



BRIDGEND PRIMARY
SCHOOL
HANDBOOK
2022-2023

November 2021

WELCOME TO

BRIGDEND PRIMARY SCHOOL



Dear Parent/Carer

On behalf of all the pupils and staff at Bridgend I would like to welcome you to our school.

The information contained in this handbook is aimed at introducing you to Bridgend, its educational provision and any information you may require in relation to the welfare of your child whilst at school. The aim of the curriculum is to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. However, we recognise that you play the most significant role in your child/ren's learning and we look forward to working together with you to provide the highest quality of education possible.

No doubt there may be some questions left unanswered about what Bridgend has to offer but this handbook is not meant to replace personal contact, so please, if you have anything you wish to discuss further do not hesitate to contact me.

We hope that your child/ren will be very happy at Bridgend.

Yours sincerely

Victoria McCarthy
Head Teacher

Bridgend Primary School, Ardross Road, Alness, Ross-shire IV17 0QA
Telephone: 01349 882285 Absence line: 01349 885050

Email: bridgend.primary@highland.gov.uk

Blog: <https://bridgendprimaryblog.wordpress.com/>

The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information [about Coronavirus and its impact on education and children](#). 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.

Contents:

Section 1 ~ The School

1. Bridgend Primary School
2. School Ethos
3. School Aims
4. Staff
5. The School Day
6. School Session 2020 - 2021
7. Enrolment Procedures
8. Class Size and Composition
9. Nursery
10. Promoting Positive Behaviour
11. School Meals and Packed Lunches
12. Drinking Water
13. Attendance
14. Health Care
15. First Aid, Accidents and Illness at School
16. Child Protection
17. Equality and Inclusion
18. School Transport
19. Road Safety
20. Major Incident at School
21. Early Closure
22. Emergency Contact
23. Visitors to the School
24. Children at Intervals
25. School Clothing
26. Lost Property
27. Extra Curricular Activities
28. School Fund
29. Access to Pupil Records
30. Comments and Complaints
31. Pupil Voice
32. Military Families

**Section 2~
Parental
Involvement**

1. Liaison with Parents
2. On Going Profiling and Reporting
3. Parent Council
4. The School Blog
5. Standards and Quality Report
6. School Improvement Plan
7. Attainment
8. How Parents Can Help Their Children
9. Useful Websites

**Section 3 ~
Curriculum**

1. Introduction
2. Languages and Literacy
3. Mathematics
4. Expressive Arts
5. Social Studies
6. Religious and Moral Education
7. Health and Wellbeing
8. Technologies
9. Sciences
10. Teaching and Learning
11. Assessment
12. Additional Support Needs
13. Homework

The School

1. Bridgend Primary School

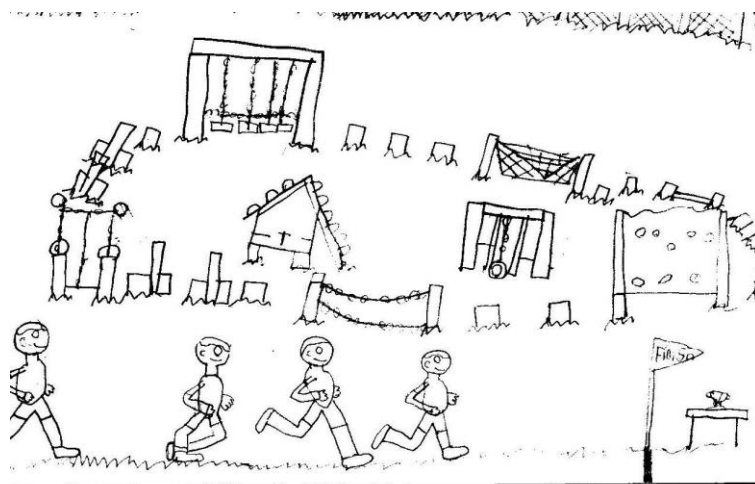
Bridgend Primary School is situated in the heart of Alness, a busy town lying close to the shores of the Cromarty Firth. Alness is approximately 20 miles north of Inverness. The school's catchment area extends to both sides of the Averon River and at the current time approximately one third of the school roll is placing requests.

The school, which was first occupied in April 1962, provides accommodation for about 400 pupils and offers both nursery and primary education. The school roll currently stands at 319 (267 Pr 1 – 7 and 52 Nursery). The school is made up of 3 main areas:

- the West building with six classrooms, dining area and kitchen facilities, hall/gymnasium, additional support needs base, depute head's office, main office and head teacher's office;
- the East building, which was first occupied in April 1971, which has six classrooms and a small hall
- The nursery is in a separate complex adjacent to the school. This comprises of 2 rooms, toilets, cloakroom and outdoor space.

The school has a tarred play area and an extensive grassed play area including an adventure playground.

The Adventure Playground



2. School Ethos

At Bridgend we provide a happy, caring, inclusive and stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud. The children are encouraged to become thinking, caring, responsible and knowledgeable members of society. We support the children to learn about their rights as identified through the United Nations Rights of the Child. School events and parental engagement opportunities are well supported. There is an active parent council and the school is well supported by the local community.

3. At Bridgend Primary School we aim to:

- provide a happy, caring, stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud; where the children will be encouraged to become thinking, caring, responsible and knowledgeable members of society;
- create an ethos of achievement for all;
- raise pupils' attainment and establish high standards in attendance and behaviour;
- work in partnership with parents to enhance the quality of children's learning and welfare;
- present to the pupils a differentiated curriculum to cater for a range of abilities, in a lively and imaginative way, which in turn will hopefully develop in the children a positive attitude towards the learning process;
- ensure continuity of progression by using the experience and outcomes set out in Curriculum for Excellence (published by the Scottish Education Office);
- pursue the professional development of all staff according to identified needs;
- create equal opportunities for all children and staff, tackle racial discrimination and promote good race relations;
- promote the health and well being of all pupils and staff.

4. Staff

Head Teacher:	Mrs Victoria McCarthy	
Depute Head Teacher:	Mr Alan McHardy	
Principal Teacher:	Miss Audrey Grant	
Teachers:	Mr C. Batchelor Mrs R. Mackintosh Ms M. Mackinnon Mrs D. MacLeod Mrs A. McLean Miss I. McLean Ms F. Midgley Mrs K. Ross Mr M. Smith Mrs N. Watson Mrs H. Wilson Mrs L. Vass Ms K. Yearsley	
Additional Support Needs Teacher:	Mrs Mary Patullo	
Class Contact Reduction Teachers:	Mrs L. Dumitrescu Mrs A. Mardon	Art Drama
Nursery Staff:	Ms L. Fraser Mrs A. Forsyth Miss I. Geddes Ms N. Islam Miss L. Richardson Mrs L. Shepherd Mrs M. Simpson Miss S. Peebles Mrs M. Kelly Miss V. Hayden	
Pupil Support Assistants:	Mrs J. Bell Mrs S. Black Mrs J. Cameron Ms K. Thorpe Miss S. Cooper Mrs D. Hughes Ms T. Gordon Mrs N. Macdonald	
Visiting Instructors	Mr R. Hamilton Mr N. Matheson Mrs J. Wychrij Miss L. Bolton	Drums Chanter Strings Woodwind
School Secretary:	Mrs A. Karpozis Mrs A. Mackinnon	
Janitor:	Mr A. Sands	

5. The School Day

**We have slightly changed our opening and closing times due to COVID-19.
Please contact the school for more information.**

Primary 1 - 3

9.00am – 10.20am (break time)

10.35am – 11.50pm (lunch time)

12.35pm – 2.30pm

Primary 4 – 7

9.00am – 10.40am (break time)

10.55am – 12.35pm (lunch time)

1.20pm – 3.00pm

Facilities Management Assistant (Janitor)

Monday, Wednesday and Friday

7.45am – 12.00pm

LUNCH BREAK

1.00pm - 4.15pm

Tuesday and Thursday

7.45am – 12.00pm

LUNCH BREAK

1.00pm – 4.00pm

6. School Session 2022 - 2023

School Holidays for the year 2022 - 2023 are as follows:

School commences on Tuesday 16th August 2022 for all pupils

CLOSES	OPENS
Friday 9 th September	Wednesday 14 th September
Friday 7 th October	Monday 24 th October
Wednesday 23 rd December	Monday 9 th January
Friday 17 th February	Thursday 23 rd February
May Day Holiday: Monday 1 st May	
In-Service Day: Monday 5 th June	
Summer Holidays begin: Friday 30 th June	

School Holiday dates can be found at:

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

7. Enrolment Procedures

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. The parent/carer of the child wishing to enrol should contact the school and make an appointment to see the head teacher. At the meeting the child's birth certificate should be brought along and an enrolment form completed. The head teacher should be alerted about any health problems from which the child is suffering. Any other information, which would be useful for the school to know, should be shared with the head teacher.

In line with the Data Protection Act any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

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

A map of our catchment area can be found at -

<http://highland.maps.arcgis.com/apps/webappviewer/index.html?id=531a30ee33564231866ff94e96607f26>

As a parent you have the right to ask for your child(ren) to be educated in a school other than the local school. Information on school placing requests can be found at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Completed forms should be sent to:

Mr Derek Martin
Care and Learning Manager
Council Offices
84 High Street
Dingwall
IV16 9QN

Tel: 01349 868603

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Bridgend they can contact the school to arrange a visit.

Secondary School

The local Secondary School is:

Alness Academy
Alness
Ross-shire
IV17 OUY

Tel. (01349) 883341

Rector – Mr C Paterson

8. Class Size and Composition

Classes of pupils are created at the start of every school year; these classes are made up of pupils in the same range of age group. These age groups are called 'stages' and range from Primary 1 to Primary 7 with a range of ages from 4 years to 12 years. The maximum class size for Primary 1 is 25 pupils, in Primary 2 and 3 it is 30 pupils and from Primary 4 to 7 it is 33 pupils. For a 'composite' class made up of more than one stage, for example Primary 5/6, it is 25 pupils. These maximum figures are set down in national guidelines, as are the calculations for the provision of teachers to pupils. This is based on the total number of pupils in the school. The Head Teacher will share the pupils out into classes amongst the available teachers allocated to the school. Each class is then provided for by a class teacher who will organise the pupils into groups according to the ability of the pupils. When a class is made up of two stages (a composite class) then pupils will still work in groups.

9. Nursery

The aim of the Nursery is to encourage the development of every child in as complete a manner as possible. To accomplish this, the staff provide varied and stimulating play that is appropriate to the under fives, so that children can learn in their own way, and develop as individuals at their own speed.

A funded place is only made available to a child in the term after their third birthday. Please contact the head teacher for further details.

Entry Date to Pre-School/Nursery	"Three Year Olds" Eligible Birth Dates	"Four Year Olds" Eligible Birth Dates
17 th August 2020	01/03/2018 – 31/08/2018	01/03/2017 – 29/02/2018
6 th January 2022	01/09/2018 – 31/12/2018	-
19 th April 2022	01/01/2019 – 28/02/2019	-

[Awaiting dates for session 2021-22](#)

10. Promoting Positive Behaviour

Bridgend Primary believes that positive relationships and high standards of behaviour have a direct effect on the quality of learning and achievement. The school fully endorses the Highland Care and Learning Service Positive Relationships and Bullying Prevention Policy and Guidance.(2020), The Highland Council Building Positive Relationships for School Improvement : Positive Behaviour Policy (2021) GIRFEC and UNCRC.

Rationale

Fundamental to our approach is the principle of inclusion where every child has the right to be educated in our school. We support the view that good relationships and positive behaviour across the whole school community are essential.

Aims:

We aim to ensure that:

- Our children are given every opportunity to be successful learners, confident individuals, effective contributors, and responsible citizens.
- We create an atmosphere of mutual respect, trust and corporate responsibility.
- We have a strong, kind, resilient and caring community where people understand the rights of themselves and others and take responsibility for their own actions and how they affect others.
- We promote a positive inclusive school ethos through positive behaviour strategies and celebrations of success agreed by staff, children and parents.
- We raise standards of attainment, behaviour and attendance for all pupils.

In Bridgend Primary, we believe that developing positive relationships lies at the heart of our strategy for improving behaviour, preventing bullying behaviour, preventing exclusions, improving learning and teaching and raising levels of achievement for all.

Our Positive behaviour policy sets out the range of strategies taken in Bridgend to help children strengthen their emotional resilience and ensure that they feel safe, nurtured, included and respected.

Our children need to know that they are valued as individuals and that one of the main aims of the school is that they are happy and feel they have a voice. Therefore, it will be necessary for the children to understand that we have rules for their safety and well-being. It is recognised that each child is an individual with individual needs and the approach we take may vary depending on what is considered the most appropriate strategy for that child.

You can view Highland Council's Anti-Bullying Policy here:

[https://www.highland.gov.uk/downloads/file/19358/anti_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

11. School Meals and Packed Lunches

School Meals are provided within the school canteen, which is managed by Highland Council. A school meal costs £2.30 per day (£11.50 per week) and **should be paid for at the beginning of each week**. A copy of the dinner menu is issued by Highland Council Catering Service to every pupil. All the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

All **Primary 1-4** children are entitled to a free school meal. The meal is completely optional. There is no application form involved for a child in Primary 1-4 to have a school meal.

If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the head cook.

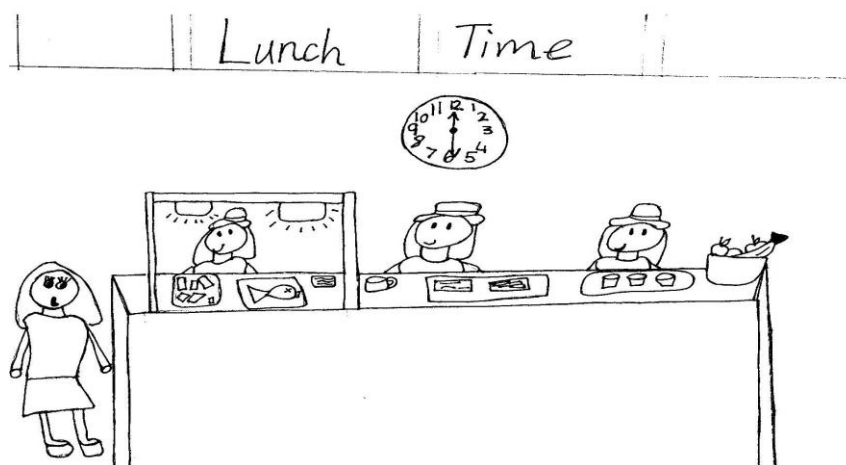
If you are receiving Income Support or Income Based Job Seekers Allowance then your child(ren) may receive lunches free of charge.

Parents wishing to claim Free School Meals may obtain the relevant information and forms at ~

https://www.highland.gov.uk/info/878/schools/9/school_meals

Packed lunches are eaten in the school canteen. Packed lunches should be securely packed in a box which is clearly labelled with your child's name. Drinks may be brought to school to have with packed lunches, however, for safety reasons they must not be in glass bottles or glass lined thermos flasks. Children who have a packed lunch are asked to take their rubbish home in their packed lunch container (except opened juice cartons), as this will allow parents/carers an opportunity to monitor what their child is actually eating in school.

The School Canteen



12. Drinking Water

The benefits of drinking water are now widely recognised. Chronic dehydration can lead to asthma, high blood pressure, heartburn, indigestion, fatigue, backache, joint pain and constipation. Studies show that when children are provided with water in school their concentration improves. As a result of all these factors we provide every child who enrolls at Bridgend Primary School with their own water bottle, which they are encouraged to use on a daily basis.

13. Attendance

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details please contact the school.

It is very important that pupils arrive on time to start the school day at 9.00am. Lateness causes pupils to miss an important part of the day with regard to the organisation of the activities for the day. Regular attendance at school is very important if a pupil is to make the best use of the resources available at Bridgend Primary School.

If your child is going to be absent, then please inform the school by 9.10am on the first day of absence. If your child is absent and we have not been informed then we will contact you to establish the reason for absence. Pupils should bring a note of explanation when returning after a period of absence. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day, therefore we need to know the whereabouts of absent pupils.

Permission to leave during the school day:

If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or carer. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

Children must be collected from school for such appointments

Holidays taken outwith the normal school holiday period:

When considering whether or not to exercise your right to remove your children from school for a family holiday, please 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.

Please be aware of these considerations when making decisions about planning holidays during term time. If you do decide to make holiday arrangements during term, you should confirm this in writing to the head teacher.

We have a new absence line available where parents/carers can leave a message regarding their child's absence. Please use this number up to 8.50am each morning, at which point please revert to the main school number.

Absence Line 01349 885050

For information on school term dates on the Highland Council website please go to –

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

14. Health Care

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.

As far as possible prescriptive medicine should be given at home by parents/carers. If your child requires medication to be taken in school, please note that this will only be administered by staff, where 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. The medication should be unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Other Professional Services

Selective medical examinations are carried out in Primary 1 by the medical staff and parents are invited to attend. Thereafter the School Nurse carries out periodic checks on eyesight and hearing. Parents are informed if there are any difficulties found.

Periodic dental inspections are carried out by the Area Dental officer, who will advise if treatment should be carried out. Parents make their own arrangements to have this done. The Area Dental Officer will not carry out any treatment.

Head Lice

Unfortunately, nits and lice are still around in all schools throughout the UK and we, in Bridgend, are no exception. It is important that parents check their children's heads regularly and if there is evidence of lice infection given the appropriate treatment to the person infected. Please also let close family friends and all close contacts of the child know as they will also need their hair checked. The school would also appreciate notification. Confidentiality is assured in respect of individual children.

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.

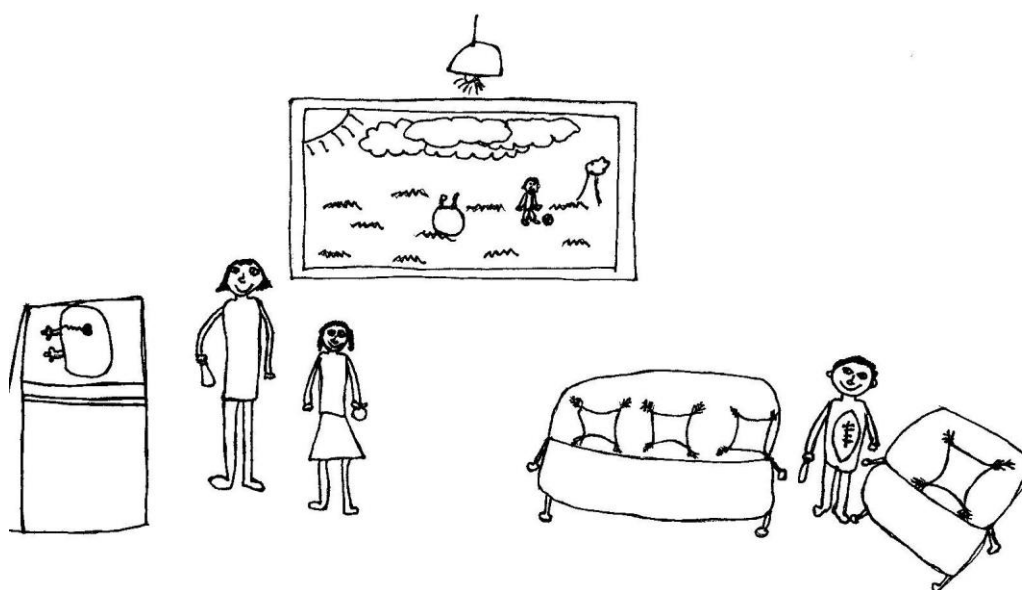
15. First Aid, Accidents and Illness at School

Basic First Aid assistance is available in the school. Minor cuts and bruises are treated by the school staff, however, we will contact you or your emergency contact to pass on this information. There will be occasions when a doctor's opinion or help is required. If it is at all possible parents will be informed before a child is given medical attention at the school or health centre.

If pupils become unwell at school parents are contacted and requested to collect their child(ren), therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils. Pupils will not be sent home unaccompanied or to an empty house. Parents should not send their child to school if he/she is unwell. The school must be informed if a pupil has a medical condition which might put other pupils at risk.

It is important that the school is informed about any medical condition or disability which may cause problems eg. asthma, epilepsy. This information will be treated as confidential.

The Medical Room



16. Child Protection

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

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

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

More information about Child Protection Procedures within Highland Council can be found at ~

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

17. Equality and Inclusion

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

18. School Transport

The arrangements are those laid down by the Scottish Executive - pupils under eight years of age, who live more than two miles from the school, can obtain free transport for the journey to and from school. For children of eight years or more the minimum distance is three miles. In addition children may occasionally qualify for free transport to school because of health reasons or because of physical disability. Parents, the school and transport drivers must co-operate in the interests of the safety of the pupils during journeys to and from school, particularly when children are crossing the road, either to board or leave a vehicle. Where seatbelts are provided they must be worn by the children. Parents wishing to claim for school transport may obtain the relevant information and forms at ~

http://www.highland.gov.uk/info/827/education_and_learning

19. Road Safety

It is particularly important that pupils understand the importance of following the 'Green Cross Code'. In the interest of safety, parents who take or collect pupils, are asked to use the Perrins Road or Shillinghill entrances and not the school car park.

20. Major Incident in School

If a major incident occurred in school (e.g. a fire) the children would be evacuated to the school playing field in order that we could check if all could be accounted for. Everyone would then go to the Averon Leisure Centre to wait for someone to come for them. The Education Office would endeavour to get in touch with parents by telephone. Hopefully, we will not have to face such an event.

Fire practices are held at regular intervals.

21. Early Closure

In the event of very severe weather, or in the event of lengthy power cuts, we must warn parents that it may be necessary to close the school without prior warning. This means that parents should have emergency arrangements ready for their children should this situation arise. To be absolutely certain that no child will be at risk in the event of school closure without prior warning, parents are asked to ensure that each child knows where to go in the event of their parents being away from home.

As a parent, if you are in any doubt as to the danger from severe weather, please retain your child at home. If you have sent your child to school and the weather deteriorates, you are most welcome to come to the school, and ask to take your child home.

By dialling **0800 564 2272** and entering the code **04 1580** you will be given a message with regard to the impact of severe weather conditions on the school.

Information about any closures at Bridgend Primary School would also be broadcast on Moray Firth Radio and be available on ~ <http://www.highland.gov.uk/schoolclosures>

Every November you will be sent a copy of our Adverse Weather procedures.

22. Emergency Contact

It is important that parents provide emergency contact details for their child(ren) in the event of illness etc. during parents' absence from home. Parents should explain alternative arrangements to their child(ren).

This information will be updated every August, **but please inform the school immediately in the event of any changes.**

23. Visitors to the School

Visitors to the school are currently restricted due to the COVID-19 pandemic.
Please contact the school for more information.

In the interests of security all visitors to the school must report first to the secretary's office, which is situated next to the main entrance. At anytime a visitor may be asked to identify themselves by a member of staff. We are sure parents will be aware of the need for such measures.

24. Children at Intervals

Except for children going home for lunch all children must remain within the school grounds at all times. Parents are asked to impress the importance of this on their child(ren). Any child who is a 'home dinner' requires to bring a note to school. On wet or stormy days pupils are encouraged to either play in the shelter areas outside or remain indoors and occupy themselves with suitable quiet activities inside.

25. School Clothing

We have in place a school dress code, although optional, parents are encouraged to follow it. Wearing a school uniform helps pupils foster a sense of identity with Bridgend Primary School. The dress code is based on a navy sweatshirt, a white or jade green polo shirt and dark trousers/skirt. Clothing can be purchased from MacGregor Industrial Supplies 15-17 Henderson Road, Inverness, IV1 1SN. Alternatively, orders can be made by telephone (01463 277755) or online at www.macgregorschoolwear.co.uk

It is important that the clothing worn by the pupils is practical and suitable for school activities. All children should have a pair of indoor shoes into which they can change. This is more comfortable for the children and helps to protect the carpets.

The relevant information and forms for clothing grants can be found at ~

www.highland.gov.uk/info/827/education_and_learning

Cloakroom space for coats, shoes, boots, bags etc. is made available for all pupils. Children should bring appropriate kit for P.E. (shorts, t-shirt and trainers) when required. Due to potential dangers jewellery is not permitted during P.E., we must ask that these items are removed before the P.E. lesson.

26. Lost Property

Parents should ensure that all items of clothing and footwear brought to school are clearly labelled. This is extremely helpful when there is uncertainty about who owns an item of clothing etc. Any losses of property should be reported immediately to the class teacher and the Janitor, to whom any items found are given. Children should not take money or valuable items to school, nor should money or valuable items be left in coat pockets, school bags or left lying around. The school cannot accept responsibility for items lost unless they have been given to a member of staff for safekeeping. Nevertheless, every effort will be made to trace any missing items.

27. Extra Curricular Activities

Throughout the year pupils may participate, within and out with normal school hours, in activities such as athletics, football, cross-country, gardening, etc. We like to encourage parents to be involved with extra-curricular activities. If you would like to take a group or assist with an extra-curricular activity or club please do contact the head teacher.

28. School Fund

The school has a school fund which is used to provide finance for a number of activities – sporting events, transport, Christmas parties, education equipment, performing companies, school excursions etc. Money is raised in a variety of ways.

29. Access to Pupil Records

The school pupil 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 Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data protection legislation and may only be disclosed in accordance with the codes of practice. Further information can be obtained from~

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

Transferring Educational Data About Pupils

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

Data Policy

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

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This 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.

30. Comments, Complaints and Requests for Service

We hope you will enjoy your child's time at Bridgend and we welcome comments or suggestions, which could help us to improve our service.

If you have any concerns about your child's education then you should contact your child's teacher in the first instance. However, we are aware that difficulties can occur from time to time and if you feel you have reason to complain, then please follow the procedure outlined below.

You should contact the school by letter, email or telephone outlining the concern. If you prefer you can make an appointment to speak to the head teacher. Your concern will be investigated and the head teacher will get back to you within a week, if possible.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Care and Learning Manager, who will decide what the next steps should be. Parents will be kept fully informed at all stages and will be invited to attend any meetings held.

Mr Derek Martin
Care and Learning Manager
Council Offices
84 High Street
Dingwall
IV15 9QN

Tel: 01349 868603

30. Pupil Voice

The school has a very active Pupil Council which aims to:

- to make the school a better place
- to include EVERYONE in decisions that are made about our school

Pupil Council members are elected from each class and attend monthly meetings. The minutes of each meeting are then discussed by all classes and Nursery Envoys pop in to the nursery to keep them up to speed with what's happening. In this way, the Pupil Council ensures that ALL pupils have an ongoing say in what we do to make the school a better place

Members of the Pupil Council also attend Parent Council meetings to keep parents up to date with what we are doing and to ensure that both groups work together to improve Bridgend Primary School.

The Pupil Council also works closely with our Eco Committee to improve our school grounds and develop how we are looking after our environment.

31. 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 named person or the Head Teacher if you have any concerns.

Parental Involvement

1. Liaison with Parents

The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses.

For the latest information, please contact the school.

We firmly believe that the teachers and parents are partners in helping each child to achieve his/her potential. It is recognised that parents play a huge part in the education of the child and in school we hope to build further on what each child has learned.

The school holds parents' afternoon/evening sessions twice a year, once in November and again in March, when parents can discuss their child's progress with the class teacher, on an appointment basis.

However, should any parent wish to discuss their child's progress out with these times, they should contact the school to arrange a suitable time with the teacher and/or the Head Teacher. Such discussions are always welcome.

If the class teacher is concerned about some aspect of a child's progress he/she will contact the parents to arrange a convenient time for a discussion to take place. These discussions are informal and are designed to find out how school and home can work together to help the child.

Towards the end of each session each child will be given a report as to how well they have progressed during the year. Your child will also share learning conversations through Seesaw, where they have commented upon the progress made in their learning and their achievements. Including your child's view in the reporting process is recognition of the fact that his/her opinion matters.

From time to time the school will hold afternoon/evening meetings to explain various aspects of school work to which all parents are invited to attend. This is to help parents to understand what we are doing with the children in school.

Termly information letters are sent home to highlight key areas of learning planned for your child/children. There is also a monthly Newsletter which informs parents about various activities and events that have taken place in school and highlights future events to allow parents to plan ahead.

2. On-Going Profiling and Reporting

At Bridgend we are developing our approaches to on-going profiling and reporting. For the children, this is about providing high quality feedback about their progress, having a clear understanding of what they need to do next in their learning and providing a platform for recognising and celebrating achievement. For you as parents, it is about having easy access to this information on a regular basis, so that you can continue to support your child in their learning and celebrate their successes.

We currently use a secure online journal, Seesaw (<http://seesaw.me>) to create an accessible link to your child's learning. This site allows pupils and teachers to evidence learning by uploading photos, videos, worksheets, drawings, voice recordings etc. to their Seesaw journal. These entries can be shared and commented upon privately by you and other family members throughout the school year.

In order for your child to use Seesaw, the app needs your child's name to be able to associate work like their photos, videos or voice recordings with their account. Seesaw only uses this information to provide the service and doesn't: advertise in Seesaw; create profiles of students or share or sell your child's personal information or journal content. You can read more about their strong privacy promises here: <https://web.seesaw.me/privacy>.

Under an EU law called the General Data Protection Regulation (GDPR), in order for your child to use Seesaw, the school must get your consent.

3. Parent Council

A Parent Council is elected by the parents of the school and nursery and meets several times a year to discuss various issues connected with the smooth running of the school. These meetings are open to anyone to attend and the minutes are emailed to all parents and posted on the school blog.

The Parent Council can be contacted by email - **bridgendprimarypc@gmail.com**

The current Parent Council was formed in October 2021.

- | | |
|-------------|--------------------------------|
| • Chair | – Michelle Booth & Claire Owen |
| • Secretary | – Amanda Mackenzie |
| • Treasurer | – Alan Murray |

4. The School Blog

Our school blog can be found at ~

www.bridgendprimaryblog.wordpress.com/

Through our blog we aim to:

- let you know more about the many exciting things happening at Bridgend
- celebrate learner achievement
- share important information

We would encourage you to visit our blog and, if you select the 'follow' option, you will be informed about new posts that will let you know when new content has been added.

5. Standards and Quality Report

Each year every school in Scotland is required to produce a Standards and Quality Report. The report summarises the strengths of the school and what needs to improve. The information is gathered throughout the year in a variety of ways so the report is as accurate as possible. A copy of our report is available on the school blog.

<https://bridgendprimaryblog.wordpress.com/quality-improvement/>

6. School Improvement Plan

This year, because of the ongoing pandemic, all schools in Highland are focusing on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

From the Standards and Quality Report schools are required to write a School Improvement Plan. This is a strategic plan for improvement and is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that bring about better outcomes for pupils. A copy of our plan is available on the school blog.

<https://bridgendprimaryblog.wordpress.com/quality-improvement/>

7. Attainment

Our evaluation of attainment (summary of personal progress) in literacy and numeracy is informed by a range of standardised resources and evidence. We have a robust tracking system in place that informs effective intervention and supports continuous progress in reading, writing and numeracy. The general trend of learners' attainment of age and stage standards in these core areas is positive in relation to a historic average.

Learners attainment of age and stage standard or above in reading has increased slightly by 6% (Nov 2020-Jun 2021) as of June 2021 and the general trend is positive in relation to a historic average of 60%.

WHOLE SCHOOL	Reading - Age and Stage performance					Reading - Personal progress						
	A	B	A+B	C	D	1	2	1+2	3	4	1	2
2012-13	20.9	41.7	62.7	24.3	14.8	71	20.8	91.8	7.6	0	0	9
2013-14	18.6	45.1	63.9	23.8	12.3	73.1	22.7	95.8	4.1	0	0.5	8.3
2014-15	22.4	39.6	62	27	9.4	77.3	21.4	98.7	1.1	0	2.9	7.2
2015-16	21.41	41.76	63.17	26.91	9.07	70.17	27.06	97.23	2.54	0	1.6	8.6
2016-17	21.09	39.96	61.05	27.75	10.36	68.82	27.01	95.83	3.33	0	0.43	12.02
2016-17	22.8	41.5	64.4	26.5	8.9	50.5	45.3	95.8	4.1	0	0.43	12.02
2017-18	18.9	47.6	66.5	25.1	8.4	54.6	41.4	95.9	4	0	3	5
2017-18	21	47	68	25	7	59	38	97	3	0	3	5
2018-19 - F	19	50	70	27	7	50	45	95	5	0		
2018-19 - M	20	50	70	21	9	46	48	94	6	0		
2019-20 - F	19	47	66	25	9	44	49	93	7	0		
2020 NOV	13	48	61	32	7	41	52	93	7	0		
2021 JUN	17%	51%	67%	27%	6%	49%	45%	94%	5%	1%		
Average	18.3	41.5	60.0	25.9	9.4	63.8	32.1	88.0	3.9	0.0	1.5	8.4

Learners attainment of age and stage standard or above in writing has increased slightly to 61% (Nov 20 – Jun 21) as of June 2021 but the general trend is positive in relation to a historic average of 60.2 %.

Year	Writing - Age and Stage performance					Writing - Personal progress				
	A	B	A+B	C	D	1	2	1+2	3	4
2012-13	18.4	41.7	60	30.9	8.9	67.5	26.5	94	6	
2013-14	15.2	47.1	62	27.6	10	65	29.8	95	5	0
2014-15	14.5	49.1	64	26.6	9.6	73.7	23	97	3.2	0
2015-16	15.4	47.8	63	27.3	9.49	66.4	29.4	96	4.19	0
2016-17	21.5	43.7	65	25.2	8.88	62.5	31.5	94	4.07	0
2016-17	14.2	52	66	25.8	7.8	48.6	45.6	94	5.2	0.3
2017-18	12	56.7	69	24	7.3	52.6	41.2	94	5.8	0.4
2017-18	18	51	69	24	7	53	42	94	6	0
2018-19 - F	17	51	68	25	7	47	44	91	9	0
2018-19 - M	19	49	67	25	7	42	47	89	11	0
2019-20 - F	16	51	68	23	6	40	52	92	6	0
2020 NOV	13	48	61	31	8	39	51	90	10	0
2021 JUN	16%	49%	65%	28%	7%	45%	44%	89%	10%	1%
Average	14.9	45.3	60.2	24.3	7.5	50.6	35.6	86.2	5.8	0.1

Learners attainment of age and stage standard or above in numeracy has increased slightly by 4% to 75% (Nov 20 – Jun 21) as of June 2021 and the general trend is positive in relation to a historic average of 64.9%

Year	Maths - Age and Stage performance					Maths - Personal progress				
	A	B	A+B	C	D	1	2	1+2	3	4
2012-13	15.9	55.6	71.5	23.7	4.8	72.5	20.2	92.7	7.2	0
2013-14	12.8	55.2	67.94	24.5	7.5	72.9	23.9	96.8	3.1	0
2014-15	13.9	51.5	65.4	28.1	6.3	78.3	20.4	98.7	1.1	0
2015-16	13.76	55.44	69.2	23.4	7.4	69.39	28	97.39	5.2	0
2016-17	21.83	45.88	67.71	24.42	7.03	66.23	27.01	93.24	2.22	0
2016-17	23.4	50.1	73.6	19.7	6.69	56.9	40.4	97.3	2.6	0
2017-18	22.3	49.4	71.8	20.5	7.7	63.9	31.8	95.6	4.4	0
2017-18	24	46	69	25	6	63	32	96	4	0
2018-19 - F	19	50	70	25	5	59	34	93	7	0
2018-19 - M	19	53	73	21	6	53	41	94	6	0
2019-20 - F	16%	57%	73	21	6	46	48	95	5	0
2020-21 NOV	10	61	71	23	5	45	51	96	4	0
2020-21 JUN	15%	60%	75%	20%	5%	53%	41%	94%	6%	0%
Average	15.1	44.2	64.9	21.5	5.8	57.4	30.6	88.2	4.0	0.0

Please note that the historic data 2012 > 2015 has not been included on the tables above but does influence the averages stated.

Further data on school attainment can be found at –

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

In Scotland it is widely acknowledged that there is a poverty related attainment gap. Pupil Equity Funding is allocated directly to schools and targeted at closing this gap. Every council area is benefitting from the project and 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

At Bridgend we address the equity gap by resourcing and developing a range of targeted initiatives.

8. How Parents Can Help Their Children

- We know that you will nurture and encourage your child throughout their learning journey at home, in their community and here at Bridgend. This is really important, as it helps to develop security and stability in later life.
- Spend time with your child talking about a range of issues and playing various games 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 punishments. 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 eg. 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 the children are doing in school as this lets them know that you value education.
- Check that your child is doing any homework, which has been set.

9. Useful Websites

- ParentLine Scotland is the national helpline providing advice and support for anyone caring for or concerned about a child. Further information can be found at – <http://www.children1st.org.uk/parentline-scotland>
- Parent Zone Scotland is a site developed by Education Scotland which provides a wealth of information on educational matters from 3 -18. <https://education.gov.scot/parentzone>
- Highland Council's website under the Education tab provides information specific to the schools across the authority including holiday dates for up to 3 years in advance. https://www.highland.gov.uk/info/827/education_and_learning

Curriculum

1. Introduction

We aim to offer our children a wide programme of work which we hope will act as a very firm foundation for future learning.

The School has started to adopt 'Curriculum for Excellence' which has been issued by the Scottish Education Office.

'Curriculum for Excellence' covers the eight main subjects offered by most Scottish Schools: Languages and Literacy; Mathematics and Numeracy; Social Studies; Sciences; Expressive Arts; Religious and Moral Education; Health and Wellbeing; Technologies.

The curricular guidelines offer a range of experiences and outcomes which children should meet at various stages in the primary school.

There are five levels (Early, First, Second, Third and Fourth) which are a progression in attainment and experience within each curricular area.

The experiences and outcomes within the Early Level should be attainable in the course of Nursery and Pr.1 by almost all pupils.

The experiences and outcomes within the First Level should be attainable in the course of Pr. 2, 3 and 4 by almost all pupils.

The experiences and outcomes within the Second Level should be attainable in the course of Pr. 5, 6 and 7 by most pupils.

The experiences and outcomes within the Third and Fourth Levels should be attainable in the course of Secondary years 1, 2 and 3 by most pupils.

2. Languages and Literacy

In Language the children are offered a range of activities which will help to develop skills in Listening, Talking, Reading and Writing.

In the early years (Pr. 1-3) the children will be involved in a lot of "play" activities such as:- the home corner; water; sand; jigsaws; junk modelling; plasticene; construction etc. All of these activities are designed to help the children develop a variety of skills in language (as well as the other areas of the curriculum) particularly talking and listening. The teacher will also encourage the children to read by showing them a variety of words and writing them underneath their drawings and paintings. In fact, it is often the children's own drawings and paintings which are used as their first books. When the teacher feels that the child is ready a printed book will be discussed with the child and sent home to be shared with the parents. This will not happen straight away nor will it happen every night. The teacher will be developing reading in other ways during the school day. As the child progresses through the school the reading will be more challenging and greater use of novels will be encouraged. The children will be encouraged to read a range of books, fact and fiction, and discuss them with the teacher and each other.

Once the reading has been discussed with the teacher it will be sent home for the child to practise his/her skills.

In writing, the child at Pr. 1 will be encouraged to express ideas in simple drawings where the teacher writes what the child says. This continues until the child can control the pencil and write each letter correctly.

As the child gets older he/she is asked to write stories, poems, accounts of visits, reports, notes etc. Very often he/she will work on one piece of writing for a week trying to improve upon it after discussion with the teacher.

As well as the content of the children's writing the teachers will be developing the handwriting, spelling and grammar.

At early stages much of the time will be taken up by talking and listening but even at Pr. 7 the child is expected to spend a lot of time in this area of language as it is considered vital for modern day living.

The children are taught French throughout the school and Scot's Language is introduced at P5.

3. Mathematics

During their time in primary school we hope that our children will be able to add, subtract, multiply and divide. However, mathematics is much more than that. The children will work with shapes, graphs, money, measurement etc.

We teach the children using a lot of practical materials such as blocks, counters, protractors, metre sticks, money etc. This is to help the children understand what they are doing. Where possible the maths is related to the local environment and the children's lifestyles.

The children will be encouraged to memorise multiplication tables but only once they have understood what they are being asked to do. Teachers will spend about 10 minutes a day on mental maths.

The teachers will encourage the children to discover mathematical rules for themselves as this will help the children to retain the information. Often they will be set problems which they must try to solve on their own and with other children. Use will be made of calculators to aid the children in solving various problems.

4. Expressive Arts

The Expressive Arts involves the children in Art and Design, Drama, Dance and Music. These subjects, often regarded as frills, are very important for a child's whole development. Through these subjects the children can express their feeling and emotions by using a range of skills. They will learn, also, to appreciate their own work and that of experts. Sometimes specialist teachers are used to help to teach these subjects alongside the class teacher.

5. Social Studies

Social Studies is a combination of history, geography, and modern studies. In primary school we teach these subjects through a theme or project e.g. World War 11, Scotland, Toys and Games, Houses and Homes, Alness , etc.

We hope that the children will learn to appreciate and respect their environment by having a greater understanding of it.

This means that the child will work on a theme and find out as much as they can by using a range of skills such as listening, observing, reading, experimenting, recording etc.

In fact, the emphasis will be on developing these skills as opposed to gaining a lot of knowledge as the child can use these skills in a variety of situations to acquire more knowledge and greater understanding.

It would be usual to start with what the child knows and work from there using the local environment as much as possible.

6. Religious and Moral Education

In Religious and Moral Education we aim to offer the children opportunities to: develop a knowledge and understanding of various religions; investigate and understand the questions and answers that religions can offer about the nature and meaning of life; develop their own beliefs, attitudes and moral values.

As the culture and heritage of our society is traditionally Christian a major part of this area of the curriculum is the study of Bible stories not with a view to promoting Christianity but providing them with experiences upon which they can make informed choices.

To fulfil our aims further we spend time studying some of the World's other religions. This has the added value of preparing our children for life in a multi-cultural society by helping them to understand why different peoples do different things. By adopting this approach we hope that children will form their own beliefs but be tolerant of others.

Running alongside this the children are engaged in a range of activities which help them to appreciate moral values such as honesty, liberty, justice, fairness and concern for others.

Children attend assemblies regularly in order that we can meet together as a whole school and consider various religious and moral issues. Occasionally we sing a hymn. Assemblies are also supported by our local ministers.

Parents who do not wish their child to participate in religious observance are asked to let the school know. That child will be given other work during this time which will be supervised by an adult.

7. Health and Wellbeing

Through our health education and PE programmes we will encourage children to think about their physical, emotional and social health. The children will study a range of issues e.g. diet, fitness, hygiene, dental health, personal and interpersonal skills, sex education, drug education, road safety, etc.

Our aim is to develop knowledge and understanding of the issues so that each child will be able to make informed decisions about the various issues connected with health. Parents will be informed when children are going to be studying sex education and will be given an opportunity to look at the resources used to support the topic.

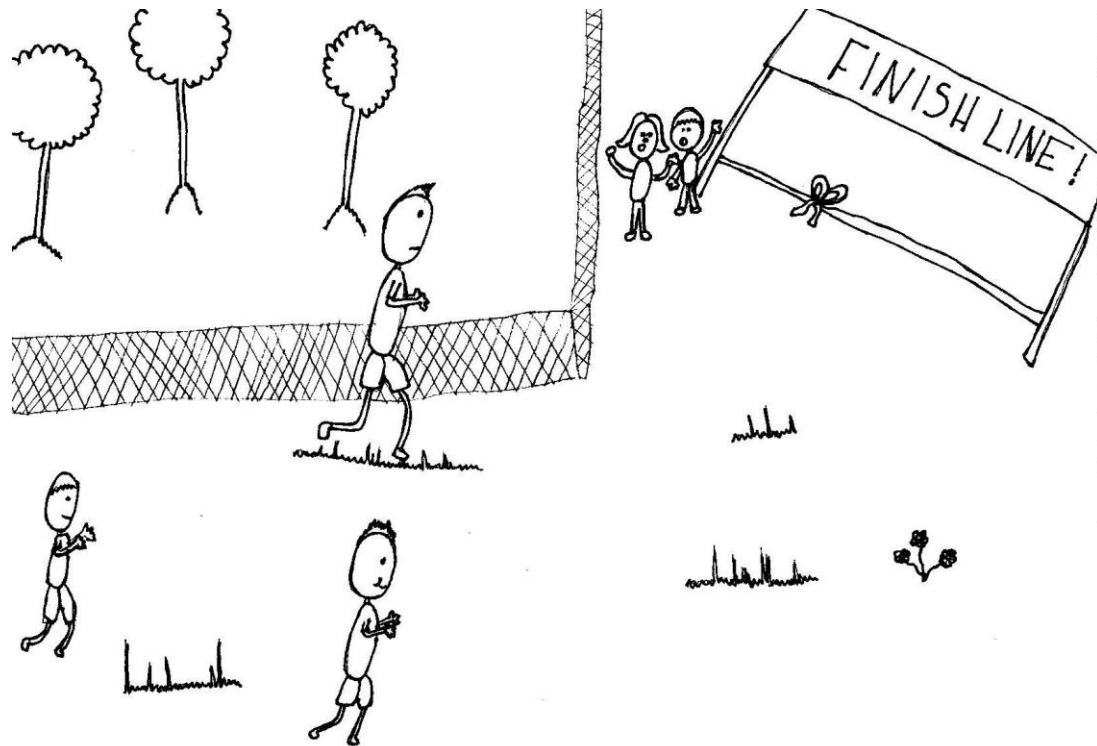
Schools have a responsibility to help each child to develop personally and socially. This is an aspect of education which we believe to be extremely important.

We hope that the children will: have a positive regard for the needs of self and others; develop skills to enable them to participate effectively and safely in society; take increasing responsibility for their own lives; identify and evaluate the values they and society hold and recognise that these affect thoughts and actions.

We try to develop a high self-esteem in each child which is so important if pupils are to benefit fully from their time in school. We attempt to achieve this by being positive with the children and praising their efforts and achievements.

Along with the development of high self-esteem we try and help the children to form good relationships with each other as it is so important in the society of which they are part.

The children are given increasing responsibility as they progress through the school such as getting various pieces of equipment for themselves, helping with the younger children, etc.



Cross Country Race
By Grant Reilly

8. Technologies

The technologies curriculum offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials have real applications. Children will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children are to play a major part in the global economy and embrace technological developments in the 21st century

Pupils in P6 and 7 receive their 1to1 Chromebook device, which they will use in school and at home to enhance their learning. Pupils will use Google Apps for Education to help develop their technology and organisational skills as well as a way to assist their learning. Pupils in P1-5 will also spend time using Chromebooks across the curriculum.

We believe that it is important that children develop a range of ICT skills as it has become such an important “tool” at work and at home. It enhances the quality of learning and teaching as it offers teachers and pupils the opportunity to communicate and research locally and across the world.

9. Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

10. Teaching and Learning

The teachers will use a variety of methods when teaching. Sometimes they will teach the children as a whole class or as individuals but more likely the children will be in groups working on similar activities.

The teacher will ask a range of questions which require the children to think. Some of the time the children will be working on worksheets which require them to make notes, write reports, carry out experiments, solve problems, work with various materials, make use of ICT, discuss issues with their class-mates etc.

On occasions the children will be working outside the classroom to collect data, sketch, carry out fieldwork, read maps etc.

11. Assessment

Assessment is an important part of the teaching and learning process. We use assessments to check that progress has been made and that the needs of the individual are being met. The results are also used to help the teacher plan the next piece of work in the sequence. The teacher is continually assessing the children's work by listening to them, looking at their work, discussing activities with them etc.

Examples of the children's work are kept in a folder in order to see how much he/she has improved.

12. 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 well-being. At Bridgend the named person is the head teacher.

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who at Bridgend, is the head teacher.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. 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](#)

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

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

If your child is in need of additional support then the support for learning teacher may become involved. The support for learning teacher is part of the staff team. His/her role is to support and respond to pupils' needs as they arise by assisting both pupils and respective class teachers. He/she works in the areas or the support for learning room with pupils from across the ability range, including the most able.

Some of the pupils may have specific learning difficulties. When such cases arise, we may have to liaise with outside professional agencies e.g. educational psychological services, speech therapy, etc. to enable these pupils to reach their potential. Parents will always be consulted about the course of action suggested.

Pupil Support Assistants have now been incorporated into the team. They work with both class teacher and the support for learning teacher, to provide additional support to carry out the learning programme for the pupils with specific learning difficulties. Their duties include scribing stories, tape recording texts, helping children work with the computer, etc.

The support for learning teacher works with pupils' parents by meeting them at school or at Parents' Evening to discuss their child's needs.

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. At all times the aim of support for learning is to work in partnership with class teachers, parents and pupils to facilitate successful learning.

We seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should make an appointment to speak to the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Further information and support to parents of children and young people with ASN can be found at:

- Enquire – the Scottish advice and information service for additional support for learning
<http://enquire.org.uk/>

- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- Scottish Child Law Centre, an organisation providing free legal advice to young people

13. Homework

A small amount of homework is normally set for pupils from Monday to Thursday evenings. There will be times when children will be asked to carry out assignments at home relating to the Environmental Studies theme being studied by the class. It will not be the intention to ask a child to do work at home that has not been fully explained to him or her in class. On occasion unfinished class work may be sent home for completion.

Please recycle me.

