the day it is to be completed, rather than on the day it's handed out. Children failing to complete homework on time may be given detention after school or during break times. Letters are sent home to arrange these. Please encourage your children to take their homework seriously.

### Homework Presentation

Instead of asking your children to rub out poor quality homework, ask them to re-do it underneath their first attempt. Comparisons of the attempts will enable more effective evaluation of their performance. If your child is uncertain about what they have to do, please write a note in the homework diary and staff will reply and provide support in school. If you want to try to support your child's learning directly, please ensure that you are teaching them the same processes they are being taught in school. Please inform the school about any difficulties your child appears to have.

### Language: (Reading, Writing, Listening & Talking in English, Scottish or Foreign Languages)

#### Reading

Reading is an essential part of a child's education and all children are encouraged to read each evening. Most pupils will have a reading book to take home, but upper school pupils may well be allowed to choose books to be read for enjoyment. Formal reading takes place in class accessing a wide range of books which help foster an interest in reading. Links with the local library increase the range of books on offer. Advice about books and their suitability for your children is readily available from the staff.

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Reading is taught at a fast pace using a direct and interactive approach. There is a strong emphasis on collaborative learning with pupils being taught the skills to become increasingly independent readers. Teachers share the purpose of all reading lessons and encourage pupils to self assess to identify their next steps for improvement. Lessons ensure that the pupils are active, not passive learners and the connections between reading, writing, talking and listening are promoted. Through text investigation, pupils are taught comprehension, the writer's craft, grammar, punctuation, spelling and research skills. Pupils are taught to read with increasing fluency, and higher order skills such as scanning, summarising and effective questioning are taught progressively.

Pupils work in groups of similar ability and each class has no more than four reading groups. All pupils are included and support is provided for those requiring such. This is in addition to any individualised reading programmes that may have been set up in consultation with the SFL staff.

### **Reading for Information**

In addition to teaching Reading for Information through core reading, pupils are taught these skills through whole class lessons. These are taught at least once a fortnight and may be 'stand alone' or cross curricular lessons e.g. as part of a Science or Health lesson. A wide range of Non Fiction texts are used. These lessons build on children's prior knowledge of a subject and lead to discussions about whether things are true/false, or whether the material provided all the necessary information. Higher order skills such as note taking or ways to clarify meanings are also practised. The school uses a five step approach to teach pupils the skills necessary to read independently for information.

**Step 1:** Whole class big book/shared text lesson, led by the teacher and with the teachers recording.

**Step 2:** As step 1 but with the pupils independently recording their own information in trios.

**Step 3:** Each trio is working on the same small text.

**Step 4:** Each trio is working with a different small text.

**Step 5:** As step 4 but with pupils locating their own resources, deciding which ones can be trusted and naming all sources used.

### 17.

As the pupils become more competent and confident in being able to tackle the above, they are introduced to additional challenging and stimulating Reading for Information activities. These include using a wider variety of recording formats such as mind maps, charts, tables and diagrams; increased talking and listening opportunities such as group presentations and utilising a wider range of texts such as brochures, adverts and newspapers. In addition, pupils are given opportunities to learn about the *features* of a widening variety of Non Fiction genres such as instructions.

### **Writer's Craft through Reading**

In addition to teaching the Writer's Craft through core reading, all pupils study this aspect of reading during fortnightly whole class lessons. An extensive range of materials is used including 'big' books and fiction and non fiction extracts. Poetry, Scottish texts and Scots' Language are regularly promoted.

When planning the Writer's Craft, children will be encouraged to go beyond strategies suggested at each CfE level as these can be restrictive. The pupils will work in mixed ability trios (younger pupils may be in pairs) with set roles of recorder, reporter and checker. Roles are rotated to ensure all pupils gain the necessary skills, and talking and listening skills are embedded from P1 to P7.

Pupils are taught to analyse texts by looking at the writer's craft. They are encouraged to give opinions and to find the evidence to justify these. The connection between an author's use of language and the pupil's own writing is highlighted and opportunities are given for pupils to continue

the extract in the same style, to expand on character description or settings, or to write an author's plan etc. In addition, pupils are given opportunities to learn about the *features* of a widening variety of fiction genres such as thrillers. As pupils become competent and confident at analysing writer's craft, materials will be widened to include multi modal texts such as film, blogs, email and texting. This is particularly relevant for pupils from P5-7.

### **Reading for Enjoyment**

All pupils are encouraged to read for enjoyment and are provided with both timetabled and additional opportunities to do this. Pupils borrow books from the small school library on a regular basis to read both at home and during school time, and regularly discuss their books with a peer or within a group. Pupils are given support in choosing the most appropriate book for their ability, whilst taking into account their interests and maturity.

Teachers in all classes regularly read *to* the pupils and in addition, the school operates a buddy system where older pupils read with and to younger pupils. Pupils in all classes share books with their peers.

The nursery and infant classes have home story bags to enhance the home/school partnership and to instil a pleasure for books from any early age. The pupils in Primary 4 are offered Curiosity Kits which are designed to further promote an interest in reading.

The school actively seeks to promote reading for pleasure through a variety of whole school events. These include book fairs, book clubs, visits to the local library, and a celebration of national events such as World Book day and National Poetry day.

### **Phonics**

Pupils also learn to read through a synthetic phonic approach. Basic sounds are taught at a fast pace, and as a whole class, Sounds are introduced following the order that allow pupils the easiest route to learning. A multi-sensory and active learning approach is adopted with worksheets being used sparingly. Plenty of opportunities are given for pupils to enhance their phonological awareness and for them to experience and learn through rhyme and analogy.

Basic sounds are introduced at a fast pace allowing the first 32 sounds to be introduced by the January of P1. To maximise the positive effect of using these synthetic methods, word building skills are taught at the same time. The remainder of P1 is used for consolidation and practice.

### **18.**

Pupils who have experienced difficulties in decoding and word building are given additional teaching and consolidation sessions. The remaining 10 sounds are taught in a similar way at the beginning of P2. All pupils will continue word building throughout P2, and for some pupils this will continue in P3 and later, where it is deemed to be useful by the class teacher and/or the Additional Support teacher.

### **Handwriting**

To allow for phonics to be taught synthetically at a fast pace, the formal teaching of handwriting is more likely to begin towards the end of P1 or early in P2. It will be taught separately and the children will use joined-up letters from the start.

### **Spelling**

When helping your child with spelling, 'a little quite often' is best. A 'long, hard slog' de-motivates very quickly!

### **'Have a go'**

Encourage your child to ask '*Is* this how you spell....?' rather than '*How* do you spell....?' They should try out spelling before using dictionaries or spell checkers.

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### 'Look, Cover, Write, Check'

Encourage your child to look at words, cover them, write them down then check to see if they are correct.

### 'Mnemonics'

If your child consistently spells words incorrectly, mnemonics can help - e.g. 'because' = big elephants can always understand small elephants. Creating new ones is a lot of fun!

### 'Words within words'

Encourage your child to find smaller words inside each of their spelling words without rearranging the letters - e.g. in 'practising' you can find - 'act', 'sing', 'in', and 'is'.

### 'Alphabetical order'

P3-7 children are asked to write out their spelling list in alphabetical order. This helps them recognise the differences between the spellings of words that begin with the same letter.

Early reading and spelling begins with children recognising key letters and sounds (phonics). Most will meet these in an order similar to that of the grids below. However, the pace of learning and order of sounds will vary from child to child. Children's competence with letters and sounds usually determines their rate of progress in reading and strongly influences their ability to spell accurately.

## Phonics

19.

The above phonics have pretend *actions* to help memorisation (see the following page). Encourage your child to practise the sounds and make these actions.

The order of taught letters and sounds are from left to right:

s	t	p	n	ck	h	r	m	d	g	l	f	b	j
qu	v	w	x	y	z	wh	sh	ch	ch (och)	th (three)	th (the)	ng	c
a	e	i	o	u	ai	ee	ue	oi	ou	oo	ie	oa	

1) s a t i p n

2) c k e h r m d

Phonic Sounds and Actions							
<b>s</b>	ssss finger draw a snake as an 's'	<b>t</b>	t,t,t move head as if watching tennis ball hit back and forwards over a net	<b>p</b>	p,p,p hold up a finger like a candle on a pink, pig cake then blow out a candle (puff)	<b>n</b>	nnnnnn spread arms and make 'nnnnnn' noise like a noisy aeroplane
<b>c &amp; k</b>	ck,ck,ck click fingers like castanets	<b>h</b>	h,h,h huff and puff while hopping	<b>r</b>	rrrrrr move head from side to side like a dog pulling on a rag	<b>m</b>	mm,mm,mm rub hand over tummy to show food tasted good
<b>d</b>	d,d,d act as if beating a drum with two fingers	<b>g</b>	g,g,g move finger as if water going down a plug hole (glugg,glugg)	<b>l</b>	l,l,l pretend to lick a lollipop	<b>f</b>	f,f,f hands indicate deflating blow-up fish
<b>b</b>	b,b,b pretend to bat a ball	<b>j</b>	j,j,j wobble like jelly	<b>qu</b>	qu,qu,qu move hands like a duck beak quaking saying 'qu'	<b>v</b>	v,v,v pretend to drive a van
<b>w</b>	w,w,w blowing like the wind into both hands	<b>x</b>	x,x,x take picture like x-ray	<b>y</b>	Yoghurt Pretend to eat a yoghurt	<b>z</b>	zzzzzz quickly flap hands like bee wings
<b>wh</b>	wh,wh,wh whirl round	<b>sh</b>	sh,sh,sh finger to lips to ask for quiet	<b>ch</b>	ch,ch,ch move hands like arms of steam train	<b>o</b>	o, o, o use finger as if switching a light switch off and on
<b>a</b>	a,a,a walk fingers up arms as if ants are crawling over their arms	<b>e</b>	e,e,e crack an egg then pull the egg apart	<b>i</b>	i,i,i use fingers to make Inky mouse's whiskers	<b>u</b>	u, u, u putting up an umbrella
<b>ee &amp; or</b>	ee - or move fingers as if they are ears on Winnie the Pooh donkey	<b>oo</b>	oo - ,oo move fingers like cuckoo in and out out of a clock	<b>th</b>	th,th,th stick tongue out between teeth hold up thumb		

3) g o u l f b

4) j z w v oo y

5) x ch sh th qu wh

20.

The following lists contain the most common words used in the English Language. These have been subdivided into award levels which children can earn. After successful completion of an award, the children progress then to the next level. Please note that these are not awarded on a basis of a single spelling test. The children must demonstrate correct use/spelling of the words on a

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regular basis in their writing or any alternative approach which is appropriate to an individual child.

**Bronze Spelling Award**

12 words

Children should be able to read / write / spell these 12 key words

a	and	he	I	in	is	it	of	that	the	to	was
---	-----	----	---	----	----	----	----	------	-----	----	-----

**Silver Spelling Award**

40 words

Children should be able to read / write / spell the above words plus these 28 new ones.

all	are	as	at	be	but	can	came	for	had	have	him	his	my	new
no	not	on	one	said	she	so	they	two	we	when	with	you		

**Gold Spelling Award**

100 words

Children should be able to read / write / spell the above words plus these 60 new ones.

about	an	back	because	been	before	big	by	call	come	could	did	
do	down	first	from	get	go	going	has	her	here	if	into	like
little	look	made	make	me	more	much	must	now	off	old	only	or
our	other	out	over	right	see	some	their	them	there	then	this	up
	want	well	went	were	what	where	which	who	will			

**Platinum Spelling Award**

190 words

Children should be able to read / write / spell the above words plus these 190 new ones.

after	again	always	am	ask	another	any	away	baby	ball	best	black	blue	
book	boy	bring	children	day	dinner	don't	door	each	egg	end	every	farm	
fast	fell	find	five	fly	four	found	girl	gave	give	good	green	hand	head
help	home	house	how	jump	just	keep	know	last	left	live	long	many	never
next	once	open	own	play	put	read	room	round	saw	say	school	should	soon
stop	take	tell	than	these	thing	think	three	time	too	under	very	walk	
	white	why	wish	work	woman	would	year	your					

21.

**Diamond Spelling Award**

310 words

Children should be able to read / write / spell the above words plus these 120 new ones.

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above aeroplane afternoon allow although along any April arrive August  
autumn aunt balloon breakfast beach behind below brother brown centre  
circle city coming cousin December doctor door eight eleven England evening  
February fifteen fifty floor forty Friday friend front Grandad Grandpa  
Grandma Granny grey huge hundred holiday Inverness Ireland January June  
July kitchen knee later leave lie March May Monday million morning  
Mr. Mrs. Miss money name near night nine ninety nothing November  
October often orange phone picture place playground purple rectangle  
road Saturday Scotland September seven shoe sister small square street  
Sunday talk teacher team telephone television time Thursday thousand town  
today triangle Tuesday twelve twenty thirty thirteen tomorrow uncle under  
walk watch Wednesday white would world yellow yesterday

### Words many English speaking people commonly misspell or misuse

their to there they then your because clothes looked people pretty  
thought babies February something named and beautiful it's came school for  
first were than name tried two every its let's swimming mother another  
through some surprise bought woman that's animals started would frightened  
jumped getting said wanted bear from always didn't caught received  
cousin alright happened an children friends different coming interesting  
sometimes asked off our through our before heard running believe little  
things him until around like went where stopped very morning together  
dropped now here many know with when course again they're every once  
too going decided friend money

**Some of the above words are from previous spelling lists therefore pupils should regularly re-visit their earlier word lists to make such errors a rare occurrence.**

### **Modern Languages in the Primary School (MLPS)**

P4-7 children are taught basic French. They learn to say, read and write sentences and phrases relating to everyday conversation. Most children will develop enough understanding to be able to converse about the weather, their school, their home, their address, their families, their likes and dislikes. They will be able to learn about others' names, ages and nationalities, and buy basic items in role play situations. They will also learn to count, calculate and spell words in French. The lessons are not designed to produce fluent speakers, but to develop enough knowledge, understanding and self-confidence to enable the children to enjoy foreign language studies at secondary school, develop positive attitudes towards learning other languages and meeting people from other cultures. It is hoped to develop direct communication with French speaking pupils in other countries.



## Mathematics

The children will be taught a wide range of mathematical skills and concepts relating to CfE expectations. The order of learning will not be decided by the particular maths' schemes used by the school, but by the developmental needs of your child. More details can be found within the CfE pages on the LTS and school websites:

<http://www.ltscotland.org.uk>

[www.southlodge.highland.sch.uk](http://www.southlodge.highland.sch.uk)

### Attainment in Mental Calculations

Once children demonstrate good understanding of relevant number skills, they will begin to commit number facts to memory through regular practice. This rote learning process is very important. It enables children to develop speed, accuracy and confidence when selecting and applying strategies for solving problems. Children, who are confident and competent in these skills, tend to progress more quickly because they can devote more of their time and energy to the problem solving itself. Positive parental attitudes and practical support are crucial to success.

The number facts for each year group are set out in the following sections and examples of strategies to aid mental calculations follow.

### Addition and Subtraction

These two concepts are opposite sides of similar processes. Initially, your child will learn to recognise number shapes and come to understand that the value of a given number does not change whether counting pencils, books, birds or counters. Simple addition of groups of coloured counters to find a total number of counters leads to addition of ever larger numbers in more complex tasks without the aid of things like counters.

Once your child has mastered the basics of addition, they will learn how to subtract. Simple subtraction involves the removal (taking away) of a number of items from larger groups to see how many are left. At the same time, they will learn to subtract by adding on, e.g. in calculating  $20 - 12$ , children will begin counting on from 12 on a number line or use plastic cubes or counters, or even fingers, to reach 20 and the answer of 8.

As they develop understanding of addition and subtraction, your child will be asked to progressively carry out such calculations mentally, without the support of cubes, counters or fingers, applying strategies such as those exemplified below. However your child must be able to add numbers up to 20 and tens and hundreds quickly and accurately if they are to successfully apply these strategies. Regular practice in this is required if this is to happen. Parents can help their children by periodically checking their knowledge.

$$7 + 5 = 7 + (3 + 2) \\ = 10 + 2 = \underline{12}$$

$$9 + 8 = 9 + (1 + 7) \\ = 10 + 7 = \underline{17}$$

$$\begin{array}{r} 65 + 47 = \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ = 60 + 5 + 40 + 7 \\ \underline{133} \\ \swarrow \quad \searrow \\ = 100 + 12 = \underline{112} \end{array}$$

$$\begin{array}{r} 59 + 74 \\ \downarrow +1 \quad \downarrow -1 \\ 60 + 73 = \end{array}$$

$$\begin{array}{r} 140 - 79 \\ \quad \quad \downarrow +1 \\ 140 - 80 \\ = 60 + 1 = \underline{61} \end{array}$$

$$475 - 254 \longrightarrow (254) + 6 + 40 + 100 + 50 + 25 = \underline{221}$$

(260)    (300)    (400)    (450)    (475)

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## Multiplication and Division

As in learning spelling, a 'little quite often' works best. Do not ask them to give it more than 15 minutes at any one time, but by P6/7, children should aim to recall answers in multiplication tables tests within 5 seconds and calculate additions and subtractions mentally, within 10-15 seconds. The time needed by a younger child or those requiring support for learning, will vary according to their age and ability.

Your child will learn about multiple addition in the early years classes, e.g. 2 add 2 add 2 (3 2s [3x2] are 6); 3 add 3 (2 3s [2x3] are 6); 2 add 2 add 2 add 2 (4 2s [4x2] are 8); 4 add 4 (2 4s [2x4] are 8) etc. Once they have good understanding of this process, they will then begin to learn times tables through a combination of rote learning, practical fun activities and access to maths websites. As both concepts are two sides of the same coin, competence in multiplication tables tends to lead to success in solving division problems. When children demonstrate success regularly in recalling multiplication table facts, they will be awarded a certificate. As with the spelling awards, these will not be awarded on the basis of a single test.

Your child's teacher will identify the tables to be learned, but most children will study their tables as follows:

**Primary 2-3:** 2, 3, 4, 5 and 10 times table.

**Primary 4-5:** 6, 7 and 8 times tables as well as practise/improve knowledge of the previous 5 tables.

**Primary 6-7:** 9, 11, and 12 times tables as well as practise/improve knowledge of the previous 8 tables.

When helping your child to learn tables, vary the order of questions (e.g.  $2 \times 4$ ;  $8 \times 3$ ;  $5 \times 9$ ) and encourage them to focus upon those which they regularly get wrong. There are good games on the Internet for developing competence, but memorisation is about repetitive practice and perseverance. Some children will struggle to concentrate initially, but please do not allow them to avoid making the effort just because they don't like doing it. The positive impact of success in their tables far outweighs the time and effort required to learn them.

## Physical Education (P.E.)

We are required to deliver an average of 2 hours P.E. each week. This is complimented by activities organised by staff in extra-curricular activities such as athletics, netball, basketball, football, golf etc., and related activities organised by our Active Schools Sports Co-ordinator. The school participates in as many sporting competitions as it can to provide your children with a chance to compete and measure themselves against peers in other schools. The school fund covers most of the costs relating to these activities, but sometimes parents may be asked to make a small contribution towards these events or help with transport requirements.



The gym is equipped with extensive climbing and gymnastic equipment as well as a wide range of small equipment (e.g. balls, bats, quoits, hoops, mats). The gym is also used for Assemblies and school productions - plays, concerts etc. All equipment is given regular safety checks. Outside the school there are three tarmac areas and large areas of grass suitable for team games. In addition there is a football



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pitch, a long jump pit and sandpit. Each class has a set of small equipment for use at break times.

In addition the school attempts to participate in as many sports tournaments as possible (athletics, cross country, football etc.) and while most costs are again met by the school, help from parents with transport is always appreciated.

24.

### Expressive Arts



All children at some stage of their primary education at South Lodge will benefit from the expertise given by visiting teachers to the school. This may include music, drama and art & design.

We participate in the Feis Rois Youth Music Initiative and Kodaly programmes which provide tutors for a wide range of traditional instrumental and voice training.

Instrument Tuition in chanter, strings and brass is also provided for older pupils. For details of how to apply please contact the school



### Religious Education & Observance

The children will be taught about Christianity in the early years, but will learn progressively about other world religions in later years and the similarities and differences between the different beliefs. There are weekly whole school assemblies during which classes take it in turns to lead. The religious studies are a compulsory and an important part of the curriculum. Parents may, however, request in writing that their children are excluded from services which include religious observance. Please be aware that we invite representative of various faiths to attend and take part in our services and try to make them as ecumenical as possible.

### Science

To help them understand the physical world around them, children will study or carry out investigations relating to things they have learned / discovered during studies in curricular areas such as Social Subjects and Technology. They may also study things which have engaged their curiosity. Before an investigation the children will explain what they think will happen (establish an initial hypothesis). During the investigation they will record data then evaluate the accuracy of their initial hypothesis by analysing that data. At the conclusion of the investigation, appropriate changes would be made to that hypothesis. The key aims are to develop their ability to record data systematically, analyse what has happened and accurately establish a final hypothesis supported by evidence..

### Social Subjects

Children will learn about the effects of the interactions between human societies and the planet which is our home. They will learn how humans adapted their ways of life in order to survive. They will also learn how the human need to survive and the strategies adopted by some cultures changed the planet. This includes how they affected the land, the oceans, the atmosphere, other humans and plant and animal species. The children will basically learn about the causes and consequences of human actions.

### Technology

Our society and culture has come to rely on technology in many forms. To help children successfully contribute to society, it is important that they develop an understanding of the purpose of technology and learn about the criteria of the design process. Children will design devices or processes which solve a problem or meet a need. The design cycle involves trialling ideas and

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proposals which are refined until they meet the criteria for success. This trial and error approach helps children develop patience, perseverance, team work skills and the ability to make informed decisions. It also encourages a spirit of innovation and enterprise. Many tasks will relate closely to relevant studies in science and social subjects. The children will learn to critically analyse the costs of projects to determine their economic viability. Their Information and Communication Technology (ICT) skills will be developed to allow them to use ICT to record and report on projects and their learning in other curricular areas, including how to use and edit film / photographs taken with video /digital cameras. They will also learn to safely access information on the internet and communicate responsibly with others by email etc.

25.

### **Support for Learning (SfL)**

The SfL teacher mainly works with the class teacher within the classroom, although there may be occasions when children are withdrawn from the classroom for specific support.

If, following the provision of additional help, there is still no significant progress, a child may be referred, with parental agreement, to an educational psychologist for assessment. The role of the SfL teacher is not just to support children who have difficulty in learning, but to assist children at all levels of ability. Therefore, please do not be alarmed if your child reports that they have been working with the SfL teacher. The HT and class teachers liaise regularly with SfL teachers to ensure that children experience consistent teaching and learning approaches.

### **Educational Visits**

Educational visits form an important part of the children's overall education. These may vary from short nature walks to daylong trips involving transport. At these times it may be necessary to offset the costs of such visits by asking parents for a small contribution. Full details of such visits will be sent to the parents in advance. Parents are asked to complete permission forms at the beginning of each school year to cover regular local events such as sporting activities within the Invergordon/Alness area, educational visits to the woods, swimming and community projects such as entertainment at local homes for the retired, patients in local hospitals or community art projects. This one form helps reduce the number of forms going home and the amount of administration within the school.



During the year each class has at least one educational trip linked to the class project. A permission slip covering school outings will be issued at the beginning of each school year. This will cover class visits during school hours, e.g. to the academy, the library, sports centre or shops. P7 will take part in a residential week that requires additional consent.

### **Health & Well-being:**

This curricular area covers health (mental and physical), healthy eating, P.E., social relationships, self-esteem, social integration and child protection. Most of these have been touched upon in earlier sections, but basically Health & Well-being is about looking at all the personal needs a child might have within the school environment and teaching them how to understand their needs, the needs of their peers and how their interaction with everybody affects everybody, including themselves. It is about helping them to become comfortable with who they are and how they fit into the world around them. It is a large part of the curriculum with a large number of outcomes. This is how it should be when we consider that they, as individual young people, are our priority and their education is more than just how well they learn and progress in academic subjects or percentage scores in some test or exam.

### **The 4 Capacities: (See diagrams on next page)**

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One of the key aspects of CfE is to help parents and children recognise that learning and achievement in school are not just about how well children progress in their academic studies. Much of their learning is placed in real world contexts to help them better understand the reason behind all of their lessons. Basically we try to relate our teaching and learning to the world children know outside of the school. However, most of the skills and abilities identified in the diagrams on the next page are life skills which will help your children become competent and effective members of society who can successfully make their way in the adult world. When school reports, lesson plans and children's school books mention the 4 capacities, please refer to the diagrams to help you reinforce what we are trying to do. We want them to be:

**Successful Learners; Effective Contributors; Responsible Citizens; Confident Individuals**

**Successful Learners**

I like to learn 	I do my best. 	I am good at listening 
I can read different things 	I can use numbers. 	I am creative 
I can use technology 	I can check my work 	I can learn anywhere 
I can work alone 	I think about what I know 	I can work things out 

**Effective Contributors**

I have good ideas 	I keep on trying 	I can communicate in different ways. 
I can share my ideas 	I can be the leader 	I can solve problems. 
I can answer questions 	I can work with with a partner 	I believe in me! 
I like to be busy 	I can work in a team 	I help others 

**Responsible Citizens**

I care about others 	I know about the world. 	I know about Scotland 
I know about different beliefs. 	I am learning about people from other lands 	I make good choices 
I think about technology. 	I can think about difficult things 	I know how to behave 

**Confident Individuals**

I like myself 	I am happy and healthy. 	I understand right and wrong 
I have ambitions. 	I like being with others 	I am active 
I know what I do affects others. 	I ask for help when I need it 	I can do things for myself. 

## INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

<b>School:</b> South Lodge Primary School	<b>Id No.:</b> 270 - 5115620
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### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	162
<b>Total School Running Costs at April 2010 (£)</b>	595,400
<b>Cost per Pupil (£)</b>	3,675

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

### *Attendance And Absence For School Year 2009/2010*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances( Pupil Half Days)</b>	6,140	8,422	9,786	6,590	11,111	9,232	8,005	59,286
<b>Percentage Authorised Absences</b>	9.2	6.2	5.2	5.5	4.4	6.9	6.1	6.0
<b>Percentage Unauthorised Absences</b>	1.1	0.5	1.0	0.7	0.2	1.5	0.3	0.7

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.

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### **Minimising Overall Absence**

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	22.3	25.7

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.

28.

## **INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS**

### **National Data**

#### **Budgeted Running Costs For Financial Year 2010-2011**

<b>School Roll at September 2009</b>	367,146
<b>Total School Running Costs at April 2010 (£)</b>	1,478,797,126
<b>Cost per Pupil (£)</b>	4,028

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

#### **Attendance And Absence For School Year 2009/2010**

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance (Pupil Half Days)</b>	19,136,227	19,091,222	18,545,411	18,823,231	19,175,554	19,573,622	20,175,467	134,520,734
<b>Percentage Authorised Absences</b>	4.3	4.1	3.9	3.8	3.9	4	3.9	4
<b>Percentage Unauthorised Absences</b>	1.1	1.2	1.1	1.1	1.1	1.1	1.1	1.1

Key to symbols:

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information is not available.

### **Minimising Overall Absence**

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	18.3	19.4

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 2010 PRIMARY SCHOOLS**

**Education Authority:** Highland

### **Budgeted Running Costs For Financial Year 2010-2011**

<b>School Roll at September 2009</b>	16,816
<b>Total School Running Costs at April 2010 (£)</b>	67,408,003
<b>Cost per Pupil (£)</b>	4,009

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

### **Attendance And Absence For School Year 2009/2010**

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance s(Pupil Half Days)</b>	877,251	837,971	837,953	869,224	894,997	886,799	989,736	6,193,931
<b>Percentage Authorised Absences</b>	5	4.8	4.6	4.3	4.3	4.4	4.3	4.5
<b>Percentage Unauthorised Absences</b>	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7

Key to symbols:

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

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- In other cases, it is not possible for the school to have any data for the category, for example, cases

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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 (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	17.5	17.7

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.