

INVERGARRY PRIMARY SCHOOL

SCHOOL HANDBOOK

2022/23



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The current pandemic has affected 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 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](#).

Head Teacher's Letter

The purpose of this brochure is to give you as much information, in an easily digestible form, about our school.

Home, school and community are powerful influences on your child and by working together we can ensure that your child is given a well-structured, varied and sound education. In this rapidly changing technological age it is important that we provide an educational experience which is relevant to their present and future needs.

If you have any concerns that arise for you or your child, do not hesitate to contact the staff in the school, they are welcoming and will gladly assist you at any time.

You are most welcome to get involved in the life of the school. We have an elected Parent Council who meet regularly, and you are very welcome to join. We encourage parents to come into school and help out, and we also rely on parents to transport children for extra-curricular activities such as swimming and skiing.

Please do not hesitate to come and discuss any queries you may have, to express your opinions, or to offer your services.

Finally thank you for taking the time to read this brochure. The school staff very much look forward to a happy and successful partnership with you and your child.

General Information

School Address

Invergarry Primary School
Invergarry
PH33 4HG

School Roll - currently 27 pupils

School Hours - 9am - 10.45am,
11.00am - 12.30pm,
1.30pm - 3.15pm
(P1-3 finish at 2.45pm)

Telephone 01809 501317

Mobile

Nursery Roll - currently 4

Nursery Hours - 9.00am - 3.00pm

E-Mail invergarry.primary@highland.gov.uk

Website : <https://sites.google.com/highlandschools.net/invergarryprimary>

School Staff

| | |
|---|--|
| Ms E Brown - Head Teacher | |
| Mr T Perkins - PT & P5-7 Teacher | Mrs J Gilchrist - Teacher P1-4 |
| Mr N Sedgewick - P5-7 Teacher (CCR time) | Mrs W MacDonald - EY Practitioner |
| Miss C Brown - CCR, P1-7 Teacher, 1 day per week | Mrs J O'Sullivan - P1-3 Teacher 1 day |

| | |
|---|--|
| Mrs C Cameron - Music (1hr per week) | Mr M Osborne - Strings tutor |
| Mrs C MacPherson - Pupil Support Assistant | Mrs W Riddle - Pupil Support Assistant |
| Mrs L Grant - Pupil Support Assistant | Mrs S A-Barreno - Pupil Support Assistant |
| Mrs E Whyte - Clerical Assistant (17 hrs) | Mr C Farnam - Janitor (3 hrs) |
| Mrs G Caruthers - Cleaner | |

Associated High School : Lochaber High School, Camaghael, Fort William

Invergarry School Aims

1. To present the Curriculum for Excellence through interesting and challenging programmes of work, taking into account each pupil's needs.
2. To provide a safe and happy environment where all pupils can learn effectively.
3. To encourage all pupils to develop self-confidence, self-esteem and self-discipline, and encourage responsible attitudes.
4. To promote strong home-school links, working in close partnership with parents, for the benefit of all pupils.
5. To encourage all pupils to raise their levels of attainment, by promoting an ethos of achievement throughout the school.
6. To continue the personal and professional development of all staff, and encouraging teamwork, for the benefit of all staff and pupils.
7. To foster an appreciation of our local and much wider environment, and a feeling of responsibility for the school and the community.
8. To promote health and wellbeing in the school, and encourage pupils and staff to understand the important effect that improving their health and wellbeing will have, on raising attainment, fulfilling potential, and improving quality of life.
9. To promote equality and inclusion, and enable every pupil to benefit from education, with particular regard to pupils with disabilities and special educational needs, and those from different cultures and backgrounds.
10. To ensure that through the curriculum, the aims of the 'Curriculum for Excellence' are met.

ABOUT INVERGARRY PRIMARY SCHOOL

Invergarry Primary School is a busy, happy environment where we actively encourage home/school/community links.

We have an active, supportive and hardworking Parent Council.

Our building is situated in the heart of the Invergarry Village on the Skye road. The school caters for children from Invergarry and surrounding areas. Children from outwith these areas also attend the school after applying for a placing request via the Area Education Office.

We are extremely fortunate to have excellent facilities, equipment and accommodation in our school.



Class organisation

At present we have 2 primary classes, P1-4 and P5-7 with numbers varying between 10 and 13 pupils.

The school has many years of experience managing this system, to ensure the needs of all the pupils are met to the very best of our ability.

There are experienced and committed staff members allocated to each class and additional expertise is provided by visiting part-time staff to assist with music and support for learning. There are also opportunities for pupils to take tuition in strings.

The school is well resourced musically, and all pupils are strongly encouraged to play their own, or the school's instruments in all musical productions.

Nursery Class

We have a nursery classroom within the school which opens from 9.00am-3.00pm, offering a flexible approach for parents. Nursery is open to pupils that are accepted according to current Scottish Government guidelines. The Care Inspectorate. HMIe also inspected the nursery and these reports can be accessed on the Education Scotland website.

Enrolment

Information is published in the school, local shops and in the local press when Enrolments for nursery and P1 are taking place.

Primary 1 Enrolment Week -31/1/2022-4/2/2022

Nursery Enrolment Week -14/02/2022-18/2/2022

If you wish to enrol your child at any other time please contact the school to arrange an appointment.

If you would like to visit the school prior to enrolment, we would be delighted to show you around and give you the opportunity to meet the staff and pupils.

Please contact the school to make arrangements.

Placing Requests - Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Area Education Office, Camaghael Hostel, Camaghael, Fort William. 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 placing request pupils, is a parental responsibility.

If pupils live outside the school catchment area and their parents wish them to attend Spean Bridge or Kilchuimen Primary Schools they are very welcome to contact the school to arrange a visit.

Secondary Education

Pupils from Invergarry usually transfer from P7 to Lochaber High School, Fort William.

The Head Teacher is Mr Scott Steele.

School Transport

If you live in the school catchment area and if your child is under 8 years of age and lives more than two miles from the school, or if your child is over 8 and lives more than 3 miles from the school, then free transport will be provided.

If you live outside the catchment area you may be able to apply for concessionary travel if there is space on the existing transport.

If your child uses school transport, please ensure that you advise the driver or school office if your child is not using the transport service for any reason. This communication is vital and is the parents' responsibility. Only those children who have been authorised to use school transport may do so for insurance purposes.

School Uniform

The school uniform is as follows: - royal blue school sweatshirt, grey/black skirt/trousers, white shirt/blouse. School uniform orders go out in May and November.

We also ask that the children come to school suitably dressed for protection against the elements - waterproof jackets and sensible footwear. Pupils should also have a pair of shoes, trainers or slippers for indoor use only. Shorts, T-shirts and gym shoes must be worn for P.E. We also have PE outside therefore joggy bottoms and a hoodie is encouraged.

Pupils are discouraged from wearing jewellery to school, and if worn it must be removed for PE. Football tops / logos are not permitted.

Parents should ensure that all the above items are clearly labelled with the pupil's name.

Application for Assistance with Footwear and School Clothing

If you are in receipt of Income Support or Working Families Tax Credit can apply for the above. Forms are available from the school office in strictest confidence. These are also available on The Highland Council website as follows:

[https://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

PE/Spare Clothing

Shorts, T-shirts, joggy bottoms/leggings, hoody and gym shoes/soft trainers (not black soles) are required for PE. These should be kept in school in a gym bag during the week.

All garments must be labelled e.g. jackets, gym shoes, sweatshirts etc. as this aids identification for the pupils and staff. A number of unclaimed/unnamed items of clothing and personal belongings are handed in throughout the year. We have a lost property box in the school office and each term this box is emptied and any unclaimed clothing donated to a local charity.

Indoor Shoes

All the children must have named indoor shoes that they can change into after being outside. This is important to maintain the floor coverings from mud etc.

School Letters

Letters will be sent home in the eldest child's school bag. We have also been using 'Class Dojo' to keep parents informed of events and news - it is quick and easy to use and is regularly updated.

Please contact the school office and we will add you to our email mailing list.

Book Bags

Our younger pupils are given a book bag for reading books, letters, homework, etc. Please help us by encouraging your child to take care of the 'book bag' and use it appropriately.

Pupil Absences

Parents/carers must contact the school as soon as possible if their child is absent from school or nursery. The school office is manned from 8.30 am each school day. In the interests of child safety, please note that if we have not heard about the reason for a child's absence by 9.30am we try to contact the child's home by telephone. If no contact can be made, a record will be noted. If the child is still absent after 3 days and no contact can be made with the parent, the details have to be forwarded to the Care and Learning Office. Please remember that on the child's return to school for any reason of absence, it is important that you send your child with a written note explaining their reasons for not being at school.

For pupils who are to be taken out of school for a reason other than illness, e.g. for an appointment or holiday, a note must be provided prior to the absence. Good attendance is vital if pupils are to achieve their full potential and absences during term time can significantly impact on achievement. The Scottish Government and the Highland Council have issued very clear guidelines on this and schools are required to keep an attendance register by law.

The school dates are set and published well in advance on the school and Highland Council websites, or copies are available from the school office.



Phone Lines

There is only one phone line into the school (01883 501317). The office is manned from 8am Monday, Tuesday and Friday by the clerical assistant Mrs Elizabeth Whyte and by staff; however you will appreciate that there are times, out with our control, when we are unable to answer a call. In the event that you cannot get through to the school office on the landline please leave a voicemail message or send an email to the Head Teacher.

Schools Information Service

Invergarry has a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher. You can also use the system to hear general information messages about events at the school.

How to use the service.

- Dial Highland Council's access number - 08700546999
- Now enter your own school's pin number 042260
- You will now hear the school's name.

- You will now be taken to the MAIN MENU where you will be given 3 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 3 to hear general information messages

The school may use this as an additional way of informing parents about school events.

You can also access the highland school closure website on:

http://www.highland.gov.uk/info/827/education_and_learning for school closure information.

Information on school closure due to adverse weather will also be published on Nevis Radio.

School Meals

You may be able to apply for free school meals and assistance with clothing from the authority. Currently, Invergarry Primary School does not offer school meals and parents bring packed lunches in for their children. If you qualify for free school meals the local authority sends money to compensate for the fact that school meals are not provided.

As a Health Promoting School we strongly encourage and promote healthy packed lunches, school lunches and healthy snacks.

Parking

The car park within the school grounds is for staff only. Parents are encouraged to park in the post office lay-by and walk their children to the school entrance from there.

Electronic Toys/Mobile Phones 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 a child must have their mobile phone with them in school, the school should be informed of the reason. The phone should be handed in to the school office first thing in the morning and collected at the end of the school day.

Parents/Guardians/Carers as Partners

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. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Information on Class Dojo

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress and parental information is also obtained from questionnaires issued.

Our Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chairperson.

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: <http://www.educationscotland.gov.uk/parentzone/>

We welcome and need parent helpers. If you are able to offer any skills, time or energy we can use you! Being a parent helper gives you the chance to see us at work, and to build an active partnership with the school which will benefit your child and others. Parent helpers are involved in ICT, cooking and baking, craft activities, playing games, the school garden etc. We have guidelines if you wish to help so please contact the school office.

School Assemblies

We have a whole school assembly every Friday morning at 9.15am. We have visits from many different religious groups, charities and community groups each term. We also use assembly time to showcase pupil activities and performances, present our weekly pupil awards, and celebrate other pupil achievement in and out of school.

We also have special assemblies, for example to celebrate Harvest, and also to promote the many charities we support such as the Blythswood Christmas Box Appeal.



We warmly welcome parents at all our assemblies, however please contact the school beforehand as occasionally times/days may need to be changed. Parents have the right to withdraw their child from religious instruction and observance if they wish and special arrangements will be made for these pupils.

School Garden

We are an Eco School and strongly promote environmental values. We also have a productive school garden, although this is presently being relocated due to the siting of the new building, and each class has regular gardening sessions. Produce from the garden is used for cookery sessions for the pupils and also in the school canteen.

The school garden and grounds are also used as an outdoor classroom.

Extra curricular Activities

We have a broad curriculum of extra activities here at Invergarry. We have numerous trips out with the school every year as well as some residential ones for P6 and 7. We also run playground leaders at lunch, where P7 lead games for the children twice a week. The parent council runs summer activities for all pupils after school on Fridays in the Summer and we have many visitors throughout the year supporting various parts of the curriculum that we may be focussing on, relating largely to health and wellbeing as well as STEM. Most of

these activities extend and utilise our position geographically and support our ethos of outdoor learning through supporting children's independence, leadership and autonomy.

Residential Trips

The Primary 6 & 7 children have the opportunity to attend a 3 day residential trip in June, either a city trip or an outdoor education trip every other year. This helps develop independence, team work and social skills prior to moving from primary to secondary school.



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Health

The school nurse visits the school periodically for health talks with the older pupils, to check hearing and sight with new pupils, and general medical checks with P1 & P7. You will be informed and invited to attend if your child is required to have a full medical in either P1 or P7. Please feel free to contact the school if you wish to speak with the school nurse at any time.

The school will also contact parents about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness.

The school dental unit also visits the school for dental checks with the P1 & P7 pupils.

The school also has strong links with other agencies such as speech and language therapists, occupational therapists, and educational psychologists.

We have procedures for administering medicines in school. If your child has to take medication during school time it must be clearly labelled with the child's name and administration information and handed to the class teacher.

Head Lice

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. You need your usual shampoo, conditioner, and 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. Please contact the school to enable us to inform parents. This will be done confidentially and personal details will not be disclosed.

For further information see:

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

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.

We closely follow the guidelines in 'For Highlands Children 3' which is an Integrated Children's Services Plan for children.

This structure has provided a sound basis for the development and implementation of 'Getting it Right for Every Child' (GIRFEC).

Information on these documents can be found on www.forhighlandschildren.org.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at http://www.highland.gov.uk/info/1361/childcare_and_familycare/438/child_protection

All agencies involved in Child Protection regard the welfare of children as paramount and this is our priority.

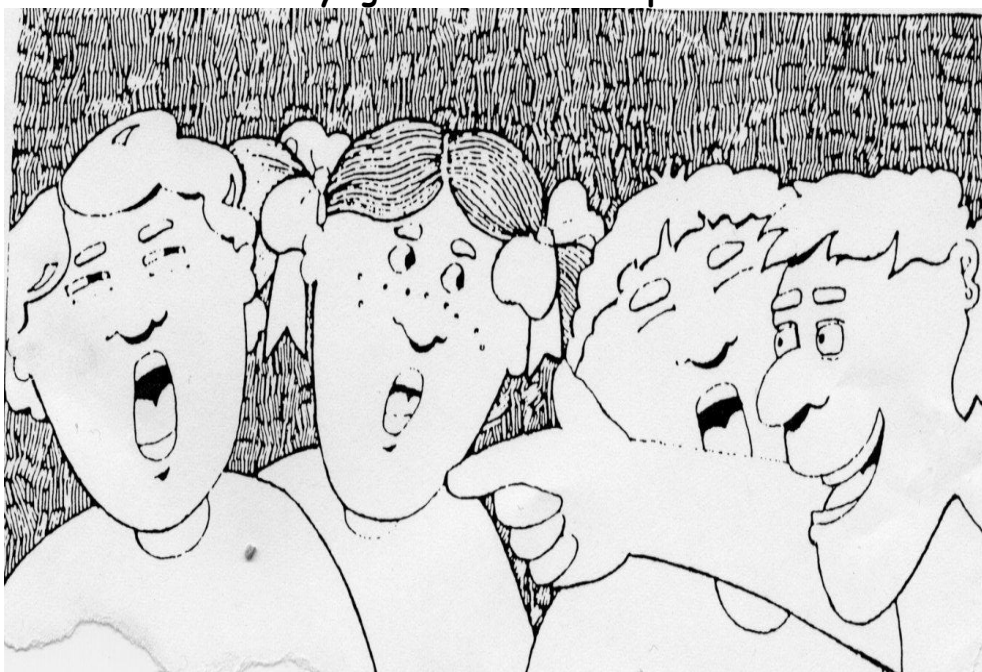
Positive Behaviour Policy

Responsibility for promoting positive behaviour lies with all members of the Invergarry Community including pupils, staff, parents and the wider community. Pupils, staff and parents are expected to model excellent behaviour and a positive attitude at all times. A good standard of behaviour is expected. Action taken when behaviour is unacceptable will depend on circumstances, but serious indiscipline means contact with parents for discussion.

School Rules at Invergarry Primary

Children are taught the importance of having the right to learn in a positive, nurturing and appropriately challenging learning environment. We have all agreed on the following rules to ensure that excellent standards of behaviour have a positive impact on everyone's experiences within Spean Bridge Primary School. These rules should be followed in class, throughout the school and in the playground. They are reinforced during class learning, in the playground, at assemblies and through class topics. These rules have been based on a positive behaviour approach to ensure that they are clear and easy to follow.

Bullying - A Positive Response



It is important that all children know that both home and school care about bullying, that the children know that they can speak out freely and confidentially if they are being bullied, and that an effective course of preventative action will be taken. The main message for everyone is that prevention is better than cure. Positive steps taken at the onset of witnessed or reported bullying will help to combat the problem. We look forward to a positive partnership with all our parents to resolve any situation which may occur.

In educating your child we try to create within our school a positive environment, which is relaxed but purposeful, and where the pupils work conscientiously and cooperatively with everybody, whether staff, parent, helper or fellow pupil. We encourage mutual trust, respect and confidence. We treat each other with respect and courtesy and do what we can to be sympathetic and take into account individual needs such as learning difficulties, social problems or cultural aspects. In fostering these attitudes we hope to help all children to work to achieve their potential.

Behaviour which is contrary to our code of conduct is not only upsetting, it is extremely disruptive and time-consuming. It affects not only the undisciplined child, but also the whole school. It wastes precious teaching time. Any behaviour which does not fit our code of conduct is unacceptable and various strategies will be adopted to help any child who cannot participate effectively in our school life, whether in the playground or in the classroom

Procedures for dealing with behavioural difficulties

If a child is experiencing behavioural difficulties then, initially, he/she will be dealt with within school in close consultation with parents.

If he/she is still experiencing difficulties then advice and help will be sought appropriate outside agencies.

The school procedure is as follows :

1. Minor incidents are dealt with by classroom teachers or auxiliary staff and parents may be informed.
2. More serious incidents or repeated incidents are dealt with by the class teachers Principal Teacher or Head Teacher, are noted in the incident log folder, and parents are informed. A home/school diary may be set up.
3. If poor behaviour continues, a behaviour programme is set up in consultation with the parents.
4. Advice from outside agencies e.g. Psychological Service, Community Paediatrics is then sought if all above interventions are unsuccessful.
5. On very rare occasions it is necessary to exclude children from school, but only to allow a fresh start and a chance to consult with parents moving forward.

General Guidance

The school prides itself in having a very positive ethos where the pupils are caring, confident and responsible individuals. School rules are common sense ones that allow us to live in harmony with one another.

- Pupils are required to conduct themselves in an orderly and safe manner, in and around the school.
- Pupils may not leave the school grounds during the normal school hours without first having obtained permission.
- Proper care must be taken of all school property and equipment.
- Money or valuables should be kept in the classroom or handed in to the school office.
- The wearing of makeup, nail varnish and jewellery is discouraged. For safety reasons, pupils with pierced ears should wear only studs, and watches/rings should be removed prior to a PE lesson.
- Football tops and items with football logos are not permitted in school.



Parent Council

Each parent/carer of children in the school is automatically a member of the Parent Forum. Representatives from the Forum then volunteer to serve on the Parent Council supporting the school, and actively encouraging all parents to work in partnership with the school to enhance the pupils' learning and educational experiences.

Our present Parent Council members are:

Mhairi Davies
Anna Cooper
Bianca Swannell

We always welcome new members and if you are interested or have views you wish to express about educational issues, please contact the parent council by email: invergarry.primary@highlandpc.co.uk

Parent Fundraising Group

The school also has an active Parent Group who raise funds for the school, and organise and help out at school events. New members are always welcome just come along to the next meeting.

Curriculum and Assessment

How is learning organised?

The Curriculum

The curriculum is arranged in progression 'straight through' - from nursery to 18. There are six curricular **levels**:

| Level | Stage |
|------------------|-----------------------------|
| Early | The pre-school years and P1 |
| First | To the end of P4 |
| Second | To the end of P7 |
| Third and Fourth | S1 to S3 |
| Senior Phase | S4 to S6 |

There are eight **curricular areas**:

Sciences, Languages (including English and Gaelic), Mathematics, Expressive Arts, Social Studies, Technologies, Health and Wellbeing, Religious and Moral Education.

For each curricular area, within each curricular level, there are **Experiences and Outcomes**. These describe young people's learning from a pupil perspective and take the form of 'I can . . .' or 'I am able to . . .' statements.

Learning and assessment takes place in school and out in the community.

Examples of Experience and Outcome from Sciences:

Early Level (Pre-school to P1): 'I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.'

Fourth Level(S1 to S3): 'Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for fertiliser, taking account of its environmental impact.'

Assessment

Assessment of a child's work and progress is monitored continuously by the class teacher in their daily observations of the class using a variety of methods.

Various methods of assessment are used on an ongoing basis. These include both formal and informal observations, pupil self-assessment, peer assessment and structured standardised assessments.

A key feature of assessment is formative assessment. Formative assessment is the teacher and child working together to support learning. It is about teachers giving effective feedback to pupils and the active involvement of children in their learning.

Pupils are also involved in self and peer assessment which is used in order that they can identify their own areas for development or next steps. This would be done by the class teacher working with them and sharing learning targets.

Assessment information is used to:

- monitor progress
- to give information to teachers about skills, knowledge and understanding
- to identify difficulties
- recognise strengths in order to plan learning experiences which take into account the child's needs
- inform next steps used to report to parents

At the end of P1, P4 and P7, pupils are required to undertake Scottish National Standardised Assessments. Further information can be found here:

<https://standardisedassessment.gov.scot/parents-and-carers/>

What evidence of progress will we see as parents and carers?

Much assessment involves the learner and teacher in discussing what is the best evidence of progress at a particular point. It is important that the learner is engaged in gathering this evidence. This helps to develop a sense of ownership and responsibility.

Work is gathered, recorded and saved on individual Pupil Learning Profiles.

These profiles will include:

- written work - reports, stories, letters, instructions . . .
- presentations - power-point, notes . . .
- photographs and DVDs

- drawings, diagrams, sketches, plans . . .
- information on progress across curricular areas
- information on progress in literacy, numeracy and health and wellbeing
- a learner's statement outlining best achievements in and out of school
- a record of awards and qualifications.

Learner's Statement Evaluation

'I felt very proud when I put examples of my work in my Portfolio and described my best achievements in my Learner's Statement. It was the first time I had mentioned my martial arts awards in school. My dad was also proud.' P7 pupil

How is progress reported to parents and carers?

The Profile and Report will be sent home for you to read and discuss with your child periodically through out the year. The profile will additionally be available for parents to see on 4 occasions during the school year, so that key assessment tasks can be seen.

At the end of the session a broad summative report will be sent home for each child, the report contains a summary of 'Personal Progress Statements'. This is unique to Highland. The teacher makes a judgement about whether your child is working to potential in Reading, Writing and Mathematics. This appears as one of the following statements:

| | | | |
|---|---|---|---|
| <i>Making good progress through consistent application to learning activities</i> | <i>Making appropriate progress through consistent application to most learning activities</i> | <i>Some progress being made but this is hampered by inconsistent application to learning activities</i> | <i>Not making appropriate progress due to inconsistent application to learning activities</i> |
|---|---|---|---|

The teacher also makes a judgement about how your child is doing compared to expectations for his/her age group (as outlined on page 1).

This appears as one of the following statements:

| | |
|---|---|
| <i>is consistently performing at the expected standard for his / her Primary Stage.</i> | <i>is sometimes performing at the expected standard</i> |
|---|---|

| | |
|---|--|
| | <i>for his / her Primary Stage.</i> |
| <i>is consistently performing beyond the expected standard for his / her Primary Stage.</i> | <i>is not yet performing at the expected standard for his / her Primary Stage.</i> |

The teacher adds his or her own comments to explain these statements further.

The Profile and Report is not the only way schools will report progress. They will also do this throughout the session by:

- sending the learner's work home to be discussed
- sending the learner's Profiles home to be discussed.

This includes interim reports - short snapshots of progress and achievement for literacy, numeracy and health and wellbeing.

- teacher presentation and discussion at parents' evenings and informal meetings.

Parents are formally contacted twice a year about their child's progress. There are parents evenings in November and June and an appointment system is used. As outlined above your child's Profile and Report will be sent home prior to the June meeting.

We strongly encourage parents to contact the class teacher for an appointment at any other time if they have concerns about their child's education or well-being, or to clarify any other issue. We greatly value our strong partnership with parents.

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. The named person in primary school is usually the Head Teacher.

At present we have four permanent and one part time pupil support assistants (PSAs) working across the classes.



Our support for learning team supports all the pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas of curriculum. The support for learning teachers also assists the class teachers with materials/resources for use in the classroom, and administers pupil assessments as appropriate.

Where a child has specific needs, the most appropriate help is given through negotiation and consultation between Head Teacher/PT, class teacher, support for learning staff, parents, and where appropriate, pupils. We hold inter-agency meetings with school nursing/social workers and other support specialists when required.

If a child's needs are such that further guidance is necessary, then it may be necessary to refer the child to specialists such as the educational psychologist, speech therapist, occupational therapists and outreach workers. Their expertise lies in assessing how the child is learning and where difficulties lie. With any learning difficulty parents/carers are fully involved at every step.

If you have a concern about your child please contact your child's class teacher in the first instance or the 'named person'.

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

Prior arrangements are made to support pupils with additional support needs to ensure successful transition to secondary school

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

http://www.highland.gov.uk/download/downloads/id/11/coordinated_support_plan

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

We closely adhere to the information specified by the Education (Additional Support for Learning) Scotland Act 2009 which replaces the 2004 Act.

The Curriculum

The knowledge, skills and attitudes we are teaching.

This school uses The Curriculum for Excellence experiences and outcomes as outlined by Highland Council Guidance, to provide an appropriate curriculum for each and every child in the school.

The Curriculum for Excellence is a cross-curricular approach to teaching through the following eight curricular areas :

Mathematics and Numeracy
Languages and Literacy
Health and Wellbeing
Religious and Moral Education
Expressive Arts
Sciences
Social Studies

Mathematics and Numeracy

The Mathematics curriculum can be defined in the following 14 areas:

Estimation & Rounding
Number & Number Processes
Multiples, Factors & Primes
Fractions, Decimals and Percentages
Money
Time
Measure

Mathematics - Its Impact on the World, Past, Present and Future
Patterns & Relationships

Expressions & Equations,
Properties of 2D Shapes & 3D
Objects
Angles, Symmetry &
Transformation,
Data & Analysis,
Ideas of Chance & Uncertainty

Mathematical activities in this school are to develop knowledge, understanding and skills in these areas.

Mathematics is closely structured with each new idea building on preceding ones. The

school uses Tee-Jay Maths and Heinemann Active Maths. Both are activity-based schemes which encourage the children to see that mathematics is a vital part of the world in which they live. It helps the children keep abreast of the changes in our technologically centred world. Computers and calculators are introduced at an early stage in teaching mathematics. They are tools for learning but they do not replace understanding.



Languages and Literacy

The Languages curriculum consists of Literacy and English, and Modern Languages (French).

The four broad areas of Literacy are Listening, Talking, Reading and Writing.

Language activities in this school have the following purposes:

Listening -

- to obtain information and respond appropriately;
- to establish relationships and interact with others;
- to appreciate the feelings of others;
- to reflex upon ideas, experiences and opinions;
- to gain imaginative and aesthetic pleasure.

Talking -

- to convey information;
- to establish relationships and interact with others;
- to express feelings;
- to present, share, clarify and reflect on ideas, experiences and opinions;
- to give imaginative and aesthetic pleasure.

Reading -

- to obtain information and respond appropriately;
- to appreciate the feelings of others;
- to reflect upon ideas, experiences and opinions;
- to gain imaginative and aesthetic pleasure.

Writing -

- to convey information;
- to express feelings;
- to order, clarify, record and reflect on ideas, experiences and opinions;
- to give imaginative and aesthetic pleasure.

As language is the principal medium of learning and instrument of thought, and since it is basic and essential to all other areas of the curriculum, we concentrate on teaching and developing these skills. During their years at Spean Bridge Primary School, these skills are taught and developed in a variety of stimulating ways. The children are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and storytelling. Most of our language work, both oral and written stems from project work. Much effort is aimed at helping the pupil to produce good writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc. To enable the pupil to express himself legibly on paper we use the Nelson handwriting scheme and also encourage the pupil to use the computer for word processing. The computer keyboard is introduced in nursery.

Health and Wellbeing

The Health and Wellbeing curriculum covers the following areas :

Mental, Emotional, Social and Physical Wellbeing
Planning for Choices and Changes
Physical Education
Food and Health
Substance Misuse
Relationships, Sexual Health and Parenthood

We have a gym hall which is well equipped with a wide range of PE equipment including large and small apparatus, and we also have a large, grassy outdoor area. Each class has two sessions of physical education per week and often more. The children take part in team games (i.e. volleyball, basketball, football, rounders), dance (modern and social), athletics, gymnastics, swimming and skiing.

Religious Education and Moral Education

Spean Bridge Primary School is a non-denominational school. All of the children meet for a weekly assembly, with the head teacher and sometimes other religious organisations. Each class, including nursery, leads the assembly at various times throughout the year.

The Religious and Moral Education curriculum can be defined in three broad areas:

Christianity
Other World Religions
Development of Beliefs and Values

The aims of Religious and Moral Education are to help pupils to:

- * develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- * appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- * investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- * develop their own beliefs, attitudes, moral values and practises through a process of personal search, discovery and critical evaluation.

Parents who do not wish their children to attend RE lessons should contact the Head Teacher to arrange for exclusion.

Expressive Arts

The Expressive Arts curriculum covers the following areas:-

Art and Design :

The school uses the Borders Art Programme, which follows a carefully structured approach to learning the key skills of art and design. The programme introduces these skills at a fundamental level in P1, and builds on this knowledge through to P7.

Participation in Performances and Presentations through Drama, Dance and Music :

Pupils in P4-7 are fortunate to have access to a specialist music teacher for an hour each week. Apart from the theory of music, the children are taught to use a wide range of tuned percussion instruments. Depending on the availability of instruments children also get the opportunity from P3 onwards to learn to play a musical instrument. Instructors in strings, woodwind and brass visit the school on a weekly basis.

The pupils are strongly encouraged to take part in school productions, talent shows and music festivals.

Sciences

The Sciences programme is also mainly taught through class topics and covers the following areas :

Planet Earth
Forces, Electricity and Waves
Biological Systems
Materials
Topical Science

Social Studies

The Social Studies programme is mainly taught through a class topic and covers the following areas :

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

Technologies

The Technologies programme covers the following areas :

Technological Developments in Society
ICT to Enhance Learning
Computing Science
Food and Textiles
Craft and Design

The school uses the Badger ICT programme throughout the school, and this well-structured approach ensures the pupils have a sound understanding of ICT skills by the time they leave P7. ICT also permeates the curriculum in all areas.

The school also uses the Highland Council Programme of Technology.

Multi-Cultural and Anti-Racist Education

The school:

- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect for other people's cultural identity and beliefs;
- aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines for Primary and Nursery Schools"

The school ensures that these values are continually reinforced with the pupils through our assemblies, and as part of the curriculum.



Homework

Rationale for Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support lifelong learning.

Purposes:

- It allows consolidation of work done in school
- It allows for children to prepare for the work to come
- It develops research skills such as using libraries and other resources which may not be available in the classroom
- It provides opportunities for individualised work
- It provides structured opportunities for parental involvement and support

- It provides information for parents about the on-going work of the class
- It encourages the children to develop a sense of ownership and responsibility for learning
- It develops good habits of independence and self-discipline in learning
- It trains pupils in planning and organising their time

Homework – general information

Class teachers will always explain carefully to their pupils and parents their personal procedures for homework. The homework diaries will be used to clarify the homework arrangements for their class.

Where we have job-share teachers, the two teachers may organise the homework slightly differently from another class. This is because each teacher may take responsibility for different aspects of the homework, and pupils may be asked to hand in certain homework on different days of the week.

Homework is not usually given out for the first and last week of each term.

In the nursery the parents are given opportunities to be involved in their child's learning by bringing in articles related to projects, and through suggested activities communicated to parents by the nursery staff.

If pupils or parents have any issues with homework, instructions given or expectations, then please contact the class teacher immediately so that the problems can be discussed and sorted out quickly.

Role of parents

Parents have an active role in supporting children with their homework. If any parent has any queries about any aspect of homework they should not hesitate to discuss this with their child's class teacher as soon as it arises.

Checklist for parents

- ☐ Check what homework has to be done and when it is to be handed in.
- ☐ Supervise the homework, discuss it with your child and encourage them to do the best they can.
- ☐ Please sign their homework.
- ☐ Help your child to organise his/her homework into a little a night rather than everything the night before it is to be handed in.

Suggestions on how parents can help their children at home is discussed at parent's evenings and may be included in the written pupil report issued to parents in the summer term.

Monitoring and Review

A copy of the Homework policy is available from the school on request. Homework is reviewed within the cycle of school development and planning and a homework questionnaire is sent out to parents periodically.

School Policies

Some school policies that are particularly relevant for parents are available to view on the school website. However the major school policies relating to curriculum, learning and teaching, welfare, health and safety and the nursery are all held in school but can be made available to interested parents.

Holiday Dates

Holiday dates and other school information can be found on school website and the Highland Council website under 'Schools.'

Suggestions, Concerns and Complaints

We greatly value a positive partnership with parents, and are very much an 'open' school. If you have any suggestions, concerns, or anything you wish clarified please do not hesitate to contact the class teacher or Head Teacher. We treat all concerns as a priority, and will do our very best to address them as promptly as possible.

If you wish to make a complaint please contact the Head Teacher in the first instance. We expect to respond to any complaint within 24 hours where possible.

If you feel your complaint has not been satisfactorily resolved please contact:-

Mr Don Esson
Care and Learning Area Manager
Care & Learning Service,
The Fingal Centre,
Viewfield Road,
PORTREE,
IV15 9ES

01478 613697

Parentline

Every family needs a helping hand sometimes. From moments of crisis, to everyday challenges, Parentline can help. Explore our site for support and advice. <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

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.

Self-Evaluation

We are always anxious to maintain and improve our school. If you have any suggestions for improvement please contact the Head Teacher. The school also evaluates its performance throughout the year as part of our school improvement planning. Parent's views are also welcomed in our annual parental questionnaire.

All Highland schools have to produce a School Improvement Plan showing the areas under review within the school and the planned school developments. These developments may be ones highlighted by the Scottish Government, the Highland Education Authority or school priorities.

Details of these school developments are outlined in the Standards and Quality Report to Parents which is available in September/October. A copy is also on the school website. Regular updates on the progress of the developments are included in the termly newsletters.

Further information regarding the school's performance, including inspection reports, can be found on the Education Scotland website.

Access to Pupil Records

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

Data Protection Act 1998

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

Transferring Educational data about pupils

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

Why do we need your data?

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

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

Data policy

Information about pupils' education is collected through 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 the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the Scottish Government.

The individual data collected by the 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>

The 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 the 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 this 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 outside the 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.

Equality and Inclusion

For up-to-date information please see:

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

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.

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.

