

# KYLEAKIN PRIMARY SCHOOL



## SCHOOL BROCHURE 2020-2021



## Vision

Kyleakin Primary seeks to provide a happy, safe, caring and supportive environment and community which encourages and motivates our children to learn, develop life skills, a positive self image and confidence in order to live life to the full.

## Values (updated in Sept 2017)

The values we see as being most important in Kyleakin Primary School are

- Kindness
- Respect
- Honesty
- Having a sense of belonging/community
- Empathy
- Valuing others
- Demonstrating responsibility

These values will be shared, upheld and maintained through

- Leading by example and being consistent
- Rewarding and celebrating success, good behaviour and achievement
- Respecting one another
- Working together as a whole school community incorporating equal opportunities and team working in partnership with parents.

## Aims

In Kyleakin Primary School we aim to

- **Provide** a stimulating, welcoming, safe, fun and happy environment **where** children develop the confidence and life skills needed to succeed.
- **Develop** each child's self-awareness of his/her own potential **by** offering a broad, varied, fun and relevant learning experience **through** outdoor learning, interdisciplinary learning, enterprise opportunities, learning from employers & businesses and developing citizenship skills.
- **Encourage** children to take responsibility in leading and evaluating their learning

The following information is at the time of writing up to date. The school however is not a static place and changes occur throughout the year. Parents will be notified if any changes occur.



## **THE SCHOOL**

### **CONTACTS**

**Kyleakin Primary School**  
**KYLEAKIN**  
**Isle of Skye**  
**IV41 8PH**

**Telephone: 01599 534150**  
**Fax: 01599 534065**  
**Email: [kyleakin.primary@highland.gov.uk](mailto:kyleakin.primary@highland.gov.uk)**  
**Website: [kyleakinprimary.wordpress.com](http://kyleakinprimary.wordpress.com)**

Contact can also be made with the Area Education Office for details of the education system in the Highland Council.

Mrs Norma Young  
 Area Education Officer  
 Care & learning service  
 The Fingal Centre  
 Portree  
 Isle of Skye  
 01478 613697

### **STAFF**

ACTING HEAD TEACHER	Mrs Jennifer Maclean
PRINCIPAL TEACHER (MANAGEMENT)	Miss Mary Logan (based in Kyle)
P1 - 3	Mrs Gayle Morison
P4 - 7	Mrs Elaine Finlayson
CLERICAL ASSISTANT/PSA	Mrs Christine Morrison
PUPIL SUPPORT ASSISTANT	Mrs Annette Macrae
PUPIL SUPPORT ASSISTANT	Mrs Lindsay Campbell
COOK	Mrs Lindsay Johnston
CLEANER	Mrs Helen Innes
<b><u>VISITING TEACHERS</u></b>	
LEARNING SUPPORT	Mrs D MacRae
CCR COVER TEACHER	Mrs Heather Beaton
NURSERY MANAGEMENT	Mrs Anne Macleod
DRUMMING INSTRUCTOR	Mr Allan Craig
PIPING INSTRUCTOR	Mr Niall Stewart
SPORTS CO-ORDINATOR	Mr Danny Steele
<b><u>NURSERY STAFF</u></b>	
EARLY YEARS PRACTITIONER	Mrs Christine Macleod
EARLY YEARS SUPPORT WORKERS	Mrs Jacqui Mackinnon
	Mrs Evelyn Campbell

## **ROLL**

The school roll for session 2019/20 is 23 with an anticipated roll of 23 for session 2020/21. The school also has an Early Years Class running 30 hours weekly for 4 year olds and 3 year olds. The number of permanent, full-time staff allocated to the school is 2, with 2 in the Early Years Class.

The structure of the school therefore is as follows:-

P1 - 3                                Mrs Gayle Morison  
P4 - 7                                Mrs Elaine Finlayson

Composition of classes may change should numbers dictate.

## **THE BUILDING.**

Kyleakin Primary School is a bright, modern, single storey building opened in 1982. It consists of two teaching areas and one nursery area opening onto a large resource area suitable for art and craft activities, science activities etc. This area has facilities for cooking as well as two large sinks. The resource area is well used by all classes.

The school also has a large hall which is used in many ways, i.e. hall / gymnasium / canteen.

The playground has both grass and tarmac areas allowing for extensive and imaginative play.



The catchment area for Kyleakin Primary School is the village of Kyleakin, the village of Kylerhea and the area between those villages. Transport is provided for children who live further than \*2 / 3 miles from the school as long as they are within the catchment area.

\*Further than 2 miles                    -                Children under the age of 8  
Further than 3 miles                    -                Children over the age of 8

## **Procedure for Enrolment**

Normally, advertised locally and in the local press.

Application forms are online <https://www.highland.gov.uk/schoolenrolment> or available from our Nursery and school office.

## **Placing Requests – Parental Choice**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Mrs Norma Young - 01478613697 placing request forms can be obtained from [http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

Transportation to and from school, for placing request pupils, is a parental responsibility.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

If pupils live out with the school catchment area and their parents wish them to attend Kyleakin Primary School, they can contact Mrs J Maclean, Acting Head Teacher, to arrange a visit.

## **TRANSITION**

The catchment Secondary school is PLOCKTON HIGH SCHOOL, Ross-Shire, IV52 8TU telephone number 01599 530800. The head teacher is Mrs Susan Galloway. To help pupils with the transition they will spend a week in May at the High School.

## **THE SCHOOL DAY**

9:00 am	10:50 am	
10:50 am	11:10 am	(interval)
11:10 am	12:50 pm	
12:50 pm	1:30 pm	(lunch)
1:30 pm	2:20 pm	P1-2(interval)
2.30 pm	3:20 pm	

### Cluster –Kyleakin/Kyle Associated Schools

Mrs. MacLean is Acting Head Teacher of both Kyleakin and Kyle Schools. Her timetable is as follows:-

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Kyleakin	Kyle	Kyleakin	Kyle	Kyleakin/Kyle
P.M.	Kyleakin	Kyle	Kyleakin	Kyle	(Week about)

This will be flexible to allow for meetings with visiting teachers etc.

Phone Numbers: - Kyle – 01599534194

## **PARENT COUNCIL**

All parents are automatically members of the school's Parent Forum. The Parent Council is the group of parents who have been chosen to represent the forum to the school and to the Education, Culture & Sport Service. The Parent Council is also involved in other activities such as social events, fundraising etc.

### Parent members

Chairperson: Mrs Nicola Hammond  
Secretary: Miss Dani Stewart  
Treasurer: Mrs Andrea Brown  
Teacher rep: Mrs Gayle Morison/Mrs Elaine Finlayson  
Mrs MacLean also attends Parent council meetings.

The Parent Council opt to take on a fund raising role in order to support the school.

## **SCHOOL POLICIES**

The school has written policies (in line with Highland Council) on all areas of the curriculum and aspects of school life. Parents may request to see these at any time. These are reviewed in line with National, Local and School developments, and in consultation with parents and pupils.

## **SCHOOL FUND**

The school operates a fund that helps subsidise school outings and events from commission from the sale of school photographs and school sweatshirts.

Audited accounts are submitted every year to the Highland Council. The Parent Council also fund raises and helps the school to purchase equipment. We have a very active fund-raising committee.

Sometimes we do ask parents to contribute towards the cost of transport/events/activities, when the need requires, if cost cannot be fully met by School Fund or Parent Council contributions

## **SCHOOL OUTINGS**

The school encourages trips linked to the various curriculum areas. Cost is a major factor in this and, quite often, we request help from parents with transport. Parents' cars must have fully comprehensive insurance and should inform their insurance company before we can use them.

Parent helpers must have a PVG certificate for volunteering in Kyleakin primary.

All outings require written parental permission.

## **PARENTS**

Involvement from parents is vital to the successful running of the school, as children should see the school as an extension of the home with both working in partnership.

These are opportunities for both formal and informal involvement.

### **Formal.**

Pupil progress reports are issued in June (end of Term 4). Pupils will also have six assessment snapshots as part of the assessment recording and reporting process, parents are encouraged to discuss assessment snapshots with their children and record their thoughts.

Parents are invited to attend two informal open evenings and the two parental appointment sessions throughout the year. These are important events which promote parental engagement and involvement in their children's learning.

From time to time, the Head Teacher will invite parents/carers to workshops or meetings to update you on National, local or school developments. Attendance at these is always appreciated.

## **PARENT HELPERS**

Parents are a valuable resource for schools. Often there are hidden talents and skills just waiting to be 'tapped'. Any parent who has a specific skill they would like to share is most welcome to become involved in the school.

Parents are also encouraged to become involved in the simplest of ways, e.g. covering books, attending outings, preparing for concerts etc., thereby sharing the school with their child.

## **PARENTS AND CHILDREN**

Parents are not only encouraged to become involved in school but also at home. Children become more motivated when parents reinforce work covered in school, and also provide added inspiration.

Reading with and to children is vitally important especially in the early years of education.

As a child develops, involvement in project work can make the subject more relevant.

Simple discussion with the child about the school day can reassure and also bring to light any anxieties, which can then be discussed with school staff.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parent zone:

<https://education.gov.scot/parentzone/>

## **SCHOOL SECURITY**

In accordance with government guidelines, the school has a security system which attempts to provide the children greater safety in school.

This, however, means you may be met by a locked door. The visitor 'button' should be pressed and on identification the door will be released.

## **SCHOOL MEALS**

### Arrangements for school meals.

Cook – in – Charge

Mrs L. Johnston



Mrs Johnston runs a spotless and efficient kitchen providing interesting, enjoyable and well – balanced meals, with healthy eating a priority. The majority of children remain in school for lunch. All P1, 2, and 3 are entitled to free school meals.

Cost                                      £2.30 per day    =                      £11.50 per week

Collection                                Lunch money is collected by Mrs Johnston each Monday.  
Payment for the week **MUST** be made on **MONDAY**.  
Money should be carried by children securely in purses or  
Envelopes with the child’s name clearly written on the outside.  
Cheques should be made payable to  
HIGHLAND COUNCIL.

Lunch is served for all children at 12:50pm.

Snack is available each playtime, money should be brought in on a MONDAY and kept in children’s purses. An updated list of snacks available and cost is sent home at the start of each session. If a pupil has special dietary needs, please inform the school

### **Free Meals.**

Free meals can be claimed in certain circumstances, for information and application form please see [http://www.highland.gov.uk/info/899/schools -  
\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Application forms are available from The School Office.

All P1-3 pupils are entitled to Free School Meals.

### **Packed Lunches.**

Facilities are available for the consumption of Packed Lunches in the Dining Hall. Council policy does not allow drinks to be carried in glass bottles and lunches should be carried in leak-proof containers. Parents should be mindful of the Healthy Eating Policy, and only include healthy food and snacks.

## **SCHOOL PRIORITIES FOR IMPROVEMENT**

### **Our Vision**

Kyle and Kyleakin Primary Schools seek to provide caring and supportive environments and school communities which encourage and motivate our children to learn, develop life skills, a positive self- image and confidence in order to live life to the full as well as developing in wisdom and stature.

**The values we see as being most important in Kyle and Kyleakin Primary Schools are:** Kindness; Respect; Honesty; Having a sense of belonging/community; Achievement; Being welcoming; Having good manners; Empathy; Valuing others and Demonstrating responsibility.

These values will be shared, upheld and maintained through: Leading by example and being consistent; Rewarding and celebrating success, good behaviour and achievement; Respecting one another; Working together as a whole school communities incorporating equal opportunities and team working in partnership with parents.

### **In Kyleakin Primary Schools we aim to.....**

**Provide** a stimulating, welcoming, safe and happy environment **where** children develop the confidence and life skills needed to succeed in their chosen paths in adult life **whilst** caring about their community and environment.

**Develop** each child's self-awareness of his/her own potential **by** offering a broad, varied and relevant learning experience **through** outdoor learning, interdisciplinary learning, enterprise opportunities, technologies, learning from employers & businesses and developing citizenship skills.

**Encourage** children to take responsibility in leading and evaluating their learning.

## **Curriculum for Excellence**

'A Curriculum for Excellence' provides explicit statements of the aims of education in Scotland, concepts which have long been implicit. In summary, the purposes of education are to enable all young people to become:

**Successful learners**  
**Confident individuals**  
**Responsible citizens**  
**Effective contributors.**

The development of these capacities, attributes and capabilities lies at the heart of work on curriculum renewal.

'A Curriculum for Excellence' also established clear principles for curriculum design to provide a framework within which improvements can and should be made. The principles identified - challenges and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance - will have different emphases at different stages and as each young person learns and develops.

The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland.

**Wisdom, justice, compassion and integrity** are the words inscribed on the mace of the Scottish Parliament. The Curriculum Review Group says: 'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.'

All teachers will have responsibility for teaching numeracy, literacy and health and wellbeing. The following table shows the new attainment levels.

### **Curriculum levels for numeracy, literacy and health and wellbeing**

<b>Level</b>	<b>Stage:</b>
<b>Early</b>	Pre-school and P1
<b>First</b>	To the end of P4, but earlier for some children
<b>Second</b>	To the end of P7, but earlier for some children
<b>Third and Fourth</b>	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
<b>Senior Phase</b>	S4-S6



The curriculum areas are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

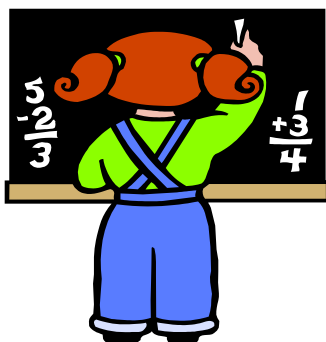
The curriculum areas are:

- Sciences
- Languages
- Mathematics
- Expressive arts
- Social studies
- Technologies
- Health and wellbeing
- Religious and moral education

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

The above explanation has been quoted from 'The Learning and Teaching Curriculum for Excellence' website. Additional information can be found on that website.

### Mathematics



Mathematics is taught to all years in the school. Much of maths is taught through practical experience. Where possible, math's is related to real situations such as, shopping, traffic census, the measurement of buildings etc. The calculator is used in the upper primary classes to check answers and in specially designed problems that demand the use of a calculator. It is therefore important that children should own a calculator to use at home and in the school.

Computers are used for data – handling.

We appreciate help from parents, particularly with learning times tables, days of the week, months of the year and telling the time (both digital &

analogue.)

Through these mathematical activities we hope that the children will become conversant with mathematical language and concepts.

### Languages

Language comprises reading, writing, poetry, drama, talking and listening.

**Reading** - The school uses a variety of resources such as Phonic Book Bug and Oxford Reading for the infants and for the upper stages we use Ginn, Snap Dragons and Tree Tops and a selection of novels. Alternative resources are available for children as needed.

**Writing** - As soon as they arrive in school children are read stories and poems. Gradually, the teacher introduces the ideas of title, author, characters, feelings, atmosphere and plot. This enables the children to consider what makes a good story or poem and leads to them writing stories and plays of their own.



Through reading and experiencing other forms of writing, children learn to write instructions, reports, formal and informal letters and to produce leaflets and posters.

During P1-3 we use a mixture of "Jolly Phonics", The Highland Literacy Project, Basic Spelling Words and active learning strategies to teach word building, spelling and grammar. (The children are encouraged to begin writing at a very early stage by "sounding out" the words they wish to write)

In classes 4 -7, the emphasis is on spelling strategies.

A high level of presentation is expected and encouraged throughout the school from P1 to P7. Being able to express their thoughts and feelings will stand the children in good stead throughout their lives.

### **Social studies**

Social Studies serve to bring together the main ways in which pupils learn about the world. They involve learning about social and physical conditions which influence, or have influenced, the lives of individuals and communities and which shape, or have shaped by the actions, artifacts and institutions of successive generations. The environmental studies curriculum provides a rich context for developing the knowledge, understanding and skills necessary to interpret experience. It provides for the structured development of pupils' knowledge and understanding of scientific and technological principles, ideas and application. It also provides for the study of society at different times and in different places. It encourages pupils to adopt informed values and attitudes towards the environment and towards their own health and well-being. Teaching and learning in the secondary school will build on environmental studies in the primary school, principally through the three modes of Scientific Studies and Applications, Social Studies and Technology Activities and Applications.



### **Religious and Moral Education.**

Religious Education encompasses a significant area of human experience. All pupils should develop some understand of this area as one of the main motivating factors behind human behavior. For the majority of pupils, this objective will be achieved through a curriculum for religious education which is firmly based on the experience of Christianity; but pupils should also be encouraged to develop understanding of and respect for people of other faiths and people who adopt a non-religious stance for living. The curriculum will also help pupils to explore the more personal aspects of religion by addressing questions about meaning, value and purpose in life. Religious Observance complements religious education. It makes an important contribution to pupils' spiritual development, increases their understanding of religious practices, promotes the ethos of the school and provides opportunities for individual reflection on spiritual and moral concerns.

Moral Education is developed both implicitly and explicitly. Opportunities for the development of moral values are present, and should be taken, in virtually every aspect of the curriculum. By the establishment of a caring atmosphere and by emphasis on good personal relationships, the ethos of the school is an important element in developing appropriate moral values and a sense of individual and collective responsibility. Activities in this area of the curriculum help pupils to appreciate values such as honesty, fairness and respect for others and also a personal code of behavior.

Throughout the year, ministers from the area may conduct assemblies or visit classes.

If any parent wishes to withdraw their child from Religious and Moral Education or school assemblies, they may do so in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

### **Sciences and Technologies**

The Primary curriculum includes basic science and technology. The emphasis is very much on the children experimenting for themselves. We do not try and teach a body of scientific facts but rather the skills of observation, the recording of results, discussing of results, and the checking of results, the testing of results and finally arriving at some kind of explanation of the results.

Technology involves the children examining problems and designing a solution. Model making using construction materials, e.g. paper, card, junk etc. Kyleakin School has some 6 computers. They are all networked through a server. Each child has an individual account and password and GLOW account. All the computers have full filtered access to the Internet and World Wide Web. In line with Curriculum for Excellence, ICT is used across the curriculum in multidisciplinary learning experiences.





### **Health and Wellbeing**

Health Education is an integral part of the school's environmental studies programme. All the children are taught the importance of good personal hygiene and the importance of eating the right foods. The school endorses a Healthy Snack Policy. The older children undertake a drugs awareness programme and also a sexual health and relationships programme.

**Drugs Misuse** – All incidents of Drugs Misuse will be reported and dealt with in line with Highland Council Policy.

### **Physical Education**

P.E. is on a Monday. Each child should bring PE Kit comprising shorts, T-shirt and PE trainers or plimsoles.

All staff take their own classes for games on occasions.

The older children also have the chance to use the games facilities at Plockton High School, in tournaments arranged by the Primary Schools' Sports Co-ordinator Danny Steele.

Each class gets a block of swimming lessons once a year. It is essential for them to bring their swimming kit.



### **Expressive Art**

Expressive arts is the study of Music, Art and Drama.

#### **Music**

All classes are taught singing and music, following Curriculum for Excellence. Children from P4 upwards can also take up piping with Mr. Stewart and Drumming with Mr. A Craig.



### **Art and Craft**

The children are given the opportunity to experience a wide selection of different art and craft techniques as well as using a variety of media. Children look at famous artists' technique.

### **Drama**

Drama takes place within each class in line with the Curriculum of Excellence. All children take part in our Christmas Concert.

Many group activities such as preparing and presenting exhibitions, shows, plays and concerts and taking part in team games and competitions, have an important role to play in developing qualities of cooperation, responsibility for self and others, loyalty, leadership and enterprise.

## **ADDITIONAL SUPPORT NEEDS**

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school.

Should you have any concerns that your child's additional needs are not being met, you should contact your child's class teacher first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

## **BEHAVIOUR**

Kyleakin Primary School demands high standards of behaviour at all time. High standards are necessary to enable the school to function efficiently and provide the best education and social training for its pupils. Behaviour relates to attitudes towards work, teachers, rules, property and peers. Should there be a problem with behaviour, parents will be contacted and the matter discussed.

The school has an anti-bullying policy which aims to ensure every child feels safe & secure and therefore in a comfortable environment for learning.

A helpful booklet for parents, titled **Promoting Positive Behaviour**, is available at the school. This sets out school expectations and gives suggestions for the pattern to be continued at home.

## **UNIFORM**

A school uniform helps children to identify themselves with the school and encourages a sense of belonging.

No official uniform exists but the wearing of school sweatshirts and polo shirts is encouraged. An order form can be obtained from the school.

All children should be smartly dressed. Jeans are **not** acceptable wear for either boys or girls. Girls may wear trousers during the winter months but these are discouraged during summer. Tracksuit bottoms with large printed slogans, or football shirts should not be worn.

When on school trip, or away from school at any time, pupils are encouraged to wear school sweatshirts, as this eases the identification problems in crowded areas.

### **Assistance with School Clothing.**

This is available to parents in receipt of certain Benefits. Forms are available from the School office or [http://www.highland.gov.uk/info/899/schools -  
\\_grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## **HOMEWORK**

Homework provides a link with school and home creating opportunities for liaison.

The school is grateful for help given at home with reading practice in the formative stages. The regular habit of daily reading/practising sounds (in infants) at home is of great value at all stages of a child's development as. Open ended tasks are also included to encourage children to take responsibility for how they wish to attempt and carry out tasks.

We expect each child to work to full capacity during school day and so homework is in place to consolidate and expand. Parents are asked to encourage pupils to be conscientious about homework, and to ensure that a quiet time without distraction is set aside for this. Homework should exemplify the work habits of children in school and should be done with due care and attention to presentation and handwriting.



## **LANGUAGES.**

### **Gaelic.**

Gaelic is the native language in the Skye & Lochalsh area as is evident in place names etc.

We also endeavour to ensure the children understand the relevance of Gaelic in the modern world.

Emphasis on traditions and culture is evident through drama, dance and music.

We do encourage an understanding of the traditions and culture, which form the basis of the language.

The older class also enjoy blocks of Gaelic singing through the Youth Music Initiative.

### **French (Modern European Languages).**

French has recently been introduced into the curriculum for all pupils. The aim is to allow the children to build up a basic working vocabulary and an understanding of the culture of a European country. The emphasis is on oral language rather than written at this stage.

## **PUPIL CARE**

The safety and welfare of the children is of the utmost importance. Regular fire drills/training takes place ensuring safe and speedy evacuation of the building.

- Basic first aid is offered by staff to deal with minor cuts etc.
- Should more serious injury occur, parents are immediately informed (see emergency contact form) as is the doctor/hospital.
- Staff may also become aware of eyesight, hearing problems etc. in the classroom. Should this occur, parents will be informed and the situation discussed.
- Should a child become ill during the school day, parents will be contacted and the child withdrawn. (See emergency contact form).
- Parents are encouraged to confide in staff regarding any problems, emotional or health, their child may have.

## **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.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at [http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

### **Getting it right for every child (GIRFEC)**

Getting it right for every child is the programme that aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; involves working together to make things better.

#### **OUTCOMES FOR CHILDREN**

**All children in Scotland should be:**

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

To achieve this, every child and young person needs to be:

**SAFE:** protected from abuse, neglect or harm at home, at school and in the community.

**HEALTHY:** having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.

**ACHIEVING:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

**NURTURED:** having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

**ACTIVE:** having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.

**RESPECTED AND RESPONSIBLE:** should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.

**INCLUDED:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

We remember this as **S.H.A.N.A.R.I.**

The above has been quoted from Highland Virtual Learning Community (<http://hvlc.org.uk/gir/>)

Additional information can be found on that website.

**The *Getting it right for every child* Project Team includes representatives**

**From the following agencies:**

The Highland Council

Education

Social Work

Integrated Children's Services

NHS Highland

Northern Constabulary

Scottish Children's Reporter

Administration

Voluntary Organisations

Adult Services



**Postal address:**

*Getting it right for every child*

The Highland Council Headquarters  
Glenurquhart Rd., Inverness IV3 5NX

Tel. No. 01463 702807

E-mail address:

[GIRFEC@highland.gov.uk](mailto:GIRFEC@highland.gov.uk)

More information on *getting it right for every child* can be found at the For Highland's Children Website:

<http://www.forhighlandchildren.org/htm/girfec/girfec.ph>

**ADVERSE WEATHER**

To enquire about school closures in times of adverse weather please phone – Highland Council Number – 0800 564 2272 and enter the school's pin number when prompted – 04 2450 or visit the web site [www.winter.highlandschools.org.uk](http://www.winter.highlandschools.org.uk). It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Pupils using school transport are not expected to wait longer than 20 minutes past the normal pick-up time.

You can also access the highland school closure website on: for school closure information.

<http://www.highland.gov.uk/schoolclosures>

**PUPIL ABSENCE**

It is the parents' responsibility to ensure that their children attend school regularly.

When absence is unavoidable, parents should inform the school by phone, letter, or E-mail. When an absence is prolonged because of illness and the pupil is able to work, the school is quite willing to provide material for them.

If absences are frequent and prolonged, the details will be forwarded to the Area Education Office for action.

We have been reviewing our procedures at Kyleakin Primary and they are as follows –

- Class teachers notify office of any unexplained absences by 9.10 a.m.
- Clerical assistant or Head teacher contact absent pupil's home by phone. Reason for absences noted.
- If contact with home is unsuccessful we would then phone emergency contact numbers.
- If parent's emergency contacts can't be contacted this would be recorded.
- If child is absent for three days and there has been no contact with the school, we would inform the Area Office

It is very important that school records are always up-to-date. If your home contact number or emergency contact numbers change please inform the school.

If parents know that their child is going to be absent e.g. an appointment, please notify the school prior to the absence. Otherwise, parents should inform the school on the morning of the first day of absence.

If a child's absence is unexplained to the school we will have to follow the above procedure.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed the school term dates at the end of the handbook.

### **MEDICAL INSPECTIONS.**

Routine medical inspections of **new entrants** take place during the first term in school and also **Primary Seven** pupils during their last term in primary school.

These inspections assist in identifying any problems at an early stage.

The Health Visitor will call at the school from time to time.

### **EXTRA CURRICULAR ACTIVITIES**

With the help of staff and parents, the following activities are available outwith school hours:-



Shinty	Thursday	4.30 – 7.30	Mr.K MacKenzie
Badminton	Friday (Jan –April)	1.00 – 1.45	Mrs J Mackenzie/ Mrs C Morrison

Throughout the year there are different clubs depending on the season, i.e. Orienteering, Craft Club, Dance Club, and Drama Club

### **SCHOOL AND COMMUNITY**

Kyleakin School plays a vital role in the community and as a result, becomes involved in a variety of ways, e.g. community fund-raising, entertainment, village projects etc.

#### **Access to Pupil Records**

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

#### **Data Protection Act 1998**

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>



## **Transferring Educational data about pupils**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

### **AND FINALLY**

We hope that you have found the information contained within this handbook useful. The information is considered true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

If you have any questions about its contents or the school as a whole please do not hesitate to contact the school on 01599534150 where the Head Teacher, Mrs. MacLean, will be glad to help.

Our aim is to develop good working relationships between, pupils, parents and staff whilst promoting positive attitudes to learning for all.

## **SCHOOL CALENDAR**

### **Term Dates 2019-2020**

<b>OPEN</b>				<b>CLOSE</b>		
2019	Monday	19	August (Staff only)			
2019	Tuesday	20	August (Pupils)	Friday	11	October
2019	Monday	14	October	Friday	20	December
2020	Monday	6	January	Friday	27	March
2020	Tuesday	14	April	Thursday	2	July

**HOLIDAYS** - Good Friday 10 April 2020, Easter Monday 13 April 2020, May Day Monday 4 May 2020

**CASUAL HOLIDAYS** - Monday 17 and Tuesday 18 February 2020

### **REGIONAL CLOSURES**

- The first day back after summer - Monday 19 August 2019
- Monday 16 September and Tuesday 17 September 2019
- One day following the February mid-term break – Wednesday 19 February 2020
- Monday 1 June 2020

## **Term Dates 2020-2021**

<b>OPEN</b>				<b>CLOSE</b>		
2020	Monday	17	August (Staff only)			
2020	Tuesday	18	August (Pupils)	Friday	9	October
2020	Monday	26	October	Tuesday	22	December
2021	Wednesday	6	January	Thursday	1	April
2021	Monday	19	April	Thursday	1	July

**HOLIDAYS** - May Day Monday 3<sup>rd</sup> May 2021

**CASUAL HOLIDAYS** - Monday 15<sup>th</sup> and Tuesday 16<sup>th</sup> February 2021.

### **Regional Closures**

- The first day back after summer - Monday 17<sup>th</sup> August 2020
- Monday 14<sup>th</sup> September and Tuesday 15<sup>th</sup> September 2020.
- One day following the February mid-term break – Wednesday 17<sup>th</sup> February 2021.
- Thursday 6<sup>th</sup> May.