



Inverlochy Primary School



School Handbook 2022/23

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Be The Best Version of You!

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This brochure is updated annually and submitted to the local authority by January. Information is subject to change and we endeavour to inform parents of any significant changes as they occur.

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](#).

Letter from the Head Teacher

Dear Parents/Guardians,

On behalf of the staff and pupils, I would like to welcome you and your child to the school community of Inverlochry Primary. Our aim is to ensure that our children are safe, happy, included and love learning.

Inverlochry Primary School is located within Inverlochry Village. The village forms part of the Fort William area, which was purpose built in the 1920s to house workers for the British Aluminium Company.

Inverlochry Primary School is an integral part of this village community. We pride ourselves on our friendly ethos and community links.

If you are looking for a suitable school in the Fort William area, there are many reasons to choose Inverlochry Primary.

Our staff have a full and varied range of abilities and expertise which allow us to cater for the unique talents, needs and ambitions of your child.

As well as striving for every child to reach their academic potential, our pupils enjoy a full programme of co-curricular activities to ensure a broad education.

I hope you will find this handbook useful. At Inverlochry Primary we aim to ensure parents are always made to feel welcomed and listened to. If you have any queries that this booklet doesn't cover, please do contact us at any time and a member of our team will be happy to help you.

We look forward to working in partnership with you to ensure the best possible outcomes for your child.

Kind regards,

Mrs K Clark
Head Teacher



About Inverlochy Primary School

Inverlochy Primary is a non-denominational school situated at the edge of **Inverlochy Village** with a catchment area which includes **Claggan, Glen Nevis, Torlundy** and **An Aird**. We cater for children from 3 to 12 years of age.

There is a large gymnasium and playing field, allowing scope for all the children's physical education and games.

At the moment, the roll is 146 and currently pupils are organised into 7 classes.

We are very fortunate to have a stand-alone Early Learning and Childcare Centre which offers flexible nursery provision for three and four year olds as well as out of school care for Primary 1 to Primary 7 pupils. The ELCC telephone number is 01397 701287.

At present in the Nursery there are 41 pupils enrolled, who attend on a flexible basis all year round, from 8.30am to 6pm.

We are part of a Nursery cluster group which is supported by a Childcare Manager, Carole Graham and an Early Years Support Officer, Jennie Drummond.

Inverlochy Primary School vision, values and aims

School Vision: Be The Best Version of You!

School Values: HAPPINESS – COMPASSION – ADVENTURE – CURIOSITY – PERSEVERANCE

School Aims: We believe positive wellbeing is the foundation for future success.

Our vision is embodied in our school aims, which are closely linked to the 5 Ways of Wellbeing:

HAPPINESS – connect

We feel connected to our school, we talk and listen and are there for others. We build on our connections to enrich our lives.

AIM: To seek progress through positive partnerships, working closely with parents, our local community, outside agencies, and the children themselves to facilitate improvements in attainment and achievement.

COMPASSION – give

We give our time, our words and our presence in order to make a positive difference.

AIM: To promote equity and social inclusion in a compassionate community in which adults and children listen to and support each other and feel able to challenge discrimination and prejudice.

ADVENTURE - be active

We do what we can and we enjoy what we do.

AIM: To put children at the heart of everything we do, promoting a love of learning through a motivating, relevant and purposeful curriculum.

CURIOSITY - take notice

We remember and look for the simple things which bring us joy.

AIM: To create a self-reflective culture, reflecting on experiences and celebrating success to promote the best possible conditions for learning and teaching.

PERSEVERANCE – keep learning

We embrace new experiences, see opportunities and surprise ourselves.

AIM: To encourage children to take responsibility for their own learning, successes and achievements, enabling them to develop the necessary resilience and confidence to make decisions about their learning and to lead others' learning

A

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make an application to the Head Teacher.

Achievement

Pupil achievement is marked in a number of ways.

At a monthly assembly, certificates are awarded to two pupils from each class who have been nominated by their teacher or fellow pupils.

'Pupil's Pupil Award' certificates are given to children who follow their class charter. These charters are devised by each class at the beginning of the year to promote positive behaviour through links to the United Nations Convention on the Rights of the Child.

'Teacher's Pupil Award' certificates are given by teachers to pupils who display attributes as successful learners, confident individuals, effective contributors or responsible citizens. These are the four capacities which the Curriculum for Excellence aims to foster in children and young people.

Wider achievements are celebrated on class and school displays, in regular newsletters, on our Facebook page, on our website and in local newspapers.

Class teachers also use Class Dojo, stickers, certificates, notes home and stampers to show something has been achieved.

Our online 'Wall of Fame' represents the best work from each class.

Our 'Inverloch Superstars' display reflects the wider achievements of our pupils.

Additional Support Needs

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified.

Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning.

Our Additional Support Needs Teacher supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Child's Plans and Individualised Education Programmes.

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.

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 will usually be 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 please follow the links below:

[Support for Learners Website](#)

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

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

Stage 1 ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

Stage 2 ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

Stage 3 ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

Stage 4 ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level.

If your child's needs are:

- significantly complex
- likely to last for more than a year and
- are proving a barrier to their learning

They may need a high degree of coordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Inverlochy, we would advise parents at Parents' Evening if their child was at stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place.

Regular reviews are held throughout the year.

Transition

Generally, for a child with an additional support need we would ensure that there is a comprehensive sharing of information each school year. Additionally, if a child has a significant support issue and they are going to be moving on to primary or high school then a transition plan would be put into place and include members of the high school at an early stage.

Additional Support for Learning Act

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2000.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities

have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

Further information, advice and support for parents of children with Additional Support Needs can be found at:

- Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- 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

Administration of Medicines

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

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

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

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

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Adverse Weather

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not override good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements. A telephone service is offered to provide parents with up-to-date information. Parents may call **0800 564 2272** to access your schools' information. Please note, you will need the unique pin number for your school which is available from your school or Highland Council website.
http://www.highland.gov.uk/downloads/file/4653/telephone_pins_for_checking_if_a_school_is_closed

The Highland Council Website, Facebook and Twitter

- The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly

- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used.

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/>

Attendance at School

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01397 702620. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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 guardian. 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.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

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 need to know the whereabouts of absent pupils.

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering:
https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

B

Breakfast Club

With part of the money we have been allocated in Pupil Equity Funding, we run a breakfast club from 8.15am to 9am every morning. Our breakfast club will be open in term time only for children in P1 – P7. Having a breakfast club is one way we hope to ensure pupils are getting a nutritious start to their day. We believe that breakfast clubs provide many positive benefits to children and families, including:

- ✓ Improved learning, attendance and behaviour at school
- ✓ Punctuality
- ✓ Healthy eating
- ✓ Social development and fun through play

The **aims** of our breakfast club are:

- ✓ To offer a safe and secure and friendly environment in which children can enjoy a healthy and nutritious breakfast under the supervision of qualified staff.
- ✓ In accordance with the school's healthy eating ethos, to provide a nutritious breakfast served in a relaxed and supervised environment.
- ✓ To enhance the community spirit and contribute towards the extended school role.

The cost of each session is £1 per child per session and this can be made as and when Breakfast Club is used. Pupils in receipt of Free School Meal allowance will not need to pay for the service.

The **opening times** of our breakfast club are:

Monday to Friday from 8.15am – 9.00am
Breakfast will be served from 8.15am – 8.40am

Breakfast comprising cereal, toast and juice will be provided. Activities will be provided for pupils once they have eaten.

At 8.55am pupils will be escorted to their classrooms for the start of the school day.

Staff

Our breakfast club will be run by our school canteen staff and school staff if numbers dictate. They have the correct safeguarding checks in place.

Buddying

We have a buddying system for new pupils, where younger pupils are paired up with older pupils to ensure that they become familiar with the routines of school, are helped in the canteen and are not anxious about playtime and lunchtime. In the playground, the buddies usually support the children until they feel confident to be independent which will vary from child to child. P6 children will visit pupils in Nursery for some play sessions to become familiar with them beginning in Term 3. The buddy support will continue throughout the year with pupils from P7 participating in a range of buddying opportunities such as paired reading, pupil participation groups, infant agility sessions and playground games.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Bullying

The school appreciates and shares the concerns of parents regarding preventing bullying.

Bullying affects everyone, not just bullies and victims. It also affects those other children who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a school. What is more, less aggressive pupils can be drawn into the taunting and tormenting of victims by group pressure and psychological factors.

Schools have a responsibility to create a secure and safe environment for pupils in which they can develop into confident individuals and responsible citizens. As a Rights Respecting School, young people and adults in our school learn how the values and principles of the UNCRC help to create a safe and healthy environment.

Everyone concerned; pupils, parents, and all school staff, must be in no doubt that bullying is completely unacceptable. It is the responsibility of all of us to help prevent bullying occurring, and to deal with it sensitively and effectively if it should arise.

What is bullying?

Bullying is something which happens in a relationship which involves some form of hurtful abuse of power. It may be:

- Verbal – as in name calling or making inappropriate personal comments
- Social – like not being spoken to or excluded from group activities
- Material – as when possessions are stolen or damaged
- Mental – as when extortion takes place
- Physical – as in physical assault

Inverloch Primary School adopts the following strategies for dealing with bullying:

- Sets the right ethos
- Encourages the reporting of the bullying
- Raises awareness
- Has links to the curriculum
- Supports bullied children
- Trains pupils as Peer Mediators and Playground Leaders
- Changes the bullying behaviour

- Deals with problem areas and times
- Communicates policy and strategy
- Monitors, evaluates and records

We follow the following guidance when dealing with allegations of bullying:

https://www.highland.gov.uk/downloads/file/19361/positive_relationships_and_bullying_prevention_guidance_for_children_and_young_people_-_leaflet

Our pupils are currently updating our Positive Relationships and Behaviour Policy. This will be posted to our website.

C

The School Calendar 2021/22

A printable copy of the school calendar for session 21.22 can be found on:

https://www.highland.gov.uk/downloads/file/21006/highland_school_calendar_2021-2022

Care and Welfare

For Health & Safety reasons once your child enters the school grounds we would expect them to remain there until the bell. Children should be picked up and dropped off if they are going home for lunch. If your arrangements at the end of the day change for picking up your child or children please give us ample notice to inform your child. If your child gets home at the end of the day and no-one is home, and you have not advised them of an alternative, we advise them to return to school to enable us to keep them safe and for us to use the emergency contacts you have provided.

Children's Service Worker

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.

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.

Clothing and Uniform

Pupils attending Inverlochry are strongly encouraged to wear a school uniform.

Uniform comprises:

- Gold polo shirt
- Black school jumper
- Grey or black school trousers, skirt or shorts
- Sensible shoes

Wearing uniform:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic amongst pupils

Where to buy school uniform

Uniform can be purchased from www.schoolwearmadeeasy.com

We recommend that all school uniform clothing is labelled with the pupil's name.

PE Kit

PE kit consists of t-shirt, shorts and plimsolls/trainers. PE kit is kept in class and sent home regularly for washing.

Clothing Grants

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £610).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £16,105 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £6,420 (as assessed by the HMRC)
- If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- If you are an asylum seeker receiving support

A copy of the 'Free School Meals and Assistance with School Clothing' form is available from the school office or can be downloaded from:

http://www.highland.gov.uk/info/899/schools__grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Clubs

We run a range of clubs for all age groups in our 'Club Hour' sessions of which there are four per term. Previously this has included; chess, art, coding, book group, animal studies, lego therapy, STEM Club, basketball, cross country, walking, nail art and film club.

We also run football, shinty and dance. These are run by parents and high school volunteers after school.

There are a wider range of clubs available across Lochaber. Contact Lochaber Leisure Centre for further information on 01397 704359.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Community Links

At Inverlochry Primary School we enjoy working in partnership with our local community in order to enhance learning experiences for our pupils. A snapshot of our community links include: Class Band Project with Highlife Highland, Active Schools, Kodally Music, Lochaber High School visiting teachers, Bright Productions (Drama), Clare Reynolds (Music Therapy), Youth Music Initiative, Young Enterprise Scotland, Glencoe Outdoor Centre, Lochaber Rural Complex, Outward Bound Trust, Fort William Library and Fort William Museum.

Pupils are made aware of the important contribution they can make to the community and also of the amenities provided for them. Pupils are encouraged to make use of the local library, play schemes, etc. and are visited periodically in school by police, health visitors, conservationists, etc. to promote interest and pride in their surroundings.

Various charitable activities are undertaken by pupils throughout the year with an emphasis on those which are local and/or support children. The school is also involved in various community events and wishes to serve its community as and when appropriate.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Complaints and Requests for Service

If a parent has any concerns they should contact their child's class teacher or their Named Person, Kirsty Clark (01397 702620).

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 Area Education and Learning Manager, Don Esson (don.esson@highland.gov.uk).

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.

Continuing Professional Development

Staff members are committed to on-going professional development and regularly undertake activities and courses which respond to their individual needs and/or school priorities.

PSA's participate in training opportunities to update their skills, knowledge and understanding linked to the needs of the pupils they are supporting in school e.g. Makaton, Autism, Dyslexia, Intimate Care, Child Protection, CALM, First Aid and Physiotherapy.

Continuous Profiling and Reporting

We have a *Continuous Profiling and Reporting* approach in the school. Information can be found on our website:

<http://www.inverlochryprimary.co.uk/wp-content/uploads/2015/11/Info-for-parents.pdf>

We ensure:

- Each child has a profile which includes Highland Council's ingredients for effective profiling and reporting – this is referred to as a 'Snapbook'
- Staff plan for key assessment tasks using National (Assessing Progress and Achievement; Principles and Practice papers; NAR; BTC 3, BTC 4, BTC 5 and DYW) and Local (Highland progressions; Highland skills for learning life and work; Highland Profiling and Reporting support materials) resources
- Learners can articulate where they are in their learning
- Families are aware of the progress that their children are making

The expectations from Education Scotland in the [Curriculum for Excellence \(CfE\) Implementation Plan 2015/2016](#) state that:

"Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork".

Our aim is to provide you with the relevant information across the year so you are aware of:

- Your children's strengths and areas for development
- their progress in achievement across the [eight curriculum areas](#)
- their progress in achievement within the [curriculum levels](#) in a curriculum area (for example Literacy) or in part of a curriculum area (for example reading, writing)
- achievement in different contexts and settings
- next steps in learning and how you can help
- support for individual children to ensure continued support and how you can help.

These are the individual reporting opportunities our school provides:

- Two parent update meetings which involve learners where appropriate
- A Learner's Profile, using the Highland Profiling Process which can be shared with families
- Opportunities for pupils to share their learning with their families through open days and evenings, curriculum events and school shows
- Five Learning Snapshots are completed over the course of a year. Each Snapshot will focus on a different curriculum area and will involve feedback from the teacher, your child and you
- A revised, end of year Summary Report

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

The Curriculum

We actively encourage our pupils to make great personal contributions, among their families, friends, schools, communities and to Scotland as a whole, if given the chance to do so.

We want our pupils to have the self-esteem to be confident, happy and ambitious. The *Curriculum for Excellence* is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

Children and young people are at the centre of learning provision. Our aspiration is that they should all develop the four capacities to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

| SUCCESSFUL LEARNERS | CONFIDENT INDIVIDUALS |
|--|---|
| <p>With:</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations | <p>With</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional wellbeing secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and take informed decisions achieve success in different areas of activity |
| RESPONSIBLE CITIZENS | EFFECTIVE CONTRIBUTORS |
| <p>With</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues | <p>With</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>and able to</p> <ul style="list-style-type: none"> communicate in different ways and different settings work in partnership and in teams (again, are you sure this isn't teams?) take the initiative and lead apply critical thinking in new concepts create and develop solve problems |

How learning will be organised

Curriculum areas provide familiar and important vehicles for learning; however, if young people are to play a full, informed part in society they need to develop their understanding and skills in different contexts.

The current curriculum areas and subjects are grouped into eight curriculum areas in accordance with the purposes of the curriculum, the principles underlying the curriculum, and an emphasis on cross-curricular activities.

The curriculum areas:

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

Cross-curricular projects and studies

The curriculum includes space for learning beyond subject boundaries, so learners can make connections between different areas of learning. Through cross-curricular activities, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts.

Curriculum Levels

Curriculum for Excellence Levels provides a very broad indication of how children progress in their learning from ages 3 to 18. Expected levels of progression are as follows:

| Level | Stage |
|-----------------------------------|--|
| Early | The pre-school years and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| 3 rd / 4 th | S1 to S3, but earlier for some. |

Curriculum Rationale

A Curriculum Rationale is an important working document. It is a strategic overview which is used to ensure a shared understanding of the purpose and design of the curriculum. This document is reviewed and updated regularly in consultation with staff, pupils, parents and partners. Reviewing our Curriculum Rationale is one of our [improvement plans](#) this session.

D

Data Protection Legislation and Data Policy

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

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.

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

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

Why do we need your data?

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

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

Your data protection rights

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

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

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 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.

Schools Dial In Phone Service

Inverlochry 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 school staff. 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 - **0800 564 2272**
- Now enter your own school's pin number **04 2280**

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.

- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 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. The winter weather website www.highland.gov.uk allows parents to access school closure information on the internet, thus reducing pressure on the very heavily used PIN number system. However we update the PIN number facility as well as the new website. Our aim is to provide clear, unambiguous information to parents with regard to school closures during periods of adverse weather. I would therefore encourage you to use either the PIN number system or the new winter weather website in this expanded winter weather information system.

Press 3 to hear general information messages

We use this as an additional way of informing parents about school events. Parents may hear up to ten messages with the most recent played first.

Press 4 to enter the pin number for another school within the authority.

Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

Dyslexia Friendly Schools

All our children with dyslexia are fully supported as they grow and develop so that they have the best possible opportunities to achieve their full potential in Literacy and across the curriculum.

This session we looking to re-establish our Dyslexia Friendly Schools Committee comprised of teacher, pupil and parent representatives. This committee ensures that our professional and school values fully complement and support the aims and principles of a dyslexia friendly school and that the required changes in culture, systems and practice have taken place.

E

Early Learning and Childcare

We have an Early Learning and Childcare Centre which offers flexible nursery provision for three and four year olds as well as out of school care for Primary 1 to Primary 7 pupils. The ELCC telephone number is **01397 701287**.

At present in the Nursery there are 41 pupils enrolled, who attend on a flexible basis from 8.30 am to 6 pm.

We are part of a Nursery cluster group which is supported by an Early Years Support Officer, Jennie Drummond.

Further information on registration, bookings & fees is available from Mhairi Ann MacMillan, on 01397 702620 (before 2.30) or Clare Hamilton/Carole Graham on 701287 (between 2.30pm – 6.00pm).

Eco Schools

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. Inverlochry Primary School has achieved 3 Green Flag awards.

Ethos

In order to ensure effective teaching and learning we create a climate in which members of the whole school community feel valued and respected. This can be seen in the following ways:

- Happy carefree children who are keen to come to school
- Children and adults who are engaged in motivating and challenging activities at the appropriate level
- Children and adults who are polite, courteous, honest and respectful
- Children and teachers inspired by learning experiences
- Promoting positive behaviour through our Positive Behaviour Policy

Employment of Children

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information, please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Enrolment

Enrolment forms are now completed online. Have your child's birth certificate and proof of your address ready to complete the online form.

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

Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

Equal Opportunities

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following:

Inverlochry Primary School is an Equal Opportunities School and:

- Is opposed to all forms of prejudice and discrimination
- Provides equality of opportunity through its ethos and working practices
- Promotes understanding and respect of 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 (May 1997)

A copy of our Equality and Diversity Policy can be found on our website:

<http://www.inverlochryprimary.co.uk/wp-content/uploads/2015/11/Promoting-Equality-and-Diversity-Policy.pdf>

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.

Expressive Arts

The expressive arts include experiences and outcomes in art and design, drama, dance and music. Where possible we encourage our pupils to participate in community wide events such as the Lochaber Music Festival, Dance Platform, Youth Music Initiative and Feis Lochaber.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities. Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values and ideas
- for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Extra-Curricular Activities

These offer various opportunities for personal and social development by encouraging pupils to explore and develop individual talents and interests and to learn to co-operate and compete in team games.

Our activities include shinty, football and netball matches, social evenings and parties organised by the Parent Council, concerts, contests, sports activities and authority events.

Two highlights of our school calendar are our annual Christmas show and nativity.

Throughout the year we offer supported study activities to children across the school. These have included dance, netball, shinty, football, science, gymnastics and cross country running.

All classes have the opportunity to take part in a number of visits and outings related to themed learning. Some of these visits will be within the local or wider community.

Primary 7 pupils participate in a residential excursion during the year. For many children this will be their first experience of being away from home.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

F

Filming and Photography

In line with Highland Council Guidelines, we ask parents to advise the school if they do not wish their child to be photographed or filmed by any spectator or member of an audience at a school event. If any parental objection is received, alternative arrangements will be made for these individual children.

H

Head Lice

Unfortunately head lice are often a problem within school and the wider community. Weekly wet combing is advisable for all children throughout their school years. If head lice are detected, Pharmacists are able to advise on the management of a head louse infection. Please remember that children are entitled to free prescriptions and insecticide lotions and the "Bug Buster" Kit (a non-insecticide alternative) are both available on prescription.

We would be grateful if you would contact us if you find your child has head lice. Children should be returned to school once they have been treated. We will contact you personally or by letter if we detect head lice and will be able to give advice and support about treatment.

The School Nurse can be invited to hold workshops and talk to the children. Newsletters may sometimes contain any updated information with regards to head lice treatments and guideline changes.

Health and Wellbeing

The development lines of Health and Wellbeing are: Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes, Physical Education, Physical Activity and Sport, Food and Health, Substance Misuse, Relationships, Sexual Health and Parenthood.

A key feature of our approach to Health and Wellbeing is that we proactively ensure that our children get plenty of fresh air throughout the year, and that they are very active.

Our health education programme also includes relationships and sexual health education. Parents are informed by letter when their child's health programme includes this area. Parents have the right to withdraw their child from sexual health education by notifying the school.

Our PE curriculum is enhanced by the work of Active Schools. Primary 6 children have the opportunity to participate in swimming classes at Lochaber Leisure Centre during the Spring Term.

We begin each year with a focus on the United Nations Rights of the Child in order to promote a sense of local and global citizenship amongst pupils.

During Transition we deliver the Resilient Kids programme in order to equip pupils with the necessary skills to cope during times of change and challenge.

Health and Wellbeing also includes approaches and activities such as physical activity and nutrition, to promote the health and wellbeing of learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging

situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries

Holidays taken during term time

We have embarked on a continuing programme of raising standards of achievement, part of which is targeted at reducing absences from schools. All schools are involved and have individually set targets for reducing absence.

While the vast majority of parents plan family holidays within the allocated 12 weeks during the year, there has been an increasing trend for some parents to remove pupils from schools during term time. Parents are encouraged to carefully consider the implications on your son or daughter's education if you decide to remove him or her from school for a family holiday. It is acknowledged that, for some parents, it is not always possible to plan a holiday in the designated school holiday periods. For some parents, summer is a very busy time and a holiday cannot be taken then but we would encourage you to use the two-week October holiday period if you are in this category.

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 guidance from the Scottish Government, most family holidays will be coded as unauthorised absence; only in exceptional cases will the absence be recorded as authorised.

Parents are asked to be aware of these considerations when making decisions on planning holidays during term time. Holiday dates are included in this brochure to aid you in your planning of any holidays you may be considering. If you do decide to make holiday arrangements during term, you should confirm this in writing to the Head teacher.

In order to help you plan your holidays you can check on the school holiday calendar and many other Council details on the Highland Council website. It can be accessed at:

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

Home and School Links

Information about what is happening in school is communicated via Class Dojo, our website and regular class and school newsletters. Additional letters are sent home when necessary in order to keep parents informed about school events or any educational outings.

Parents/guardians and pupils have scheduled contacts with teachers for a formal discussion on pupil progress. These interviews are confidential and organised by an appointment system. The first of these is usually in October, with a second opportunity in March. Annual Pupil Progress Reports are issued in May and Learning Snapshots are shared throughout the year.

Throughout the session we seek to develop parental links by providing opportunities for parents to become more familiar with the life of the school.

Every second year we have an Information/Curricular Evening to update parents on school initiatives. We involve parents in the life of the school in other ways such as 'stay and play' in nursery, school showcase events and open mornings.

We are delighted that so many parents/guardians wish to accompany our classes on outings and thank them for their commitment to our school.

Parents can keep up to date with what is happening in their child's class and school life by accessing our school website www.inverlochyprimary.co.uk

Curriculum news is completed by class teachers at the start of each new term. It details aspects of class work across the four contexts of learning, again ensuring that parents/guardians are kept well informed about their child's education.

We actively encourage parents to be involved in their child's education and recognise that it is crucial for the home and school to work together.

We have a very friendly [Parent Council](#), to which all parents are welcome to join.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Homework

Pupils in P1 – P3 receive literacy and numeracy packs (containing sound cards, common words, letter formation sheets, reading books and number work) – these should still be practised regularly to support the development of early numeracy and literacy skills.

In some circumstances it may be appropriate to prescribe homework in response to what specific children need at specific times.

Pupils in P4 – P7 are asked to find time to read for pleasure most days – a newspaper article, magazine, comic, non-fiction or fiction book.

If any parent wishes to request specific homework for his/her child, please contact your child's class teacher to discuss.

ICT

Information Communication Technology skills are developed through a progressive programme of work from P1 – P7. ICT is also used to support and enhance learning within other curricular areas.

Pupils in P3 – P7 have access to [Chromebooks](#). All classes have their own Smart-board to support interactive teaching and learning.

Illness or Injury

If a child is taken ill in school, what action is taken will depend on the assessment of the situation. It may involve being supervised until a parental contact has been reached or calling a doctor etc. In any serious case, parents will be informed as quickly as possible. Therefore any changes to emergency contact details should be notified to school immediately in order that records can be kept up to date.

Induction

Our 4 year old children who attend Nursery start the induction process in January each year. The Primary 1 teacher and Pupil Support Assistants visit the nursery each week and get to know the children. They liaise closely with nursery staff and during term time the children visit the school regularly for assembly, PE and to participate in visiting performances/activities.

In order to make the transition from Nursery to P1 as easy as possible we offer children the opportunity to participate in our Rising Fives Induction programme. This is for the children who will be attending Primary School in the session 2022/23. Our aims during the induction programme are for the children to meet their new teacher, to allow the children to enjoy a range of early year's activities in the school environment, to become familiar with their whole class group and to work with their buddies.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Interdisciplinary Learning

Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning. At Inverlochry we deliver much of the following areas of the curriculum using this approach, including:

- Social Studies
- Health and Wellbeing
- Expressive Arts

This is done to give children the opportunity to make links between different areas of learning and help them to reinforce and deepen their understanding.

Interdisciplinary Learning is a focus of our [school improvements](#) this session.

L

Learning, Teaching and Assessment: Curriculum for Excellence

All staff in Inverlochry Primary School have a key role in ensuring that Curriculum for Excellence develops in such a way that it enhances the educational experiences and achievements of all of our children.

Building the Curriculum states:

'Teachers are the key to successful implementation of Curriculum for Excellence. The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment which can come from teachers' enthusiasm and commitment - will be critical to achieving our inspirations for all young people. The children and young people of Scotland need teachers who themselves exemplify the four capacities, who have a sense of community with their colleagues

and who share in responsibility for the success of the school and all that happens within it.'

The purpose of Curriculum for Excellence is to improve the learning, attainment and achievement of children in Scotland. It is also about ensuring that pupils achieve on a broad front, not just in terms of what can be summatively assessed. It is important to ensure that children are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. A Curriculum for Excellence aims to ensure that they will enjoy greater choice and the opportunity to help realise their individual talents.

Curriculum for Excellence offers the opportunity to unify the curriculum by including initiatives that have existed within our own establishment for many years. At Inverlochty this includes:

- Formative assessment, including children's planning
- Cross curricular learning
- Collaborative group / critical skills learning methodologies
- Extended fiction and non-fiction writing
- Reading circles
- Learning through play
- Outdoor learning
- Active learning - deep processing within the brain, engagement, challenge, and children taking responsibility for their learning

All these initiatives are focused on enriching the learning experiences of pupils, and Curriculum for Excellence provides the canvas upon which the landscapes of these and other initiatives can be painted. Curriculum for Excellence is not just about subject areas and content, but the love of learning and the whole school experience for every pupil.

The experiences and outcomes for all eight curricular areas are available on the Curriculum for Excellence website and all teachers have hard copy folders of these experiences and outcomes. Our aspiration continues to be to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

We are continually developing and creating exciting learning opportunities in line with Curriculum for Excellence. The curriculum is the complete range of experiences and activities planned for children and young people throughout their schooling. Learning will take place through a wide range of planned experiences and outcomes.

Liaison Group

From time to time, a liaison group meets to consider how best to support the needs of specific pupils.

This group includes staff (usually from management, guidance and Support for Learning), Educational Psychology as well as staff from Child Health and Social Work Services.

It is important that all staff are able to share information in order to coordinate planning and delivery of services - the aim being to provide optimum support to children and families.

Should there be any personal or family information that you would not want to be shared in such circumstances, please let one of the following know at the earliest opportunity:

- Head Teacher
- School Nurse
- Social Worker

Literacy & English

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the

means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

We have recently updated our programmes of study in Literacy in order to raise attainment and increase pupil participation in literacy. Phonics International, Reciprocal Reading, Talk for Writing and Power Language Platform are used across the school to support the development of literacy skills.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

At Inverloch, we place Literacy at the heart of children's learning. We develop children's abilities to listen, talk, read and write. Language is taught across the curriculum.

Teaching in language and literacy will be planned using the following three organisers:

- Listening and Talking
- Reading
- Writing

Talking skills are formally developed to enable children to be effective communicators for all life situations. Children will be encouraged to express their own ideas, opinions and feelings confidently and articulately.

Listening is the key to all learning. The various skills required to be effective listeners will be developed throughout the seven-year course.

Reading is a fundamentally important skill. From August 2017, our children are learning to read using a Systematic Synthetic Phonics approach, supported by Phonics International resources.

Usually in Primary Three or Four, children read in Literacy Circles (Reciprocal Reading) which increases their engagement and enjoyment of books. More sophisticated reading skills will be developed at this stage e.g. research and reference skills, in-depth understanding of complex passages etc.

Reading for enjoyment will be stressed at all stages.

The main reading resources we use are:

ORT

Scholastic Non-Fiction Texts

Group Novels

Writing skills for all purposes in life will be developed alongside the important technical skills of spelling, handwriting and grammar.

Our children usually begin to learn cursive handwriting in Primary Three and continue using it because it has been proven to improve speed, neatness, fluency and spelling.

A variety of resources will be used to assist learning across the levels of study.

M

Major School Emergency

In the event of a major school emergency, children and teachers will be evacuated to Inverlochry Village Hall. It is essential that parents cooperate with the Head Teacher and teaching staff and the wishes of the Emergency Services, who will be following Highland Council's Major School Emergency Procedures. It is essential that 'Emergency Contact' details are kept up to date.

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. Schools 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.

Military Families

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

Minor Injuries

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

Modern Languages

We are following the new Scottish Government guidelines for *Languages 1+2*. All children at Inverlochry Primary are learning French. Pupils will also be learning basic Gaelic.

Learning to communicate in a foreign language is great fun, and will raise intercultural awareness in our children. Young people in Scotland must be equipped with the skills to enable them to communicate with others, and take their place in the world of work and the world at large.

N

Numeracy & Mathematics

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum.

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavor are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Our Numeracy curriculum supports children as they acquire skills in mathematical thinking, develop confidence in using and applying mathematics and learn to enjoy its challenges.

Our mathematics and numeracy programme covers the experiences and outcomes in the following eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

The main resource we use in school to deliver learning in this area is [Maths No Problem!](#)

Nut Allergies

An increasing number of children are reported to have a nut allergy which can have serious consequences for their health. For this reason, we ask for your cooperation and help in ensuring that your child's snack and lunch is nut free to ensure the safety of all pupils. If you have any concerns or questions regarding this matter please contact the school.

Open Door Policy

At Inverlochly we operate an 'Open Door Policy'.

Our 'Open Door Policy' refers to the daily liaison we have with parents and guardians. As a Rights Respecting School we wish to promote a climate of mutual respect and trust which will assist our efforts to work in partnership with parents.

Our 'Open Door Policy' is summarised below;

- In order to minimise disruption to learning and teaching we request that all communication with teachers and staff is either by pre-arranged appointment or through your Class Dojo.
- You can telephone the main office at any time in order to make an appointment- most of these are conducted virtually at the moment. You should inform Mrs Ross, Mrs MacMillan or Mrs Clark of the nature of the discussion you wish to hold.
- Every effort will be made to see or telephone parents as soon as possible and an appointment will be made at a mutually convenient time. Meetings should last approximately 15 minutes and it may be necessary to make a second appointment if the matter cannot be resolved within this period.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Out of School Care Service

Our Early Learning and Childcare Centre offers an out of school care facility operates from Monday – Friday at 2.45pm until 6.00pm.

During holidays and In-Service Days the service operates from 8.30am – 5.30pm.

Further information on registration, bookings & fees is available from Clare Hamilton/Carole Graham on 701287 (between 2.30pm – 6.00pm).

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session – please contact Carole Graham for up to date information and details.

P

Packed Lunches

All packed lunches are eaten in the dining room.

Children are discouraged from bringing glass bottles or containers and flasks containing hot liquid for health and safety reasons.

A hot School Lunch is available and free to all pupils from January 2022. We would encourage you to take this up.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Parent Council

The Annual General Meeting is usually held at the end of September and new members are elected at this point.

The recently elected Parent Council are as follows:

Members:-

| | | |
|-----------------|---|---|
| Chairperson | - | Caroline MacDonald and Rhuaraidh Kennedy (Vice) |
| Secretary | - | Laura Kennedy |
| Treasurer | - | Alastair Kennedy |
| Advisor | | Kirsty Clark, Head Teacher |
| Staff Rep | | Carole Graham, Childcare Manager and Tanya Ross (DHT) |
| Co-opted Member | | Rev Richard Baxter |

Thereafter, meetings are generally once per term alongside a number of fundraising events which take place over the course of the year.

Minutes

Meeting minutes will be posted to Class Dojo and our school website.

Contacting the Parent Council

Please remember if you need to contact the parent council you can speak with any member you see in/around school, email inverlochypc@gmail.com or drop a note into school for the attention of the Chairperson who will contact you. If your query is specifically related to your child, the Parent Council encourages dialogue with the school initially, however if you think it is a widespread issue please do not hesitate to contact them directly.

Parental Involvement

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

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
- Learning Snapshots
- Consultation Events
- Planning Meetings
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, 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.

Parental information is obtained from questionnaires issued across the year.

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 inverlochypc@gmail.com

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

Parent Line

ParentLine is Scotland's free helpline, email and web-chat service, for anyone caring for or concerned about a child - open until 9pm Monday to Friday.

- Call free: 08000 28 22 33
- Email: parentlinescotland@children1st.org.uk
- Text-chat: 07860 022844 (standard network charges apply)
- Opening Times: Mon-Fri 9 am – 9 pm

Partnerships

At Inverloch Primary School, learning goes beyond the four walls of the classroom. The term 'learning environment' means the place where children learn. This can be at home, the nursery or primary setting, the outdoors, the wider community or visits to places of interest.

Partnerships are key to provide learners with the widest possible breadth of engaging and unique opportunities to extend their potential

We strive to offer different and challenging experiences to stimulate pupil learning and development. Learning beyond the classroom, in all its forms, can make a huge contribution to this.

Partners we are working with currently include: Highlife Highland, Lochaber Rural Complex, Bright Productions, National Youth Choir of Scotland, Rights Respecting Schools, Young Enterprise Scotland, MOWI, BSW Timber, Camanachd Association and Youth Music Initiative.

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. Applications are made to the Area Education and Learning Manager [Don Esson](#).

Placing request applications are made online at:
https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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 Inverloch Primary School they can contact 01397 702620 to arrange a visit

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

Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools' (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

There is an adult presence in each area of the playground at break times and lunchtimes. If it is wet, children will be able to come inside from 8.45 am.

Policies

School policies can be accessed on www.inverlochprimary.co.uk

Authority wide policies can be found on the Highland Council website [Authority Policies](#)

Positive Behaviour Policy

Responsibility for promoting positive behaviour lies with all members of the Inverloch 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 Values

We are guided by our school values when we consider our words and actions.

Managing Positive Behaviour

A copy of our behaviour policy is available on our website:
<http://www.inverlochprimary.co.uk/wp-content/uploads/2015/11/Simplified-Positive-Relationships-Policy-August-2019.pdf>

This policy is currently being reviewed by pupils.

Highland Council Notes: Possible Exclusion

Procedures for dealing with major breaches of discipline can be found [here](#).

Pupil Support Structure

The school provides a positive and safe environment, which actively promotes child welfare, and takes positive steps to help children and young people protect themselves. We also ensure that we have appropriate programmes of health and personal safety as part of the overall curriculum provision.



We ensure that young people are respected and listened to, and that they are taught to keep themselves safe.

All staff in school are required to be aware of child protection issues and are provided with regular information on Child Protection and Procedures.

The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well-being of the children and young people.

All staff have a responsibility to report concerns regarding the welfare or safety of a child or young person to the head teacher. If the head teacher, or person deputising for the head teacher, is of the view that there may be grounds for concern, they will immediately contact the duty social worker and advise them of the circumstances.

In Inverlochy we aim to get it right for every child (GIRFEC). Our policy is to support pupils with all aspects of their learning and to ensure that parents and pupils access support from different agencies outwith education such as health, social work and the wider community groups associated with supporting vulnerable pupils.

We try to ensure that our pupils are safe, healthy, achieving, attaining, nurtured, included and fulfilling their potential. We work in partnership with parents and guardians and ensure that our pupils have an identified person that they can speak to, relate to and be supported by. We try to remove barriers to learning and at all times consider how we can best include and support individual pupils so that they continue to achieve.

Pupil Voice

In order for us to facilitate pupil voice further and give pupils a real opportunity to make changes in their school, every member of our school community belongs to a committee.

The aims of these committees are to:

1. To further develop pupil voice
2. To enable every child to have the opportunity to be part of a committee
3. To facilitate pupil-led school improvements linked to School Improvement Plan
4. To develop leadership and responsibility at all levels

The following rights are addressed through formation of committee groups:

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15 (freedom of association)

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Committees are coordinated by an identified staff member.

This session our committees are:

| | |
|---|--|
| Rights Respecting Schools Pupil Council Eco Schools Sunshine | Dyslexia Friendly Schools Digital Learning Skills Wellbeing |
|---|--|

Pupils and staff use a pupil friendly self-evaluation tool to identify how well we are doing:

<https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf>

Please note that due to current COVID restrictions, this aspect of school life has been altered this session.

R

Religious and Moral Education

Religious and moral education includes learning about world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Religious Observance

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Reporting to Parents

Throughout the year we have planned, regular opportunities for families to engage in the learning process.

At Inverloch we value parental involvement highly and we encourage parents to contact the school immediately should they have any queries or concerns.

Rights Respecting Schools

The [Rights Respecting Schools Award](#) recognises achievement in putting the rights of the child at the heart of a school's planning, policies, practice and ethos.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. This provides a clear link for pupils between building up their rights-respecting school, understanding their rights and the need for the children's rights to be realised everywhere.

Children and young people in rights-respecting schools develop a stronger sense of the need to

act for global justice.

Inverlochry Primary has been recognised as being Rights Committed. Each class has developed a class charter which forms the basis of our approach to maintaining positive behaviour. Our Rights Respecting Schools Committee work hard to maintain a high profile for the *Rights Respecting* agenda across the school and local community.

Road Crossing Patrols

Road Crossing Patrollers are on duty at the Claggan Road End and at Montrose Avenue, Inverlochry, each day the school is open, at the following times: -

| | |
|---------------|---------------------|
| Before school | 8.30 am – 9.00 am |
| Lunch time | 12.15 pm - 13.15 pm |
| After school | 14.45 pm – 15.30 pm |

S

Safety

In the interest of safety, parents **are not** permitted to park or walk with through the car park during the following times:

| | | |
|----------|---|---------|
| 8.30 am | – | 9.00 am |
| 12.15 pm | – | 1.15 pm |
| 2.45 pm | – | 3.30 pm |

Parents/guardians should park locally when dropping off and collecting their child.

To further ensure road safety for the children they will be encouraged to enter and exit school without crossing over the school gates. Children heading in the Claggan direction will be encouraged to enter the school by the gate on the left and children from the Inverlochry direction should use the gate on the right. If a child enters or exits the school outwith these hours then they would enter the building at the reception door, which is well sign-posted.

The School Day

Nursery: Flexible (as agreed with Childcare Manager)

Primary 1 - 3: 9.00 am – 2.45 pm

Primary 4 – 7: 9.00 am – 3.15 pm

Intervals

Morning Interval: 10.30 am – 10.45 am

Lunchtime: 12.15 pm – 1.15 pm

The school premises are open from 8.00 am to 5.00 pm daily.

School Fund

The School Fund is used to provide a wide variety of 'extras' for pupils. These include educational class visits, Christmas parties and visits by theatre groups. The fund also contributes towards extra library stock, playground and computer equipment.

We are greatly encouraged by the outstanding support given by parents and families.

The school fund account is audited annually by Voluntary Action Lochaber.



School Improvement

A summarised account of our school improvement plan and Standards and Quality Report for this session is available on our website:

<https://www.inverlochprimary.co.uk/parents/school-improvements/>

In-depth copies can be made available on request.

School Meals

As of January 2022 all Primary children are entitled to a free school meal.

This Scottish Government funded initiative will entitle all Primary children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school such as morning break or breakfast. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-3 to have a school meal however you will still need to apply for clothing grants where applicable. 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 Teacher.

Science

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- establish the foundation where appropriate, for more advanced learning and future careers in the sciences and technologies.

Security

Parents and relatives are kindly asked not to accompany children to their classes in the morning unless this has been agreed. Parents of younger children are welcome to accompany them into the playground before children are collected from the lines by the class teacher.

Parental access to school should be by appointment or invitation to a school event. Parents should access the school via the main entrance only and should alert the office to their arrival.

Visitors to the school should always sign in at reception.

Sexual Health and Relationships

As part of their learning in Health and Wellbeing, pupils complete a sequence of lessons around the theme of [Sexual Health and Relationships](#) each year.

Following each lesson, parents receive a brief overview of what has been covered, should they wish to have any further discussions with their child/children or their child's teacher.

Parents are free to withdraw their children from Sexual Health and Relationship education if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of Curriculum for Excellence.

Social Studies

Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts.

It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Social Studies is structured under the following three organisers:

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

Children learn about human achievements, conflicts and environmental issues, both in a local and global context.

Special Dietary Requirements

There is a special diet request form available online for those children who have special dietary requirements:

https://www.highland.gov.uk/downloads/file/65/special_diet_request_form

Our Staff

| | |
|---------------------------|--|
| Head Teacher | Mrs Kirsty Clark |
| Depute Head Teacher | Mrs Tanya Ross |
| Principal Teacher | Mr Douglas MacRae |
| Childcare Manager | Mrs Carole Graham |
| Primary 1 | Mrs Kathie Dobson (Mon-Tues) and Mrs Laura Simpson (Wed-Fri) |
| Primary 1/2 | Mrs Linda Lees |
| Primary 3 | Mrs Nicola Lamont |
| Primary 4 | Miss Amy Feighan |
| Primary 5 | Miss Jenny Taylor |
| Primary 6 | Ms. Mairi Gillespie (Mon-Tues) and Mrs Amy Stewart (Wed-Fri) |
| Primary 7 | Mr Douglas MacRae |
| CCR/Mgmt Cover | Mrs Rachel Stewart and Miss Mairi Gillespie |
| Additional Support Needs | Ms Lynn Pearson |
| Pupil Support Assistants | Miss Kirsty Blackmore Miss Ann Cameron Mrs Hilary Fisher (ELC) Mrs Fiona Langan (ELC/maternity leave) Miss Kayleigh MacDonald Mrs Johann MacLeod Mrs Lyn MacTavish Mrs Mhairi Morrison Mr John Thomson |
| Playground Supervisor | |
| Breakfast Club | Miss Kayleigh MacDonald |
| Walking Bus | |
| Early Years Practitioners | Miss Erin Blackmore Mrs Kerry Dodds Miss Morgan MacKinnon Miss Sine MacRae Mrs Melanie Sanderson |
| Support Workers | Ms Alena MacFall Ms Lynn Oliver |
| Out of School Care Team | Mrs Hilary Fisher Ms Lynn Oliver VACANCY |
| Office Staff | Mrs Mhairi Ann MacMillan (school) Mrs Clare Hamilton (ELCC) |
| Janitor | Mr Calum Smith |
| Catering Staff | Mrs Bella Stevenson Mrs Sheena Fox-Gillies Miss Lorraine MacKinnon Miss Louise Manson |
| Cleaning Staff | Mr Philip Wallace Miss Mhairi Nicolson VACANCY (ELC) |

Road Crossing Patrol Staff Miss Jen Beattie
 Mrs Clare Hamilton

Visiting Instructors/teachers:

| | |
|-------------|--|
| Violin | Rebecca Maclean |
| Woodwind | Karen Thomson (and Class Band Project) |
| Chanter | Margaret MacMaster |
| Brass | Mark Reynolds (and Class Band Project) |
| Tin Whistle | Youth Music Initiative |
| Drama | Ilona and David Munro (Bright Productions) |

T

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.

To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society - in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and for some, establish the foundation for more advanced learning and careers in the technologies.

Tracking

Self-evaluation is a key feature in teaching and learning. Both staff and children engage in self and peer evaluations to continually inform and improve standards across the school. Pupil performance is tracked regularly by the class teacher and head teacher. Teachers meet with the head teacher to ensure pupils are on track with their learning. Class teachers and the head teacher keep records of pupil progress within levels. Pupils talk about their learning experiences and have knowledge of their personal targets.

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 about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Transfer to Secondary School

On completion of their primary school career, children normally transfer to:

Lochaber High School
Camaghael
Fort William
PH33 7ND
Telephone: 01397 702512

Induction Visits

During Term 4, Primary 7 pupils are invited to visit Lochaber High School for a week where they are introduced to staff members and shown around various departments. During this week the pupils will have the opportunity to experience the High School routines and curriculum. In consultation with parents and High School staff additional visits can be arranged if required.

Transfer Information

To ensure that transfer is achieved smoothly members of the Guidance staff may visit our school to talk to the children and to answer any questions that they may have. The Secondary Additional Support Needs Department has comprehensive information on children who have additional support needs and may observe the children within their own classroom setting.

We send information to the High School about present curriculum levels for maths, reading and writing to help the setting process for 1st year pupils. In addition we send information on medical issues, siblings, friendship groups, relationships which would be mutually beneficial and relationships that may cause issues.

When a pupil transfers from Primary School to Secondary School, individual pupil records are also transferred.

Primary Seven pupils have the opportunity throughout their final year in school to mix with pupils from other schools at various events like the basketball festival, Safe Highlander and Choices for Life.

Please note that due to current COVID restrictions, this aspect of school life will require to be altered this session.

Transport

Children under the age of 8 years, who live more than 2 miles from school and within our catchment area, are provided with transport. Children of 8 years and over must live more than 3 miles walking distance from school and within our catchment area before transport is provided.

Children from Torlundy and Tomacharrich have transport by taxi provided by the Area Education Transport Unit.

Parents of children who attend Inverloch Primary but live outwith the catchment area are not entitled to transport costs.

Tuck Shop

As part of the Health Promoting Schools Initiative the children have the option to buy a variety of healthy snacks from the canteen at playtime. Prices range from 10p – 30p.

As various government studies have shown the link between children eating a healthy snack and better concentration and good behaviour in class. Pupils are encouraged to eat a healthy snack for their morning break.

U

Inverlochry School Dress Code/Uniform

Pupils attending Inverlochry are encouraged to wear a school uniform.

- Gold polo shirt
- Black school jumper or hooded top
- Grey or black school trousers, skirt or shorts
- Sensible shoes

Wearing uniform:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic amongst pupils

Where to buy school uniform

Uniform can be purchased from www.schoolwearmadeeasy.com

We recommend that all school uniform clothing is labelled with the pupil's name.

PE Kit

PE kit consists of t-shirt, shorts and gym shoes/trainers. PE kit is kept in class and sent home regularly for washing.

Clothing Grants

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £610).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £16,105 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £6,420 (as assessed by the HMRC)
- If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- If you are an asylum seeker receiving support

A copy of the 'Free School Meals and Assistance with School Clothing' form is available from the school office or can be downloaded from:

http://www.highland.gov.uk/info/899/schools__grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

W

Walking Bus

With part of the money we received in Pupil Equity Funding we are able to operate a daily Walking Bus to school. This forms part of our Nurturing Starts to School initiative. The Walking Bus serves the Claggan area of our catchment currently.

Wet Weather Arrangements

Unless the weather is unpleasant, the children will continue to use the playground during wet weather.

Children should be appropriately dressed for the weather, with strong waterproof clothing and wellies which can be left in school if desired. During winter months, the pitch does get very muddy and wet. The children are asked not to play on the pitch if they are not wearing suitable footwear. This message should be reinforced at home. If you wish your child to stay indoors for any reason, please inform the office.