

Tore Primary School

Tore School



2020

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Dear Parent/Carer,

At Tore Primary we take great pride in ensuring that we offer a warm welcome to all pupils, parents /carers and members of the local and wider community. If your child is to join us for the first time we welcome you and look forward to a happy and successful association over the coming years. If you already have a child here, we are pleased to renew the links between us.

Education at Tore Primary is a team effort. Our dedicated team is made up of teachers and support staff who work in partnership with parents and the community to enable our children to become successful learners, confident individuals, effective contributors and responsible citizens.

Throughout the year many activities are organised by the Parent Council and school, giving parents the opportunity to meet/work with us, take advantage of the opportunities for consultation and to contribute to the life of the school. We look forward to meeting you on as many occasions as you can manage. Confidence in a school comes from knowing and understanding what is happening within it and being a part of shaping it.

The aim of this handbook is to give you a flavour of life at Tore where we hope your child will flourish. Your child's education is the start of an exciting journey and equally so for you the parent/carer! It is important that mutual understanding and trust should be the basis of our shared responsibility.

If you require further information or have any concerns regarding the education or welfare of your child in the future I will be only too happy to help.

Yours faithfully

Audrey Buchanan
Head Teacher

Dear Parent/Carer,

We would like to start by welcoming both you and your child to Tore Primary School. As a small close-knit school Tore Primary School brings with it many opportunities for you to get involved in supporting the school, and in these difficult financial times, the very necessary raising of financial support. We in the Parent Council and the general parent body at large are closely involved in these activities and we would welcome support from you as new parents.

We organise a wide range of fund-raising activities for the school, which give all the parents the opportunity to meet up and work with each other and Mrs Buchanan and her very dedicated team. We also believe that it allows the parent body to take advantage of the opportunities for consultation and to contribute to the life of the school. We all look forward to meeting you on as many occasions as you can manage, be it at fund raising events, Parent Council meetings or even at the school gates. We are all open and friendly, and I promise that none of us bite!

At Tore Primary Parent Council we work as hard as we can to provide assistance and additional funding to the school to ensure that your child will have as wide a variety of experiences as possible during their school life. In the last few years we have assisted in the provision of an outdoor classroom and new outdoor play equipment for the children as well as Education City which has now been extended to home use as well as in the classroom, and we aim to carry on with this work in the future years. If you join us in the parent body we welcome you with open arms and look forward to you helping us invest in your child's future over the next few years.

We hope that you enjoy the contents of this handbook, and that it gives you a good understanding of the flavour of life at Tore that we all hope your child will enjoy and develop within.

If you require further information or wish to discuss assisting with Parent Council activities, please do not hesitate to contact us, either via letter through the school, or through the e-mail address below - I'll do what I can to be of assistance.

Yours faithfully

Clare Cameron & Kelly MacLeod
Parent Council Chair
Tore Primary School
Tore
Muir of Ord
IV6 7SA

e-mail: tore.parentcouncil@gmail.com

Parent Council

Tore has an active Parent Partnership. Parent Council Meetings are open to all parents and meetings are usually held termly. Minutes of each meeting are emailed out to all parents. The aim of the Parent Council is to further enhance the education of the children by organising fundraising and social events and help build a stronger relationship between the school and community. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Quotes about Our School

"It's the best school in the world."

"We are so lucky to have Education City & Bug Club as it helps us with our knowledge."

"I like doing work."

"Our football pitch is huge."

"The playground is fun because there are so many activities."

"We have our Green Flag. Every year we do plays. Our work is fun."

"Tore is fun because I like the work."

"I love this school."

"I love playing outside."

"We have lots of groups & Communities and everybody's in one."

"We do lots of learning."





If a child lives with criticism
He learns to condemn

If a child lives with hostility
He learns to fight

If a child lives with ridicule
He learns to be shy

If a child lives with shame
He learns to feel guilty

If a child lives with tolerance
He learns to be patient

If a child lives with encouragement
He learns confidence



If a child lives with praise
He learns to appreciate

If a child lives with fairness
He learns justice



If a child lives with security
He learns to have faith

If a child lives with approval
He learns to like himself



If a child lives with acceptance and friendship he learns to give love in the world



School Vision, Values & Aims

updated
August 2019 with Staff, Pupils, Parents and Community



Aims

SHANARRI

Safe, Healthy & Active, Nurtured & Welcomed, Achieving,
Respected, Responsible, Included and Celebrated

TORE PRIMARY SCHOOL - STAFF MEMBERS

HEAD TEACHER Audrey Buchanan

TEACHERS Mrs S Thorne/Miss L Gordon
Mrs L Pirie/Mrs K McDonald

VISITNG TEACHERS

P.E. Mr S Chalmers

Additional Support Needs Mrs A Murdoch (Teacher)

Active School Coordinator Miss C Bale

ANCILLARY STAFF

Clerical Assistant Mrs S Mackenzie

Pupil Support Assistant Mrs J Munro/Mrs A Moyes/Mrs E Downing/Mrs I Harrison

Kitchen Mrs M MacPherson

School Chaplains Rev Stewart & Susan Cord

CARE & LEARNING MANAGER Derek Martin
Highland Council Offices
High Street
DINGWALL
IV15 9QN

Other Staffing- CCR Teachers:

Class Contact Reduction Teachers are teachers who are employed to cover classes while the teachers have non-contact time out of class for marking, planning and preparation. Our CCR teacher for session 19/20 is Mr Chalmers for PE.

**Tore Primary School,
Tore,
Muir of Ord,
Ross-shire.
IV6 7SA**

TEL: 01463 811481

**E-mail: toreprimary@highland.gov.uk
blog: www.toreprimaryblog.wordpress.com
Find us on Facebook Tore Primary**

SCHOOL CONTEXT

TORE PRIMARY SCHOOL is a non-denominational rural school which is set in beautiful countryside and served the community since 1879. It situated at Muckernich close to the Tore roundabout and is the community hub of the village. This session we have 21 pupils split over two classes; P1-3 and P4-7. We have very good relationships with our families, who are very supportive and place our Tore pupils central in all that we do. Our pupils are confident, cared for and enjoy their learning. Outdoor learning is a regular feature in the timetable and our playground is a rich environment which supports learning.

The majority of our children are within catchment and placements requests make up a quarter of the school roll. We have a number of children who have additional support needs and they are well supported through effective use of PSAs, intervention strategies which are implemented and monitored by staff to ensure continuing progress. Our families come from a wide variety of backgrounds, but at school we strive to create a 'family' atmosphere, where all children can feel a sense of belonging. Our school sits at the heart of the local community and our team; staff, pupils, parents and community endeavour to provide our children with a happy, vibrant education of high quality.

Our strengths from a recent inspection were identified as:

- The caring and inclusive ethos across the school which is supporting children to develop and learn. Staff know children and their families very well and positive relationships are a strong feature of the school community. As a result children feel cared for; are confident and enjoy their learning.
- The commitment of staff to improving outcomes for children. Under the leadership of the head teacher, staff work together well to improve the work of the school.
- The regular opportunities children have to take their learning outdoors and into the local community. This is promoting health and wellbeing and providing enjoyable and relevant contexts for learning.

The main part of the school is an old building which houses two classrooms, ICT suite, a general purpose room/canteen, kitchen and toilet block. Staffroom, office and meeting/resource room are now situated in the newly refurbished school house. There is another class is situated in a porta cabin which is connected to the main part of the school by a corridor.

Our playground is a very rich environment and supports the learning in the classroom. There are two grassed areas, tarmac, a playground area with a purchased adventure trail, veg beds, greenhouse, stage, dens, creative spaces, sensory area, a quiet area to support wildlife, and an outdoor classroom.

TORE HALL is rented by the Education Authority for our use for P.E., school productions and events.



CATCHMENT and HISTORY

Tore Primary has a long and rich history and there is even a book written about it by local historian and former pupil, Sandra Bain. Copies of which can be purchased from the school:

"On the 27th October 1879 Tore Public School opened. Responsibility for running it was on the hands of Killearnan Public School Board-a group of men standing in the Parish-ministers, farmers, business men."

Source: The Story of Tore School by Sandra Bain.

The catchment area for Tore extends from the village of Tore to Glackmore, Kilcoy, Muckernich, Torepark, Tore Mains and Bogroy.

TRANSITIONS

Nursery to P1

Our pupils attend nursery in several venues; Munlochry Nursery, Kilcoy, Mulbuie and North Kessock. The Head Teacher regularly visits the nurseries to get to know the pupils, visits with the class teacher and buddies. In term 4 they visit the school for 3 days, stay for lunch and parents attend several workshops on what to expect in P1, Curriculum for Excellence and early, reading, writing and maths.

THE ASSOCIATED SCHOOL GROUP

Tore Primary is part of the Fortrose Academy Associated School Group (ASG). The primary schools in the catchment area for Fortrose Academy are:
Cromarty, North Kessock, Resolis, Culbokie and Munlochry.

The schools in the A.S.G. liaise closely on curriculum issues, through regular head teacher meetings, joint transition events and projects. P7 pupils attend many events through their final year; after school clubs, basketball festival, ceilidh, disco, weeklong visit to Fortrose Academy, joint ASG residential etc. Teachers from Fortrose visit the school throughout the year to ensure a smooth transition to the Academy.

Transfer to Secondary School

The feeder Secondary School for Tore Primary is:-

Fortrose Academy
Academy Street,
Fortrose.
IV10 8TW

Tel: 01381620310

Head Teacher: Mr G McLean

ENROLLING YOUR CHILD

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. If you live within the catchment area and wish to enrol your child to the school please come to the office and bring with your child's birth certificate. Children who will be five on or before 28 February 2020 are eligible to be enrolled for Primary 1. Enrolment will take place in the week commencing 27 January 2020. All information can be found on the Highland Council website

https://www.highland.gov.uk/info/878/schools/11/school_enrolment

SCHOOL PLACING REQUESTS - PARENTAL CHOICE

However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager:

Derek Martin
Care and Learning Manager
Area Education Office
Highland Council Offices
High Street
DINGWALL
IV15 9QN

Placing request forms can be obtained from
http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Transportation to and from school, for pupil placing requests, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Tore Primary they can contact tore.primary@highland.gov.uk to arrange a visit.

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.

Placing requests are not required for Gaelic Medium education or for those eligible to attend a denominational school. If you live out with the catchment area and wish to attend Tore school please complete a placement request form and forward to the Area Care and Learning Manager.

For all information available to parents please go to the Highland Council website:

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

SCHOOL HOURS

Times	Activity	Contact time
08:55 - 10:30	Teaching Time	1 hour 35 minutes
10:30 - 10:50	Interval	20 minutes
10:50 - 12:30	Teaching Time	1 hour 40 minutes
12:30 - 13:15	Lunch Interval	45 minutes
13:15 - 15:00	Teaching Time	1 hour 45 minutes
Total contact time		5 hours

SCHOOL TERM TIME DATES

Autumn term starts - 18 August 2020	Autumn term ends - 9 October 2020
Winter term starts - 26 October 2020	Winter term ends - 22 December 2020
Spring term starts - 6 January 2021	Spring term ends - 1 April 2021
Mid- term break - 15 & 16 February 2021	
Summer term begins - 19 April 2021	Summer term ends - 1 July 2021

Public holidays

- Good Friday - 2 April 2021
- Easter Monday - 5 April 2021
- May Day - 3 May 2021

In-service days

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

CAR PARKING

We need to ensure that each and every one of our children is safe. When dropping children at school, parents are kindly asked to **not park in the school car park**. As far as is possible, please be responsible drivers and park sensibly outside the school with consideration for both other road users and children's safety in mind.

SCHOOL MEALS

School meals are provided in Tore Primary School and served in the General Purpose room/canteen and all pupils in P1-3 are provided with a free lunch. Menus are sent out to all families and available on the HC website:

https://www.highland.gov.uk/downloads/download/9/school_menus.

Parents must send money into school on a Monday morning in the provided envelope.

Packed lunches are also eaten in the General Purpose Hall. Pupils taking packed lunches are not permitted to use any other area of the school unless directed by the staff. The following notes of guidance:

1. We request that parents ensure that packed lunches are well-balanced and healthy as we are an Eco and Health Promoting school.
2. All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice-cream containers or similar/packed lunch bag. Containers should be clearly marked with the name of the pupil.
3. Glass bottles or containers are not permitted due to health and safety.
4. Fizzy drinks in cans and bottles are not allowed. Pupils should only bring in water or diluting juice.
5. We encourage children to have waste free packed lunches in order to support our **ECO** School.

If your child has special dietary needs, please inform the school. 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

TUCK SHOP

We run a healthy tuck shop every **Friday** in the school. The average cost of tuck shop items is 30p. We offer a selection of cheese with oatcakes/crackers/popcorn/toast. We discourage children from bringing sweet drinks and sugary snacks to school for a snack. Fizzy drinks are not permitted in Tore Primary School. Water is always available to the children during the day and we encourage the children to bring a water bottle to school which they can keep in class and return home every day for health and safety reasons.

UNIFORM

Our pupils all proudly wear their school uniform and this is encouraged at all times. Uniform is well supported by our parents and encourages a sense of purpose and identity and minimises the provocation that may occur when children wear trendy, casual clothes to school.

At present the uniform is red and black. Combinations of these colours i.e. black or red top and black trousers or skirt may be worn. Plain jogging trousers may be worn but, please, no jeans.

During the autumn and winter the playground and playing field can get very muddy. It is a good idea to furnish your child with a change of clothing or waterproof trousers for playtimes in inclement weather as pupils can sometimes slip in the mud.

Children should have a change of clothes for P.E.:- a t-shirt and shorts. Please avoid shorts and t-shirts that are better suited to the beach or disco, team football strips and clothes with designer logos on them.

If you think your child may be entitled to a free school meal or clothing grant please click on the following link. :

http://www.highland.gov.uk/downloads/download/10/free_school_meals_and_clothing_grants

School uniform can be purchased from:
School Uniform Suppliers

MacGregor Industrial Supplies Ltd,
15-17 Henderson Road,
Longman Industrial Estate,
Inverness,
Scotland, IV1 1SN.
Tel: 01463 256935
Email: marie.forsyth@MacGregorSupplies.co.uk
Main Office: 01463 717999

Highland Embroidery,
Windy Heights,
Tomich,
Laing,
IV27 4DQ
Tel no. 01549 402707
Email: info@highland-embroidery.co.uk
Website:
www.highlandembroidery.co.uk

SHOES

All children **MUST HAVE** a pair of soft indoor shoes to change into for school and for P.E. in the hall. The school is carpeted throughout, but it is dangerous for children to walk about in socks.

PERSONAL PROPERTY

It is in your interest and very helpful to us if all belongings are clearly marked with the child's name. This is especially important for items which are similar e.g. sweatshirts and gym shoes. It is also helpful to have names on packed lunches and other personal items. Should anything go missing in school please report this promptly. Items which remain unclaimed in classrooms or cloakrooms will be kept in a box. Unclaimed property is cleared out at the end of each term.

Children should be discouraged from bringing items of value to school, as this often leads to upset if they are lost or broken. We expect all pupils to be very careful with all school property.

ELECTRONIC TOYS/MOBILES etc.

We request that children do not bring these into school as they can be a distraction, and may also get damaged or lost. If mobiles are brought in they must stay in bags and pupils must not take photos or film other pupils. The school will not take responsibility for their damage or loss.

PE KIT

Pupils are required to have their PE kit every day. For indoor lessons, the practice will be for children to wear shorts, a t-shirt and non-marking plimsolls or trainers. The wearing of football tops is not permitted. For younger children it would be much appreciated if the shoes could be elasticated or fastened with Velcro rather than lace-up gym shoes. Outdoor trainers should not be used for indoor PE.

COMMUNICATION AND WORKING IN PARTNERSHIP WITH PARENTS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. The majority of a child's learning comes from the home and the education of your child is a joint responsibility. We need to work together to provide the best we can for your child. Research shows that children are more likely to do well at school if their parents support them. Parental interest really does make the difference.

Parents/carers are encouraged to become involved in the life of the school through many means such as attending open afternoons whereby your child/children will showcase their learning. During open afternoons and throughout the session we also hold family learning events. These range from internet safety, child protection, spelling approaches, Words Up, school improvement planning process, our curriculum, approaches to early reading, maths and writing, starting P1, transition and any other areas parents identify in evaluations.

We pride ourselves on an **open door policy** where by appointment families can contact relevant members of staff. We also have traditional parents' **meeting** once a year and, performances, pop up cafes, events etc. with families invited. We use our school Facebook page to share information and latest news, emails and a school **newsletter** is issued monthly to all parents/cares. It contains features about the life of the school and includes information about important dates, progress on school improvement planning and events. Although we try to be a 'paperless' school letters may sometimes be sent home in schoolbags, so please check your child's bag daily. Usually the eldest child in the family will receive correspondence.

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 Parentzone:

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

PARENTAL INVOLVEMENT

Parents are encouraged and very welcome to participate in school life e.g. by coming and sharing their talents/interests etc. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake a PVG check. We gather

parents' opinions through questionnaires, focus groups, 'post its' for comments at various school events which feeds into our school improvement planning process. We also have an active Parent Council through which views and opinions can be shared.

Children 1st have a national, confidential helpline, Parentline, providing advice and support to anyone caring for or concerned about a child. <http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/>

THE COMMUNITY

Tore Primary has links with members of the school community e.g. with Community Police, local councillors, local shops and services. Visiting speakers with specialist expertise or life experiences are frequently invited into the school to speak to and share these with the pupils. A number of sporting and expressive arts organisations also contribute to providing a variety of experiences for the children at the school e.g. Eden Court, Ross County. Fund-raising activities are often run by individual classes to support charity groups in the local/wider community

COMPLAINTS AND REQUESTS FOR SERVICE

Any problems or complaints should be discussed in the first instance with your child's class teacher. If you are unsatisfied with the outcome following your discussion with the class teacher you are then welcome to make an appointment to see the Head Teacher who is the named person. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Contact can be made via the school office.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. If any parent/carer feels that a complaint has not been dealt with satisfactorily, ultimately the Care and Learning Manager can be contacted:

Derek Martin
Area Care and Learning Manager
Highland Council Offices
High Street
DINGWALL
IV15 9QN

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

ASSESSMENT and REPORTING

Assessment is an important and integral part of the learning and teaching process. During the school session all children will be involved in both formal and informal assessment across the curriculum. Assessments assist and provide information to pupils, parents and staff in how to raise attainment and are carried out in a variety of ways for different purposes. It could be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of work. It may be to provide information on pupil progress, to diagnose an area of difficulty or to communicate to parents and pupils their areas of strength or concern.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment, progress and to inform learning and teaching approaches.

At Tore School we encourage the active involvement of pupils in their own learning from entering school in P1 to moving on to the Academy at the end of P7. In lessons teachers share the learning intentions and the success criteria with pupils. This gives pupils the knowledge of what they are about to learn and what is required to complete the given task. The concluding plenary session allows pupils to reflect on the success of their learning and their next steps. Opportunities for self, peer and group assessment are provided. This encourages pupils to be actively involved in their learning, identifying and setting their own targets and evaluating their own successes.

Formative assessment is an important aspect of the classroom. Pupils are increasingly likely to have "talking partners" or "elbow partners" - someone with whom they can discuss solutions or ideas about different aspects within the curriculum. There may be a "no hands up" policy from time to time in the classroom - whereby the teacher will ask pupils to answer or to explain to the rest of the class the process by which they achieved their answer. Having enough time to think through an answer without distractions is very important. Research shows that pupils remember things better when they are explained by other members of the class, so this is becoming more of a feature in classes today.

Assessment of children is on-going, and each child will work at a level which is suitable to his/her stage of development. During the year, parents will be given opportunities to discuss their child/children's progress with staff.

REPORTING TO PARENTS

In line with Curriculum for Excellence, ongoing continuous assessment, profiling and reporting take place to monitor the children's progress throughout the session. Pupils' progress and achievements in learning are shared with parents/carers on a regular basis.

Each child has a PLP (Personal Learning Plan) which captures each child's achievements within and out-with school. It also contains unsupported snap shots of your child's learning. This profile will cover Early, First and Second level. The PLP will be sent home prior to parents' evening for parent to comment and be kept up to date with their child's progress. Children regularly review and reflect on their learning so that they can identify their strengths and needs.

The staff track progress using the progress codes that measure achievement in the yearly written report to parents which go out during our last term. Parents are welcome at any time to make an appointment through the school office to discuss their child's progress with staff or to ask for information, support or advice on how best to support your child's learning.

Every term we like to share progress with parents:

Term One - Open Afternoon-Family Learning

Term Two - Parent's Evenings

Term Three - Open Afternoon- Family Learning

Term Four - Written Report

For more information on assessment and reporting see:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

https://www.highland.gov.uk/info/878/schools/17/school_curriculum

TESTS

Tore Primary, along with all other Scottish Primary Schools also undertakes standardised assessments; Scottish National Standardised Assessment (SNSA) in P1, P4, P7 in reading, writing and maths. This gives teachers extra information to match against what the children know from their own on-going assessment. Parents will receive feedback on their son or daughter's progress through pupil reports and ongoing profiling and reporting. Pupils will reflect on their progress and achievement in their PLP.

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

INSET and CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

A great deal of planning and preparation is needed to develop a sound learning environment. To this end schools have been allowed time every session for the purpose of holding Staff Inset training. This Inset time is invaluable in affording staff the opportunity to develop the curriculum and to keep abreast of educational publications, and recent developments in the educational field. There may also be times during the school year when members of staff will attend CPD Courses or be engaged in CPD in school and a supply teacher may take the class.

ATTENDANCE/ABSENCE

Schools are required to keep an attendance register by law and good attendance is vital if pupils are to achieve their full potential. 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 a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If a pupil is absent from school, a parent or guardian **must** phone the school on the first day of absence before 9.30. The school will contact home if a child is absent without previous notice. Thereafter, other emergency numbers will be contacted if no explanation is found. Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts. Other agencies such as the Police and Social Work may be contacted if no contact with the child's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

If the child has an appointment out with school it is also necessary to put this in writing/phone the school office prior to the appointment. We ask you, if possible to try to make necessary appointments to dentist, doctor etc. out with school hours but if this is not possible then at the

start or the end of the school day to minimise the disruption to teaching and learning for your child and their class.

If attendance is unsatisfactory, parents will be contacted. It is our main focus to encourage parents and children to recognise the value of learning and the pitfalls of disrupting learning for the children, the rest of the class and the teacher. Therefore parents should put any requests for leave of absence, such as holidays, family or personal days, during term time, to the Head Teacher in writing.

PUNCTUALITY

We strive to achieve a high standard of punctuality and expect all children to be on time. Every child should be in the school playground for the bell ringing at 8.55am. This allows the classes to settle to learning immediately with no time wasted in the repetition of instructions. If arriving late children this is marked late in the register.

MEDICAL INFORMATION and ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning. Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing. Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopened, clearly marked with

the directions from the pharmacist and administered as part of an agreed medical protocol.

It is expected that parents or carers will inform the head teacher of any relevant information relating to the need to administer medication to their child(ren). Parents should inform the school if there are any changes to medical records. Where children have medical conditions that require specific treatment or emergency first aid, medical protocols will be in place to support that child.

Staff will not administer adhoc medication for minor complaints.

INFORMATION ABOUT HEADLICE

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing using your usual shampoo, conditioner, and a detection comb - ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

<http://www.nits.net/bugbusting>

Parents should advise the school of all cases of 'head lice' and pupils should not be returned to school until their hair has been treated (confidentiality is retained).

MINOR INJURIES

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

CONTRIBUTION TO THE ETHOS AND LIFE OF THE SCHOOL AND OPPORTUNITIES FOR ACHIEVEMENT

Children of all ages are involved in influencing school improvements through Citizenship Time, Pupil Council, class IDLs- fair trade, surveys, focus groups, leading open afternoons and presentations etc. Our pupils make important contributions to the life and work of the school- their views are valued and staff act on the suggestions that children make e.g. planning contexts for learning. They are consulted on a range of aspects of their learning such as library improvements, paired reading, spelling, writing, non-fiction Curiosity Kits, HWB, school vision, achievements values and wider school improvements. As well as leading enterprising and fundraising events such as pop up cafes, Not So Tough Mudder. Children at P6 and P7 enjoy being given the opportunity to become House Captains and Vice Captains.

PROMOTING POSTIVE RELATIONS

Our vision, values and aims underpin the life and work of the school and we are currently reviewing our promoting positive relations policy to reflect our school values of:

Honesty, Kindness, Friendship, Bravery,

We are fortunate at Tore Primary that most of our pupils come to school well prepared and eager to learn. With good parental support, co-operation and the commitment of staff in promoting positive behavior ensures that problems with discipline rarely arise. Staff are trained in emotional literacy, Decider Skills and we have a whole school approach to wellbeing to ensure a happy, nurturing school ethos.

We promote positive behaviour by using praise and a range of rewards including stickers, certificates, house points, Tore Stars, Achievement Assemblies and by encouraging leadership through responsible roles within the school.

SANCTIONS

We believe in restorative practices and solution focused working and if a child is not following the schools values of **honesty, kindness friendship and bravery** the following procedures are applied consistently.

Pupils in P3-7 may be asked to complete an Improving My Behaviour Form and encouraged to discuss their behaviour with their peers and class teacher along this lines of:

- What did I do wrong?**
- What did I do?**
- What should I have done?**

STRATEGIES FOR RE-ESTABLISHING GOOD BEHAVIOUR ACROSSTHE WHOLE SCHOOL

The Card Scheme

- **Step 1:** *Child not behaving eye-contact.*
- **Step 2:** *Move into the child's personal space: still no verbal contact.*
- **Step 3:** *Name of child mentioned: "x are you okay?"/"Is there a problem?"*
- **Step 4:** *"This is your first verbal warning".*
- **Step 5:** *"Stop, Think, Change" card is put on the desk of the pupil with no words spoken.*
- **Step 6:** *Second card issued ~ Restorative Practice-Reflecting on my behaviour*

Pupils in P1/2 discuss the behaviour verbally with the PSA/CT. All behavior incidents are dealt with promptly by staff and the Head Teacher, with parents being kept fully informed of more serious incidents.

If you have any concerns about your child's behavior or the behavior of other children towards your child please report this to the class teacher or Head Teacher immediately. We are committed to providing an environment where all members of our school community feel safe, respected and valued, and where bullying - type behaviors cannot flourish.

BULLYING

Every session we have a whole school focus on what is bullying including cyber bullying. This is discussed in class led assemblies and as part of our HWB programme. Parents and carers should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access from home.

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. The task of staff is to identify bullying and to take action to remedy the situation.

Bullying can occur for no apparent reason or it can be based on prejudices. It can be subtle or it can be obvious, and it can cause short-term suffering or it can have long-term effects. Bullying can affect people in many different ways and this should be taken into consideration.

Bullying behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are supposed to be (face to face and/or online)

LEGISLATION

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Prejudice-based bullying includes the protected characteristics, but prejudice can include other groups for example:

- Additional Support Needs;
- Asylum Seekers and Refugees;
- Body Image and Physical appearance;
- Gypsy/Travellers;
- Care Experienced Children and Young People;
- Young Carers;
- Socio-economic Prejudice

Pupils are encouraged to TALK TO SOMEONE:

- Talk to your teacher or another staff member - tell them the 'who, what, when and where'. If you don't want to do this where others might hear you, make an excuse to see the teacher about something else, for example your homework, and talk in private.
- Talk to your parents - tell them the 'who, what, when and where' of what's been happening.
- Talk to your friends - they can help you tell a teacher or your parents or just to feel better.
- Be persistent. If you feel the person you choose to talk to doesn't understand how you are feeling, find someone else to talk to.

ONLINE BULLYING:

- Take screen shots of the online bullying so that you have proof this is happening
- Report all abuse to the relevant social media and online platforms by clicking on the report button. You can also block the user on social media.

KEEP A NOTE:

- If you can, keep a note of the bullying incident, what has been said or done.
- Sometimes the bullying will stop quickly, but if you don't do something it may continue until someone is seriously hurt.

HOW WILL MY SCHOOL DEAL WITH BULLYING INCIDENTS?

- Each bullying incident should be reviewed individually and the person recording the incident will ask for details about what has happened.
- Once reported, the school will record the bullying incident, regardless of the outcome.
- The school might be able to take immediate action to resolve the situation. If this is not possible, a wider investigation might be necessary.
- All reported incidents will be taken seriously, investigated and appropriate action taken.
- They will take on board your the views of the incident and what you would like to do.
- They will decide whether to contact other agencies to ensure that the your needs and the needs of the other young person are met

WILL THE SCHOOL TELL MY PARENTS/CARERS?

- School staff will consult with you before contacting your parents and will have respect for your views.
- If you are accused of bullying another pupil, it is most likely that your parents will be informed.
- Most importantly, all actions will be agreed with the intention of not making the situation worse.
- The school may implement wider school interventions to ensure that there is not a recurrence of the behaviour.

FURTHER ACTION

- If the situation cannot be resolved, the Area Care and Learning Manager may be consulted by the head teacher for advice on how to proceed.
- Police must be notified if it is thought that a crime has taken place.

Actions by the pupil(s) involved in bullying behaviours may lead to exclusion from school

EXPECTATIONS -school and children and young people

THE SCHOOL AIMS TO:

- Ensure all adults have a responsibility for preventing bullying and listening to any bullying concerns.
- Celebrate diversity and tackle and challenge inappropriate behaviour.
- Make parents and carers aware of organisational and school anti-bullying policies.
- Ensure parents are provided with information on how to raise a concern and the escalation process.
- Offer children and young people a range of ways to report bullying or to talk about any concerns

Our Bullying and Positive Relationships Policy is being updated session 19/20

Working in partnership with parents we clearly state expected behaviours and values which are **consistently** and **fairly** applied by staff and pupils and supported by parents, are at the core of the school.

PROMOTING EQUALITY, DIVERSITY AND INCLUSION

Tore Primary Schools is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect. Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of **Getting it Right for Every Child (GIRFEC)**.

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

Equality and Diversity policy Authority Policies

https://www.highland.gov.uk/info/893/school_general_information/29/school_policies_procedures_and_guidelines

CHILD PROTECTION - Pointers from the Highland Education Authority

From time to time incidents 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 staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority for Education staff. All staff are trained in Child Protection Procedures. COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school office or online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

HIGHLAND PRACTICE MODEL

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. *Getting It Right for Every Child* is about ensuring the wellbeing of every child and young person in Scotland. Through the *Getting it Right for Every Child* programme children and their carers are central to the process of finding solutions and having their needs met.

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included. These are known as the 'wellbeing indicators' and are remembered by the acronym -**S.H.A.N.A.R.R.I.**

The *Getting it Right for Every Child* affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

More information about the *Getting it right for every child* policy and practice can be found at Highland Practice Model:

<http://forhighlandschildren.org/5-practiceguidance/high-pract-model.pdf>

Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow *The Highland Practice Model* staged approach to assessing, identifying and supporting additional support needs. In this model every child has a "named person" who is responsible for making sure that the child or young person has the right help to support his/her development and wellbeing. Effective arrangements are in place to support pupils with additional needs to make successful transitions between classes/stages/schools.

<http://forhighlandschildren.org/>

If you have a concern about your child in the primary school please contact your child's class teacher in the first instance or the 'named person', who will be the Head Teacher, Mrs Buchanan.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at: Support for Learners Website

https://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

There are also Information sheets available at: www.chipplus.org.uk.

The main source of support in early years and in schools is the staff that through their normal practice is able to meet a diverse range of needs. Every teacher has the responsibility to support the learning of all pupils in their class but some children will require short or long term additional support from our Additional Support team. The type of support offered will vary according to the needs of pupils.

It is the aim of the school to ensure that all children reach their full potential in all areas of the school curriculum. Considerable time and resources are given to achieving this aim and at an early stage parents are involved should a learning difficulty be identified. If a parent considers that his or her child has additional support needs and wishes to make enquiries about this they should contact the Head Teacher.

2009 Additional Support for Learning Act:

<http://www.legislation.gov.uk/asp/2009/7/contents>

Information about the 2009 Additional Support for Learning Act:

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.

- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs

Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.

The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings. The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on:

info@enquire.org.uk

Further information and support to parents of children and young people with ASN: These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527
<http://enquire.org.uk/>
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk/>
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

EMERGENCY/CLOSURE PROCEDURES

Parents will normally be notified if a departure from normal school hours is to occur. Our general policy will be to remain open where possible. However, before the onset of winter, parents will receive an update from the school detailing the early school closure procedure for extreme circumstances.

Information in this respect can be gained in the following ways:

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

How to use the Highland Council School Telephone Information service.

- Dial Highland Council's access number - **0800 564 2272**
- Now enter your own school's pin number **04 3170**

- You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 4 options:

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

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

Although we do try to give everyone as much notice as possible, sometimes we hold off making a decision until we see how the weather is progressing. **Please note that the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or by foot rests with the parents. While accepting that the education should be interrupted as little as possible, the Education Authority wish that in severe weather conditions the safety of the pupils come first.**

In the event of the school grounds requiring to be evacuated in an emergency pupils will be taken to Tore Hall. Fire drills are held at regular intervals throughout the session.

EXTRA-CURRICULAR ACTIVITIES

These are activities that children can be involved in after school. The types of activities vary depending on the expertise available, parent involvement and the time of year. At the moment activities are: **Tuesday** Football **Thursday** Hockey.

Please refer to our latest newsletter in regards to current activities.

If any parent has a special interest or expertise and would like to help with the organisation of an activity, we would be please contact Active Schools.

MILITARY FAMILIES

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support https://www.highland.gov.uk/info/886/schools_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's the Head Teacher if you have any concerns.

SCHOOL TRANSPORT

The heavy traffic on the roads round Tore has ensured that ALL children beyond the immediate vicinity of the school, but within the catchment area, are entitled to free transport. Mr Charlie Fraser of Munloch currently holds the contract to transport children to and from school. Please inform the bus company if your child will not be needing transport for that day due to illness, appointments etc. The contact number is 01463 811219

Do not assume it will be all right for your child to go on the school bus. All pupils travelling on school transport need to have completed the relevant form:

https://www.highland.gov.uk/info/878/schools/12/school_transport

Behaviour on the transport must be acceptable. Any child whose behaviour is found to be distracting the driver and causing a problem may be excluded from the bus for a period of time.

SCHOOL FUND

Tore Primary School has a modest school fund which is maintained through fund raising activities mainly to pay for buses which cost up to £1700 per session.

ACCESS TO PUPIL RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 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 LEGISLATION

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 data protection legislation and may only be disclosed in accordance with the codes of practice.

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. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

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.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

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

YOUR DATA PROTECTION RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

CONCERNS

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D,

Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

HOMEWORK/FAMILY LEARNING

The school views homework as an introduction to a regular period of private study and a valuable discipline for the future. It provides an opportunity for reinforcement of work covered in school time, provides structured opportunities for parental involvement and trains pupils to plan and organise their time.

Parents, pupils and staff views have been sampled and homework agreed. Their views have been gathered through a homework survey for staff, pupils and parents and views from our Parent Council. Our family learning includes Story Sacks in P1-3 and Curiosity Kits in P4-7. Pupils in P1/2 will have set reading, phonics, spelling and maths online- Education City. Pupils at this stage require support from their parents in the form of hearing reading, practising phonics and sharing books daily. All pupils are encouraged to develop a love of reading for enjoyment through a challenge. This session we have introduced a Reading Miles Passport which pupils stamp in Paired Reading evidencing the range of books they have read. Pupils in P3-7 will also have Wrap Around Spelling patterns &/phonics to complete as well as online maths-Education City. Homework will not be given to children when they are ill (short-term) or when they go on holiday during term time.

HOW PARENTS CAN SUPPORT THEIR CHILD AT HOME

- Let him/her know how much you love them even when they are not achieving all that you wish. This is really important as it helps to develop security and stability in later life.
- Encourage a range of hobbies, interests and self-expression.
- Spend time with your child talking about a range of issues and playing various games such as cards games, board games, baking, visiting the park and walking as this lets the child know that you think he/she is really important to you.
- Explain to your child why you have taken certain courses of action - both rewards and sanctions. This helps the child to understand why he/she should do or should not do certain things, and should lead to fewer problems in later life.
- Read to your child regularly (daily if possible) and encourage him/her to read for pleasure. This will help to develop a love of literature, which will help the child both socially and educationally.
- Take your child to a variety of places to develop their interests e.g. castles, museums, the beach, the theatre, the library, country walks, places of interest etc.
- Encourage your child to keep fit and healthy by taking regular exercise eating healthy foods and drinking water.
- Show an interest in what your child is doing in school as this lets them know that you value education.
- Check that your child is doing any homework, which has been set.
- Encourage independence and responsibility- getting clothes and school bag ready, setting the table, feeding a pet, making a sandwich, peeling vegetables etc.
- Establish a good bed time routine- no screens an hour before bed, wind down- reading, sharing a book in bed, sharing the best parts of the day, regular set bed time.

SCHOOL IMPROVEMENT PLANNING

The school's **Standards and Quality Report** for parents is published on the school blog detailing the school's self-evaluation and improvement targets. This is shared with parents at the first open afternoon of the session along with the **School Improvement Plan**. Monthly updates are shared with parents in the newsletter.

<https://toreprimaryblog.wordpress.com/page/3/>

A paper copy of these documents can be obtained on request from school office.

Regular self-evaluation events happen throughout the year which parents are invited in to support such as surveys, seeking views, workshops, open afternoons and a formal parents evening all of which provides opportunities for parental involvement and to see and comment on work and the progress their child(ren) are making.

Summary of School Improvement
Report and Plan 2019 - 2020
Detailed Q&S and SIP available on blog

Project 1

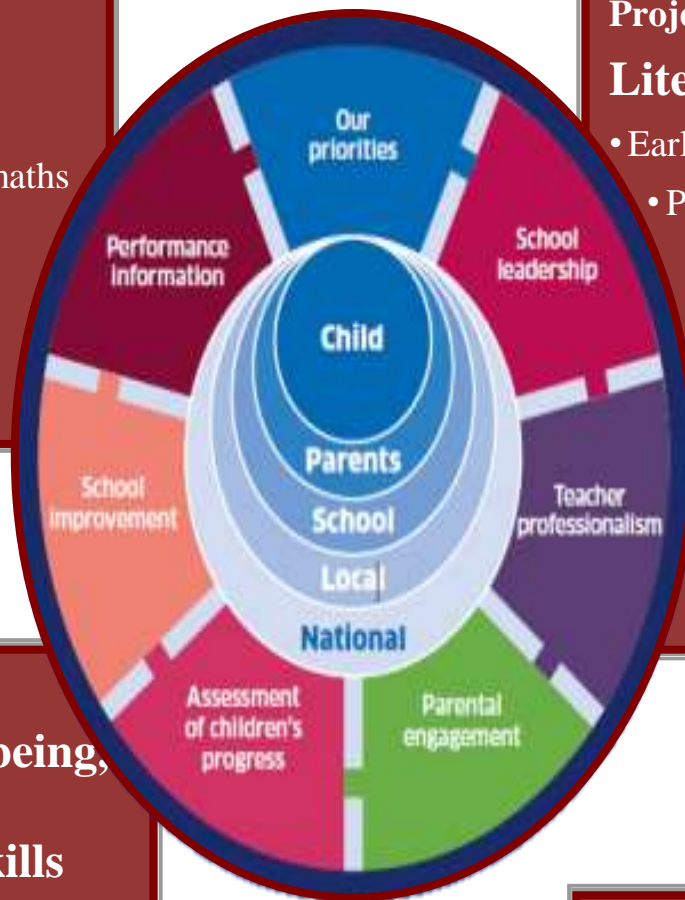
Numeracy

- Worded problem solving
 - Using Chromebooks in maths
- QIs – 1.1, 2.3, 2.6, 3.2*

Project 2

Literacy

- Early reading and writing
 - Phonics
 - Family learning
 - Reading for enjoyment and information
 - Talk for Writing
 - Wraparound Spelling
- QIs – 1.3, 2.3, 2.5, 2.7, 3.2*



Project 3

**Health and Wellbeing,
Sustainability &
Employability Skills**

- Equality, Diversity and Rights
 - Fairtrade
 - SHANARRI
 - Mental wellbeing
 - Outdoor learning
 - Achievements
- QIs – 3.1, 3.2*

Quality Indicators

- 1.1** – Self-evaluation for self-improvement
- 1.3** – Leadership of change
- 2.2** – Curriculum
- 2.3** – Learning, teaching and assessment
- 2.4** – Personalised support
- 2.5** – Family learning
- 2.6** – Transitions
- 2.7** – Partnerships

Project 4

**Profiling, Tracking
and Moderation**

- ‘Super 6’ skills
 - Meeting learner’s needs
 - Mental maths
 - Success criteria and feedback
- QIs – 2.2, 2.3, 2.4, 2.6*

What have we done to close the attainment gap?

Impact and data

At Tore Primary social deprivation is not a significant factor affecting attainment across the school. From interrogating data and closely tracking pupil progress, we have identified those children requiring additional support in both literacy and numeracy and have intervention programmes in place with well-trained PSAs implementing- monitored by staff to ensure continuing progress. ASN Staff, including our PSAs, have received ASG training on the use of the Dyslexia Tool Kit, strategies to support children with ADHD and ASD from The Schools' Psychological Service.

From discussions with staff and evaluations of CPD they feel better able to identify and support these pupils to attain. Staff including our PSAs are trained in numeracy recovery strategies and this is raising attainment in maths.

- **Most pupils** are on track to achieve the level in P1, P4 and P7 in reading and writing.
- **All pupils** are on track to achieve the level in talking and listening.
- **Almost all** pupils are on track to achieve the level in maths.
- Where there are gaps this can be attributed due to ASN and not to multiple deprivation.

What have we done to raise attainment, particularly in Literacy and Numeracy?

Impact and data

Numeracy session 18-19.

What we did:

- Weekly/allocated time for problem solving and focus days.
- Embedded Maths Yearly Overview for pace and challenge tied in with holistic assessments and monitor its implementation.
- Embedded new planning formats.
- Continued to track progress through use of weekly Beat That & CLIC assessments.
- Continued with formal algorithms from Second Level **
- Monitored learning samples in problem solving.
- Continued to use diagnostic assessments at the beginning of the session for grouping, planning and tracking progress.
- Continued to employ online websites for pace and challenge e.g. Education City and Sumdog.
- Sampled views and evaluate impact.

Impact:

- Almost all pupils are on track to achieve the level in maths.
- Teachers have a shared understanding of progression and standards across the school and cluster.
- Continuing improved pace and challenge.
- Pupils can talk more clearly about their progress in numeracy.
- A range of evidence is used to assess progress.
- Pupils are developing the numeracy skills they need to achieve success in life, learning and work.

Next Steps for session 19/20

- Weekly/allocated time for problem solving and focus days.
- Monitor learning samples in problem solving and range of strategies used.
- Review resources/methodology in problem solving.
- Continue to embed maths yearly overview for pace.
- Continue to embed new planning formats.
- Continue to track progress through use of weekly Beat That & CLIC assessments.
- Continue with formal algorithms from Second Level **
- Continue to use diagnostic assessments at the beginning of the session for grouping, planning and tracking progress
- Utilise Chromebooks for pace and challenge e.g. Education City and Sumdog
- Sample views and evaluate impact.
- Moderation of mental maths across the cluster.

What we did in literacy session 18/19:

Emerging Literacy:

- Continued to deliver introductory family learning workshop on Emerging Literacy and key messages from Words Up.
- Continued to use Phonological Awareness Assessments to support attainment, learning and teaching and teacher judgement.
- For most pupils to achieve 12/12 in phonological screening by the end of P1.
- Built in other assessments in Emerging Literacy- Pre-handwriting, Concepts of Print and Oral Language.
- Embedded opportunities to develop vocabulary and oral language into daily routine e.g. Pre-Teaching Vocabulary linked to topic, Word of the Week, Book of the Week, Rhyme of the Week
- Built a bank of resources that will support phonological awareness and pre-handwriting skills
- Built on foundational literacy skills across the school through activities such as Paired Reading, Genre Pizzas, role play, Word of the Week, Genre Café, class libraries updated pupils can borrow from.
- Developed methods to share children's individual strengths and skill gaps with parents and how parents can support their children at home.
- Shared skills, knowledge and experience to continue to develop links with early childcare centres - as we work with 4 centres (Kilcoy, Munloch, North Kessock and Mulbuie Primary Nurseries).
- Attended 6 Local Networks in EL during the 2018/19 session.
- Information passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the four key skill areas of Emerging Literacy.

Reading, Writing, Talking and Listening

- Open Afternoons with a reading focus.
- Monitoring learning samples in writing, reading, spelling and talking and listening.
- Continue with P1-3 homework sacks for rhyme, fiction and non-fiction.
- Continue with gift bags for P1-to support homework.
- Staff attend inset training on Wrap Around Spelling and review spelling methodology.
- Staff to attend training on Talk for Writing during Inset.

- Work with pupils to gather views and plan incentives.
- Increase the % of non-fiction reading across the school and source decodable readers.
- Curiosity Kits for P4–7 for non-fiction to be developed for homework by class teacher and workshop/ open afternoon to launch.
- Unsupported snapshots in talking & listening, reading and writing moderated across cluster.
- Reading for information moderated across the ASG- CTs to partner, plan an assessment and moderate outcome.
- Continue with training pupils in paired reading to support younger pupils.
- Work with Literacy Officer to review reading and writing approaches.
- Joint planning sessions across the Cluster for stage groups P1-4 and P5-7 with a focus on literacy.
- Identify gaps in reading resources; books, plays, high interest low ability books resources etc.
- Focus days such Pizza Genre Café, World Book Day, share favourite book with a teddy, book swaps- literacy based events.

Impact

- Most pupils are on track to achieve the level in P1, P4 and P7 in reading
- Most pupils are on track to achieve the level in P1, P4 and P7 in writing.
- All pupils are on track to achieve the level in talking and listening.
- Pupils have more secure foundation skills in early reading and writing.
- Staff employed screening tools to identify developmental gaps in foundational reading and writing and addressed these in their teaching. Where needed, pupils had specific intervention and targeted support.
- Staffs demonstrate research based practice in emerging literacy.
- Staff confidently employ new approaches in reading, writing and spelling.
- Pupils experienced more non- fiction reading.
- Most pupils in P1 achieved 12/12 in phonological screening by May

Next Steps for session 19/20

Emerging Literacy

- Continue to deliver introductory family learning workshop on Emerging Literacy and Key Messages from Words Up
- Continue to use Phonological Awareness Assessments to support attainment, learning and teaching and teacher judgement
- Continue to build in other assessments- Pre-handwriting, Concepts of Print and Oral Language
- Embed opportunities to develop vocabulary and oral language into daily routine e.g. Pre-Teaching Vocabulary linked to topic, Word of the Week, Book of the Week, Rhyme of the Week, onset and rhyme

Reading, Writing, Talking and Listening

- Open afternoon with a literacy focus and continue to deliver Family Learning opportunities
- Develop reading for pleasure- libraries-pupil involvement of choice of books & incentives
- Work with pupils to gather views and develop incentives/events/resourcing- such paired reading, genre café, World Book Day
- Monitoring learning samples in writing, reading, spelling and talking and listening

- Continue with P1-3 homework story sacks for rhyme, fiction and non-fiction, P4-7 Curiosity Kits and gift bags for P1-to support homework.
- Staff to attend refresher training on Talk for Writing during Inset
- Framework for Talk for Writing to be developed- grammar & punctuation tied into it.
- Embed Wrap Around Spelling and monitor impact-plan incentives with pupils.
- Increase pupil accuracy in analysing information from non-fiction, narrative and persuasive texts.
- Continue joint planning sessions across the cluster for stage groups P1-4 and P5-7 with a focus on literacy
- Phonics based approach to reading.

What have we done to improve children and young people's health and wellbeing?

Impact and data

Almost all pupils attend and afterschool club-95 %. Our school and individuals perform very well in sports e.g. 2nd in Ross Shire County Sports, Ross- Shire Cross Country and regularly take part in hockey festivals.

What we did session 18-19

- Continue to use the Benchmarks in HWB for assessments and achievement of a level.
- More pupil involvement in deciding the content of open afternoons and Active Mornings/ Afternoons.
- Continued to develop outdoor learning with pupil involvement.
- Equality and rights/ fair trade focus weeks/ days.
- Continued to embed planning documents to ensure rights and equality is covered across the curriculum.
- Audit practice against HC Policy and Diversity Toolkit.
- Audit practice against Highland Councils Positive Relationships, Bullying Prevention Policy, Guidance and Toolkit.
- Continue with focus groups/questionnaires with pupils, staff and parents on health and wellbeing SHANARRI indicators.
- Identified resources to support HWB in particular growth mind-set and emotional wellbeing.
- Review emotional literacy- check ins and programmes of work.
- Ways to Wellbeing CPD session with staff.
- Continued to teach relaxation methods- yoga, mindfulness sessions.
- Continued to uses skill's cogs at the start of the session to target skills in HWB.
- Continued with whole day outdoor learning focus days across the cluster and ECO weeks
- Work with staff, pupils, parents and community to identify resources for the playground to support wellbeing
- Continue to refer staff to the ASN procedure and Highland Practice Model.
- Intervention List refreshed regularly and resources targeted at those who need it most and reviewed impact.

IMPACT

- Parents, pupils and staff have a better understanding of rights, equality and fair trade.
- Staff and pupils are able to talk about growth mindset.

- Staff confidently use the Benchmarks for assessment and achievement of a level.
- Pupils have more access to the outdoors and outdoor learning opportunities.
- Pupils are starting to talk explicitly to the SHANARRI wellbeing indicators and how they relate to them.
- Outcomes from surveys.

Next Steps 19/20

- Continue to use the Benchmarks in HWB for assessments and achievement of a level.
- Family learning on HWB led by Ed Pysch.
- Equality and rights focus week/days and Fair Trade and embed planning documents to ensure rights and equality is covered across the curriculum.
- Update and review HWB Policies.
- continue with focus groups/questionnaires with pupils and parents on health and wellbeing SHANARRI indicators.
- Purchase/identify resources to support HWB in particular growth mind-set, mental health, movement and review programmes of work.
- Ways to Wellbeing CPD session with staff.
- Class displays on identified skills and SHANARRI wellbeing indicators-and school priorities.
- HWB evaluative wheel for target setting and learning walls.
- Achievement booklets to track progress.
- Skills to be reviewed and continue to target skills and display on learning walls
- Continue to develop quality outdoor learning including joint cluster days and focus days.
- Involve pupils more in planning and leading events
- Adopt Decider Skills for EL and mental health
- Continue with Nurture groups led by PSAs
- Review Golden Time.
- Assemblies to focus on SHANARRI & Skills

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Relevant Improvement Priority title/ school project: HWB, Tracking, Profiling,

Impact and data

What we did session 18-19

- Reviewed how we capture skills across the curriculum.
- Class Learning Walls included skills and SHANARRI wellbeing indicators
- Class teachers across the cluster targeted skills and planned together at the beginning of each term.
- Pupils were involved more in planning and leading events. E.g. Not So Tough Mudder, Open Afternoons, Enterprise etc.
- Chromebooks introduced.
- IDL Focus terms on Developing the Young Workforce; Parents/Former pupils come in and talk about their job, local job studies and enterprise focus.
- Skills are targeted for IDL assessments and pupils can identify which skills they have used in learning experiences.

- Pupils have been involved in the John Muir Award and Play Leaders accreditation.
- Pupils regularly participate in the broader life of the school through citizenship groups and make links with the wider community.
- Pupils have more opportunities to experience global citizenship, rights and equality across the curriculum and planning documents are employed to ensure rights and equality is covered across the curriculum
- We use partnerships in the community to delivery creative learning. E.g. Storyteller, 6 weeks block with Wild Things at Rosemarkie Beach, Theatre visits, STEM, Young Engineers etc.

IMPACT

- Pupils' wider achievement is tracked
- Pupils can identify which skills they have used in IDLs and evaluate if they have achieved them. Pupil and parent evaluations of PLPs illustrate this as do class visits and observations of learning conversations.
- Pupils are more confident in planning events and have increased confidence in identifying skills used. Parents' feedback on PLPs and observations demonstrate this.
- Pupils able to articulate where they are in their learning, sharing this with their peers, their families and staff within the school
- Pupils are improving in using the language of skills when reflecting on their learning and achievements
- Pupils are given timely and clearer feedback about the quality of their work and how to make it better.
- Families valued as important contributors to ensure positive outcomes.

Next Steps session 19-20

- Consistency across the school in sharing success criteria
- Feedback against focussed success criteria
- Audit against the Career Education Standard
- Utilise Chromebooks for pace and challenge

Our overall evaluation of the school's capacity for continuous improvement:

* We are confident in our capacity for continuous improvement

* We have some concerns about our capacity for continuous improvement

Comment:

As a school and cluster self-evaluation is integral to how we work. We closely monitor the impact of developments taking account of Regional and National priorities and measure their impact. From closely tracking pupils' progress, interrogating data, monitoring activities and taking account of observations, evaluations and discussions these projects are having a positive impact on attainment and achievement. Our team; staff, parents, pupils and community are committed to providing the best possible education for our children who are enthusiastic and eager to learn. As long as our staffing remains stable we are confident in our capacity for continuous improvement.

School inspection report available-

<https://education.gov.scot/media/wemnakkl/toreprimaryschoolins220817.pdf>

School information Dashboard brings together a range of information

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

THE CURRICULUM

This session we are refreshing our curriculum in line with Government guidance and involving parents, pupils, staff and community. We look forward to sharing this within our new Curriculum Rationale.

Many things have changed since we were children and school is no exception! A different kind of world requires a different kind of education. A good deal of our teacher's time and effort is being directed to making sure that the education your child receives is relevant for the world today and tomorrow. Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. It enables teachers to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life. Teachers plan under the 4 Contexts for Learning: **Discrete subjects, Interdisciplinary Learning (IDL), Opportunities for Achievement and Contributions to the Ethos and Life of the School**. This presents all pupils with the opportunity to contribute to decision making and improvements by being members of different Citizenship Groups .e.g. Pupil Council, Eco, Fair Trade etc.

Pupils are involved in planning IDLs through rich contexts- such as planning a pop up café- pupils would need to plan, resource, manage, allocate jobs and the class teacher would act as the facilitator.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Principles for Curriculum Design

There are seven key principles behind the design of the curriculum 3-18:

- challenge and enjoyment
- breadth
- progression
- depth

- personalisation and choice
- coherence
- relevance

3-18 Curriculum Levels are set as follows:

LEVEL	Stage
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

The areas covered by a curriculum for excellence are:

- Languages
- Mathematics
- Sciences,
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Technologies
- Health and wellbeing

More information regarding Curriculum for Excellence can be found through Education Scotland

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

SKILLS FOR LEARNING LIFE AND WORK

This session we have introduced-the Fortrose Super 6 Skills-pupils identify what skills they will use in a lesson - evaluate how they used them and set targets. Skills are also planned for in IDLs and evaluated. Every second Friday afternoon pupils attend "Skills Academy"-partake in activities to develop the Super 6 Skills.



LANGUAGE

Language is at the heart of a child's learning and is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

The four areas of Language work in school; listening, talking, reading and writing cannot be taught in isolation. They are all linked together in the various activities that the teachers plan for their pupils. Pupils are taught the skills they need to successfully develop their reading, writing, talking and listening skills co-operatively. All these skills are reinforced across the curriculum.

READING IN SCHOOL

In P1-3 children will be practising their reading four-five days a week including reading aloud for fluency and for expression, word and sound recognition and comprehension. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions. The core reading scheme at the early stages is ORT phonic based which offers the children a variety of different story types, broadening their reading experience. This structured programme is supplemented by a variety of fiction and non-fiction books such as Four Corners and Big Cats. P.3 also study "real books" where they explore how an author crafts a novel. Phonic teaching follows Wrap Around Phonics. This progresses to formal spelling using Wrap Around Phonics and common words.

Moving into P4-7, children work on consolidating and improving their reading skills during reading sessions through the week. This will range from discussing aspects of a whole class novel, interrogating text as a group, individual work and reading for enjoyment sessions as well as reading for information across the curriculum and non-fiction reading texts. These sessions encourage development of the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They will also be looking at the author's craft such as style, character analysis, development of settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling. Real books are used P.4 - P.7 and the children are encouraged to engage with the texts through higher order questioning, independent and collaborative activities. This is also supplemented by Oxford Reading Tree novels, Four Corners and other suitable materials.

At Home

In P1-3, whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include:

- Reading the book **to** your child & talking about it.
- Reading the book **with** your child (at the same time).
- Listening to your child read. Remember to praise them.
- Practising sounds and words.

*Most pupils in P4 - P7 no longer take their group reading books home to practise. Research has shown that by this age, children need to have **a choice** in what is read at home, how much is read as well as when and where reading takes place, otherwise there is a real danger that they

may simply lose the pleasure in reading and in turn, the motivation to become a better reader. Pupils do however bring home separate books that they have chosen themselves. Listening and talking have been recognised as vital communication skills. We try to teach the pupils to listen - to stories, to instructions and most importantly, to other people's views. Classrooms may seem noisy at times but there is valuable work going on.

You can lay excellent foundations for reading by reading to your children from an early age, perhaps discussing pictures and pointing out some of the words. Children often love to make up stories and draw pictures and you can help by not only providing the paper and pencils but by talking with them about their efforts and praising and encouraging them. It can be comforting to children to have a parent sitting next to them, listening while they read aloud. A long journey by car or bus can be made more interesting by playing games, spotting things beginning with different letters of the alphabet or using car registration numbers for maths or word games. You can play and work with your child on a one-to-one basis. When they come to school they are one of twenty-something pupils who have to share the teacher's time.

WRITING

Written skills, too, need to be highly developed to meet the demands of the increasingly complex society in which we live. When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - **the secretarial skills** - and the other is what the child is trying to communicate through his writing - **the composing skills**. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing.

Early handwriting skills are developed with frequent handwriting lessons in P1-2 and weekly in P3-P7. Writing is taught through the "Talk for Writing" approach. A key feature is that children internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Pupils are given opportunities to write on their own, as a class and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From pupils' cold task, teachers assess what aspects of grammar and features of the genre such as character description need taught.

MODERN LANGUAGES 2 +1

Pupils in P5-7 receive weekly lessons in conversational French. In P1-3 pupils learn daily routines in French such as the calendar and weather. We have a successful international partnership with a school in Paris to share ideas, communication, culture and language to mutually enrich our children's experiences. Scots language is taught through contexts such as focus days, songs, poetry and books.

MATHEMATICS

Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings. At Tore Primary we develop mathematics through Mathletics, Big Maths for mental maths, Teejay Maths, Education City-an interactive software package- this is supplemented by Heinemann Maths and a variety of suitable material.

At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

SOCIAL STUDIES

The experiences and outcomes are designed to stimulate the interest and motivation of pupils to become involved in their local community and in the wider world. The areas covered are:

- People, Past Events and Societies
- People, Place and the Environment
- People in Society, Economy and Business

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

SCIENCE

Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. The science outcomes are:

- Planet Earth
- Energy
- Communication
- Forces and Motion
- Life and Cells
- Materials

- Tropical Science

EXPRESSIVE ARTS

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. The last two weeks of the session we have creativity weeks where pupils study an artist, composer/ genre.

Art and Design encourages the pupils to develop their capacity to invent, create and interpret images and objects, design and make and then evaluate their work and gain insight into technological processes.

Drama builds on the natural process of using imaginative play to explore, order and make sense of the world around us. We regularly perform shows especially at Easter and Christmas.

Music can enrich the lives of pupils through providing opportunities music making involving a variety of instruments as well as voices, listening and responding to music of varying kinds and learning musical skills.

Through **Dance** learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education and physical activity. Pupils have to opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity as well as evaluation of their own work and that of their peers.

RELIGIOUS AND MORAL EDUCATION

Religious education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life.

The main areas covered are:

- Christianity
- Other World Religions
- The Development of Values and Beliefs.

Pupils should also be encouraged to develop understanding and respect for people of other faiths and people who adopt a non-religious stance. When planning for religious and moral education, we take account of community and the context in which the children and young people live. A whole school Assembly is taken once a week, taken by the Head Teacher and the pupils themselves. The Assemblies usually have a moral theme, specific class led assemblies, visitor led or are celebration assemblies.

RELIGIOUS OBSERVANCE-Withdrawal Once a month we have a Religious Observance Assembly led by our school Ministers; **Alexander Stewart/Susan Cord**

Whilst Religious Education is required by law to form part of the curriculum, parents have the right to withdraw their children from religious observances with prior notice to the Head Teacher in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance. Parents are asked to contact the school if they wish for this to happen.

TECHNOLOGIES

As children study aspects of technology, they learn about its impact in the home, in school, in industry and in the wider community. Information technology should involve children in, for example, using and learning about audio-visual equipment (such as CD and DVD), digital cameras, ipads, chrome books, computers and a variety of computer software. All of our P6 and P7 pupils have 1:1 chromebook devices. The rest of the school has a shared allocation across the stage.

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 generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Health and wellbeing is seen as fundamental to the education process. Our health education programme takes account of the stage of growth, development and maturity of each individual, and the social and community context and covers the following areas:

- Mental, Emotional, Social & Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health & Parenthood.

When sensitive issues are being discussed e.g. Sex education parent will be informed in advance and asked if they wish to view the material prior it being used with a group or class.

At Tore Primary pupils will experience, social subjects and health, technologies and sometimes wellbeing through interdisciplinary learning (projects), which is when links are encouraged with other areas of the curriculum to provide learners with a deeper, more enjoyable and active experience. Where possible, speakers/visits to places of interest are arranged to enhance pupils' learning. Science, RME and HWB is mainly taught as a discrete subject-(standalone). IDLs are carefully planned to take account of the knowledge and experience already gained by the pupils and we aim to build on this at each level, raising the pupil's awareness of their surroundings, not only locally but in global terms.

Physical Education, Physical Activity and Sport cover the main areas of gymnastics, games, team sports and athletics. Physical activity is essential to the growth and development of children. PE offers opportunities for the development of physical and social skills, fitness and a healthy lifestyle. Primary 5 to 7 pupils receive a block of swimming each year

We aim to assist pupils to make informed decisions which will enable them to become healthy and responsible citizens. The school as a community has an influence on the health and wellbeing

of each pupil. By creating a warm, caring, supportive atmosphere in school we try to help everyone involved know that they are valued.

Children will learn through:

- a planned programme of health topics
- circle time
- opportunities for achievement
- daily access to healthy meals, fruit, milk and water
- taking part in contributing to the ethos and life of the school

We make a point of celebrating success at school assemblies. Certificates are presented to individuals for behaviour and achievements, photos are displayed of individual pupils who have been recognised for their wider achievements outwith school, such as Tae Kwon Do and Judo and musical events.

PLAY

Play is a very important part of primary education, especially in the Early Stages, but it also has a place in Primary Four to Seven. Educational play is not the opposite of work, it is work! The play of young children is a natural way for them to learn. The pupils may think they are playing but the teacher is ensuring that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way.

Play is important because it can:

- Help develop language
- Provide opportunities to practise basic skills
- Help pupils become self confident
- Develop concentration
- Stimulate interest
- Help pupils to learn to work with others.

OUTDOOR LEARNING

Our pupils have regular opportunities to take their learning outdoors and into the local community including joint cluster outdoor learning days. Learning is planned for beyond the classroom with children regularly taking their learning outdoors and into the local community e.g. Active Mornings, enterprise, termly cluster outdoor learning days on focused themes e.g. problem solving, literacy with a storyteller. Trips such as- ballet theatre trip, Film Festival, UHI, ski weekend, ASG Residential, Castle and Wildlife Park visits enhance children's learning experiences and extend their range of skills.

Pupils in P6/7 take part in a summer residential with schools in the ASG where they partake in waters sports, skiing, mountain biking, problem solving and many more activities. We believe strongly that it helps the children in their transition to secondary school as well as helping them appreciate the importance of both personal responsibilities, self-reliance as well as working together in teams to develop social cohesion and awareness of one another's differences and diversity. We also offer a ski weekend for pupils in P5-7. Our new refreshed curriculum will offer many opportunities to visit relevant places to enrich learning such as the Scottish Parliament, Tour of the Black Isle, Local castles, Fort George, Culloden Battlefield etc.

More information on the Scottish curriculum can be found-
<https://education.gov.scot/parentzone/learning-in-scotland/>

<https://www.skillsdevelopmentscotland.co.uk/local-national-work/highland/>

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

POLICIES

The school holds a variety of policies within the school which are reviewed and updated. Some of the policies which are available in the school for inspection:

Child Protection

Administration of Medicines

Health and Safety

Bullying and Promoting Positive Behaviour

Promoting Equality and Diversity

Emergency Planning Procedures

Staffing Arrangements and Composite Classes

A full list of Highland Council policies can be found here:

http://www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines

CONCLUSION

We hope that this handbook provides you with an understanding of our school, our aims and how we endeavour to achieve these. Should you wish to visit the school you will be made most welcome. We look forward to having a happy and successful partnership with you and your child.

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

