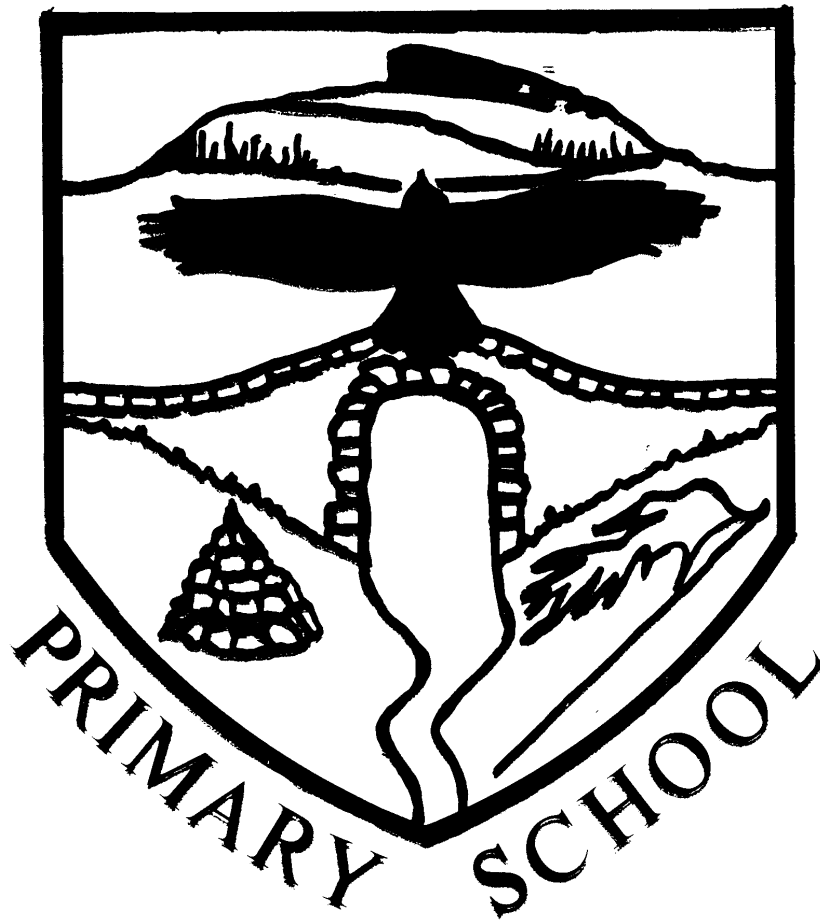


KNOCKBRECK



SCHOOL BROCHURE

January 2022

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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.](#)

WELCOME TO KNOCKBRECK SCHOOL

Dear Parent/ Carer

It is my pleasure to welcome your child to Knockbreck Primary School. I hope this booklet is informative and useful to you.

Knockbreck is, at the present time, a one teacher school within the community of Waternish. It is one of five schools which once existed in this area. These included what were known as side schools. In 1959 this school and the only other remaining school in existence amalgamated. Lochbay School, in Stein village, was duly closed and Knockbreck became the only school serving the Waternish area.

We aim to provide a happy working atmosphere where each child is considered to be a special individual who makes a valuable contribution to the school as a whole. The children have gained their fourth Green Flag Award as an Eco School. We look forward to working with you, as parents, in creating strong links between home and school. We will keep in touch with you by newsletters, meetings and social events. This will benefit both your child and the school as a whole..

Yours sincerely

Mrs Philippa Nicolson, Head Teacher
November 2021

KNOCKBRECK PRIMARY SCHOOL HALLIN, WATERNISH, ISLE OF SKYE, IV55 8GP

Tel	01470 592258
Email	knockbreckskye.primary@highland.gov.uk
Head Teacher	Mrs P Nicolson
Teachers	Miss A MacPhee (Monday) Mrs Hannah Fox (Tuesday and Wednesday) Mrs N Shann (Thursday-Friday)
Clerical Assistant	Mrs M Gillies
Pupil Support Assistant	Miss Maria Mrs D Bradshaw
Early Years Practitioner	Mrs C Hastings
Visiting Teachers	Mr D MacLean (Additional Support Needs Teacher)
Cook	Mrs D MacGillivray

Parent Council Chair

Mrs D Bradshaw

NUMBER ON ROLL

School: 5 Nursery :3

HIGHLAND COUNCIL

Care and Learning Manager – Ross, Skye and Lochaber

Mr D Esson

The Fingal Centre

Viewfield Road

Portree

Isle of Skye

IV51 9ET

Tel: 01478 614814

Don.esson@highland.gov.uk

Director of Care and Learning

Nicky Grant

Council Buildings

Glenurquhart Road

INVERNESS

IV3 5NT

Tel: 01463 702000

Nicky.grant@highland.gov.uk

ASN Manager

Fiona Wallace Fiona.wallace3@highland.gov.uk

Educational Psychologist

Ms Stephanie Bennett (based in Area Education Office)

Communication:

We talk with parents during Parents' Evenings, Parent Council meetings, school events and visits to the school.

We communicate using e-mail, phone calls, letters, newsletters etc.

The children have a strong voice in school through the **Pupil Council** and through the Eco School's committee. Children's views are valued.

Pupil questionnaires are distributed every year and the results are discussed with them.

ENROLMENT

Parents wishing to enrol their children for the new session should watch the press for advance notice of enrolment date, Highland Council Area, usually in January/February. Parents should then contact the school to make arrangements for enrolment.

On entry parents will be asked to give consent to various aspects of school life e.g. trips, photos, e-mail, internet, videos etc.

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place

their child. Application must be made to the Area Care and Learning Manager, Don Esson and placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

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.

Nursery Admission 2022-23

3 Year Olds-Three year olds are eligible for funding from Highland Council as follows:-

<u>Third Birthday</u>	<u>Funding From</u>
1 March – 31 August	August
1 September – 31 December	January
1 January – 28 February	April

4 Year Olds

Pre-school children are fully funded by Highland Council.

Children are able to start Nursery a day after their second birthday, the current charge per session is £4.70 per hour until they are eligible for a funded place.

Birth Certificates need to be checked at enrolment.

School Nurseries – English Medium

Those enrolling should all live within the catchment area of the school.

There are however certain circumstances in which an enrolment could be accepted for a child out with the catchment area. These are:-

- 1) No school nursery provision in the child's own area.
- 2) When the parent has domestic or work arrangements that you judge are reasonable grounds for granting a place in your nursery e.g. the child is regularly cared for during the day by a relative or child-minder who lives in your area.

In allocating places priority should always be given to children in the catchment area for Macdiarmid.

NB Enrolments should not be accepted for children on the basis that a placing request is to be made for them in your school for next year when they enter Primary1. In this instance, they would still be expected to access their local primary school nursery.

School Nurseries – Gaelic Medium

Enrolments may be accepted for children from any catchment area that does not have Gaelic nursery provision.

Partner Centres

Those enrolling should be from areas where there is **no school nursery provision** unless:

- 1) The child is being provided with day care of 4 hours or more per day in your centre.
- 2) The child is regularly cared for by a relative or childminder who lives in your area.
- 3) Partner Centres offer Gaelic medium provision that is not available at the school nursery.
- 4) The parent has some other domestic or work arrangement which you judge to be reasonable grounds for granting a place e.g. the parent requires provision split between two centres to fit in with work patterns.

NB Enrolments should not be accepted for children on the basis that they are to submit a placing request next year for the child to attend the school in your area. In this instance they would still be expected to access their **local** primary school nursery.

Please ask us for details of partner centres.

School Nurseries – English Medium

Those enrolling should all live within the catchment area of the school.

There are however certain circumstances in which an enrolment could be accepted for a child out with the catchment area. These are: -

- No school nursery provision in the child's own area.
- When the parent has domestic or work arrangements that you judge are reasonable grounds for granting a place in your nursery e.g. the child is regularly cared for during the day by a relative or child-minder who lives in your area.

In allocating places priority should always be given to children wishing to enrol from your own catchment area.

NB Enrolments should not be accepted for children on the basis that a placing request is to be made for them in your school for next year when they enter Primary1. In this instance they would still be expected to access their local primary school nursery.

School Nurseries – Gaelic Medium

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NB Enrolments should not be accepted for children on the basis that they are to submit a placing request next year for the child to attend the school in your area. In this instance they would still be expected to access their **local** primary school nursery.

Please ask us for details of partner centres.

Admission to P1

Admission to Primary 1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually five years of age by the end of the following February. Proof of birth date is a requirement of enrolment.

The children's ages range between 4 and 12, from P1-P7.

During the spring or summer term, before admission to P1, parents are invited in as a group to meet with the class teacher, to be introduced to aspects of school life and are welcome to make separate appointments should they wish to discuss anything on an individual basis.

Older children help to settle the children in and take care of them on the taxi etc.

Pupils are introduced to books gradually using "Jolly Phonics", before they are given books to read at home and school. Parents are a great support in reading. We will share a reading diary with you which can be multi-purpose. It also helps if children can recognise their own name. Please do not teach your child to write in capital letters!

Term Dates

Highland School calendar 2022/23

Please note - Dates may be subject to change

August 2022								September 2022								October 2022								November 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
31								36				1	2	3	4	40						1	2	45		1	2	3	4	5	6
32	1	2	3	4	5	6	7	37	5	6	7	8	9	10	11	41	3	4	5	6	7	8	9	46	7	8	9	10	11	12	13
33	8	9	10	11	12	13	14	38	12	13	14	15	16	17	18	42	10	11	12	13	14	15	16	47	14	15	16	17	18	19	20
34	15	16	17	18	19	20	21	39	19	20	21	22	23	24	25	43	17	18	19	20	21	22	23	48	21	22	23	24	25	26	27
35	22	23	24	25	26	27	28	40	26	27	28	29	30			44	24	25	26	27	28	29	30	49	28	29	30				
36	29	30	31													45	31														

December 2022								January 2023								February 2023								March 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
49				1	2	3	4	1							1	6			1	2	3	4	5	10			1	2	3	4	5
50	5	6	7	8	9	10	11	2	2	3	4	5	6	7	8	7	6	7	8	9	10	11	12	11	6	7	8	9	10	11	12
51	12	13	14	15	16	17	18	3	9	10	11	12	13	14	15	8	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19
52	19	20	21	22	23	24	25	4	16	17	18	19	20	21	22	9	20	21	22	23	24	25	26	13	20	21	22	23	24	25	26
1	26	27	28	29	30	31		5	23	24	25	26	27	28	29	10	27	28						14	27	28	29	30	31		
								6	30	31																					

April 2023								May 2023								June 2023								July 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
14						1	2	19	1	2	3	4	5	6	7	23				1	2	3	4	27						1	2
15	3	4	5	6	7	8	9	20	8	9	10	11	12	13	14	24	5	6	7	8	9	10	11	28	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16	21	15	16	17	18	19	20	21	25	12	13	14	15	16	17	18	29	10	11	12	13	14	15	16
17	17	18	19	20	21	22	23	22	22	23	24	25	26	27	28	26	19	20	21	22	23	24	25	30	17	18	19	20	21	22	23
18	24	25	26	27	28	29	30	23	29	30	31					27	26	27	28	29	30			31	24	25	26	27	28	29	30
																								32	31						

School holidays
In-service days

School days

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

SCHOOL AIMS, VISION AND VALUES

Knockbreck Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community.

Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: class, group and (when appropriate) individual teaching, catering for a range of abilities.

In the school we aim:

- To deliver a curriculum where all children meet the capacities of the Curriculum for Excellence, becoming successful learners, confident individuals, responsible citizens, and effective contributors.
- To ensure that all children achieve appropriate levels of attainment in line with the Curriculum for Excellence and to create an ethos of achievement and celebration.
- To ensure that the curriculum is accessible to all as an equal opportunities school.
- To create an atmosphere where children co-operate with each other and have the confidence to become independent learners with a positive attitude towards their self-esteem, confidence, learning programmes and development.

- To develop in children a respect of the environment of the school and the wider environment, through the curriculum and the fostering of positive qualities towards citizenship.
- To ensure that the school is a safe, secure and welcoming environment for all pupils, staff, parents, community and visitors to the school.
- To create a partnership with parents and the wider community; to value the community contribution to the life of the school and the education of the pupils.
- To provide opportunities for staff for continuing professional development, including Staff Development and Review.

Values and a Vision Statement was created in consultation with pupils, parents and staff.

Vision Statement:

To provide a happy, caring atmosphere, in partnership with parents and the local community in order to ensure every child achieves their full potential and becomes a confident individual.

Knockbreck Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community.

Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: class, group and individual teaching, catering for a range of abilities.

Vision Statement:

We strive to ensure our learners reach their full potential in a caring, happy and fun environment.

School Vision

Happy, Achieving, Team

School Values

Respect, Empathy, Self-belief, Positivity, Effort, Creativity, Teamwork

Aim

Our Vision and Values are at the heart of everything we do.

We have partnerships with:

- Watnish Hall and use the facility every week and at other significant times for fairs and parties etc.
- Two Dunvegan churches, the Church of Scotland and the Free Church
- Local businesses e.g. Skyeskyns etc.

- The Active Schools Co-ordinator
- Youth Music Initiative, Kodaly Music
- Eco Schools – we have gained our fourth Green Flag Award
- Police deliver Road Safety and Cyber Safety workshops
- Waternish Community through School Play, Newsletter, Beach Clean, Poppy Appeal, Halloween Party, Carol Concert etc.

ORGANISATION OF THE SCHOOL

The School Day

The school day begins at 9 a.m. and ends at 3.15 p.m. Morning break is usually from 10.30.a.m. until 10.45 a.m. Afternoon break is for P1-P3 children only from 2 p.m. – 2.35 p.m. Lunch break is from 12.15 p.m. - 1.15 p.m.

School Meals

School meals are prepared on the premises by Mrs MacGillivray, the school cook. The current charges are £2.30 per day, a total of £11.50 per week. Please send in the money each **Monday**, either cash, or a cheque payable to “The Highland Council”. Requests for free school meals application packs should be made to the Head Teacher.

Free School Meals for Primary 1-3

This Scottish Government funded initiative will entitle all Primary 1 to 3 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. 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. This initiative does not cover children in Primary 4 to 7, who, if entitled still need to apply for Free School Meals following the usual process.

If your School does not provide a meal service and your child is in Primary 1 to 3 you will be entitled to re-imburement. This will be based on the economic daily rate for every day that your child has been in attendance at school. It will be claimed on your behalf by the school then payment will be made directly to you.

All Highland Primary Schools have been awarded the bronze Food for Life Catering Mark, for more information on school meals and to view school meal menus please visit – www.highland.gov.uk

Clothing Grant and Free School Meal Application Form-

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing”

Healthy Snacks

We encourage Healthy Eating and a range of healthy snacks are available each morning break.

School Fund

The School Fund pays for transport and incidental costs incurred in extra-curricular activities. We also pay for items for special events such as Christmas parties, school sports, extra equipment, prizes, etc. Each year the Clerical Assistant prepares the account for audit. This is then independently audited for submission to the Finance Department of the Highland Council.

Educational Visits/Excursions

These vary from nature walks to trips involving transport and form an important part of the school curriculum. Due to increasing transport costs, and in order to avoid restrictions on these activities, pupils may sometimes be asked to contribute towards the cost involved. Parents will receive notification of proposed arrangements. Written permission for visits is sought at enrolment.

Book Club and Library Facilities

The school runs a Scholastic Book Club. News-sheets are issued frequently. The children return their order slips with the money to the school or parents can order on line. Delivery is usually within two weeks of the order being placed.

The mobile library visits the school every third Tuesday. Children from primary one upwards are allowed to borrow books. The Nursery borrows books to use with the children in Nursery.

Attendance

Please make every effort to ensure that your child attends school regularly. If your child needs to be absent please let us know the reason as soon as possible by telephoning the school by 9.15 a.m. on the first day of absence with confirmation by letter immediately upon your child's return to school.

If school has not been informed by 9.15 a.m. you will be contacted by telephone shortly thereafter to ascertain the reason for absence.

We advise you that holidays and odd days out are mainly categorised as unauthorised absences. We request that they are not undertaken during the school term as this can hinder pupil progress and continuity.

Leave of absence for the whole or part of the day can be granted for special reasons such as dental appointments. The reasons must be stated in a letter from the parent beforehand. Absences for holidays, etc., should be discussed with the Head Teacher, who will need to decide on their authorisation, subject to Circular No 5/03. (Please ask for a copy).

Targets have been set by the Scottish Executive for the School as regards attendance figures.

Charges

Normally children will not be charged for materials used at school. However, there may be occasions when your child may be asked to contribute towards a special item he/she has made. There is a charge for music instrumental instruction given by Highland Council tutors.

Medicine in School

We will support you, if we are able, to help in administering prescribed medicines, but please note that it is not a requirement of the staff.

Please keep us informed if your child has a condition, e.g., asthma/eczema and also discuss any prescribed medication with us fully in order to make sure we feel able to administer it ourselves. From time to time there are occasions when other prescribed medicines need to be taken during the day – all such medicines need to be labelled clearly with written instructions. This is provided that your child's General Practitioner has said that he/she is fit enough to attend school and that you have contacted us first by telephone to arrange it.

NB ALL medicines must be presented to school in their original prescribed containers.

Health and Welfare

The Health Visitor and School Nurse are available to us for advice. P1 and P7 will have the opportunity for a medical examination. There are also vision/hearing checks etc. Please keep us up to date with any medical concerns regarding your child and we will also contact you should we have any areas to discuss.

First Aid, Sickness and Accidents

First Aid supplies are kept in the classroom, the nursery and the toilet area. Parents can help teachers by impressing upon pupils that any accident, however minor, must be reported to a teacher.

The following procedures are adhered to in instances of sickness and accidents:

Contacting of Parent and Transport

Where it is desirable that a pupil should return home, contact will be made with either one of the pupil's parents or, in the event of both parents being unavailable, with the Emergency Contact who has been nominated by the parent, with a view to arranging collection and transportation of the sick child from school.

Medical Assistance

If medical assistance and/or X-Ray are required due to injury or illness every effort will be made to contact and advise parents.

Emergency Procedures

Emergency Contact

We have a copy of all parents and other emergency phone numbers for use if your child becomes ill or should have an accident at school. It is vital that you keep us informed of any changes. Please do not wait for the update form issued in September each year to inform of us any contact amendments.

Emergency/Early Closures

When known in advance parents will be informed of a planned early closure. Should an emergency closure become necessary you will be contacted to ensure that someone is available at home when your child arrives; otherwise he/she will be kept at school, or looked after at home by one of the teaching staff, until someone is available at home.

Adverse Weather Conditions

Please refer to the circular issued from Highland Council on Advice to parents in Adverse Weather Conditions – November 2016. We issue this annually to parents around November time each year.

Should the weather be severe, we will delay opening the school until roads have been gritted etc.

You may telephone 0800 564 2272 (local rate), (school pin number: 042430) for up to date guidance as regards the school. We also operate a local contact system. You may also access this information through the Highland Council Website. Details are issued in November each year.

Major Incident in the School

If a major incident occurred in the School (e.g. a fire) the children will be evacuated from the building and taken to Waternish Hall to await collection by an adult. The Education Office would endeavour to contact parents by telephone. Hopefully we shall not have to face such an event.

Fire Precautions

Fire Drill notices are displayed throughout the buildings and Fire Practices are held termly. Fire alarms and fire exits are checked on a regular basis.

Behaviour in School

We insist on a high standard of behaviour and courtesy in school. Good manners, consideration and toleration of others are high priorities at Knockbreck. We aim to set a positive example and seek to reward at every opportunity children who behave well. The children are well supervised and cared for.

Children are encouraged to follow the 'Golden Rules' for both classroom and playground.

We are gentle
We are kind and helpful
We work hard
We look after property
We listen to people
We are honest

We do not hurt anyone
We do not hurt people's feelings
We do not waste time
We do not waste or damage things
We do not interrupt
We do not cover up the truth

Anti-Bullying Policy

Statement of what bullying is:

- Intimidation
- Excluding other children/child from play
- Threatening
- Persistent name calling
- Being nasty
- Pushing and shoving
- Any physical threatening behaviour
- Teasing/making fun of others for whatever reason e.g. different accent, physical disability, speech impediment etc.
- Ridicule

Action

Key elements in combating bullying:

- A clear lead and active support by staff.
- The belief by the school that bullying is a serious issue which needs to be tackled.
- A sense of ownership of the policy by the school community, teachers, parents, non-teaching staff and pupils.
- An open discussion as to what counts as bullying.
- An ethos which encourages victims and witnesses to speak up.
- A readiness to treat incidents seriously however trivial they may seem at first.
- A willingness to take action, and be seen to take action, when bullying is reported.
- Encourage the bully to see the victim's point of view.
- Identify situations which may lend themselves to children being vulnerable.

N.B. The terms “bully” and “victims” are primarily used in this document as a means of identification and not with the intention of labelling individual children.

Adult role models of Anti-Bullying Behaviour

All adults in the school have a vital role as role-models.

Anti-bullying role models:

- Show respect for every child as an individual
- Are aware of vulnerable children
- Criticise the behaviour rather than the child
- Avoid playing favourites
- Are seen to be fair
- Avoid labelling
- Have high expectations of pupils
- Avoid reference to other members of the family (just like your brother/sister)
- Never give ammunition to use against each other
- Be consistent in responding to bullying

No child deserves to be bullied. Children should learn in an atmosphere free from fear and intimidation.

We believe in giving children opportunities and responsibilities in order to allow them to care for other younger children and become part of a happy integrated team.

Equal Opportunities and Anti-Racist Policy

Knockbreck Primary School provides equality of opportunity through its ethos and working practices. Access to all subjects will be provided to all pupils without reference to gender, race or colour. Through our teaching we oppose all forms of prejudice and discrimination.

Transfer to High School

Children transfer to Portree High School at the end of Primary Seven. The Primary Seven pupils now spend three days at the High School as an induction period, during the summer term. During the summer term a Guidance Teacher from the High School will visit the school to speak with the P7 children transferring to secondary school the following August. He/she will follow them throughout from secondary one to secondary six.

Address: Mr Tony Breen
Head Teacher
Portree High School
Portree, Isle of Skye. Tel: 01478 614810

THE PARENT COUNCIL

We are fortunate to have a Parent Council at Knockbreck.

The members are as follows:

Chairperson: Mrs D Bradshaw
Tel: 01470 592395

Secretary: Mrs C Matheson
Tel: 01470 592255

Treasurer: Mrs Christine MacLean
01470 592316

Parent Members: All parents and Carers are members of the Parent Council

Teacher representative: Mrs N Shann
Miss A MacPhee
Tel: 01470 592258 (school)

knockbreckskye.primary@highlandpc.co.uk

The function of the Parent Council includes the following:

- To promote good relationships between the school, parents and the local community
- To be involved in the appointment of senior staff
- To support and promote fundraising

Parent Councils are entitled to be consulted on:

- National Priorities in education
- Local Authority Improvement Objectives
- School Improvement Plan

Regular meetings are held throughout the year, which you are welcome to attend. The minutes and are sent home to each parent, along with agendas.

The children co-operate well with each other and the opportunity for older children to learn by helping the younger children is very positive. Likewise, the younger children are encouraged by their older classmates to enjoy learning. The fact that the school is small does not mean the children miss out on any opportunities. Our staff are dedicated to ensuring the children experience as wide a range of activities as possible and they are confident, happy children always eager to learn.

The school maintains its wonderful relationship with the wider community through inviting local residents into the school and also taking its skills and talents out into the community. We are always delighted by the huge support given to our main fundraising event in the summer term, the Afternoon Tea, which was wonderful again this year. It gives the community a chance to visit the school and see all the fantastic work done by the children which is displayed on the classroom walls. In addition, the local residents have a chance to chat to the children and enjoy the wonderful baking. The children have been to Home Farm to sing to the residents in the past, they have taken part in local craft and Christmas fairs, they have sung in a Carol Concert in the Waternish Hall and enjoyed the fun of the Halloween Party with their classmates and with other children from the area. They have collected for the Poppy Appeal, donated to the annual Blytheswood appeal. They have experience drama through the local pantomime and performing in their own annual school production. They also make regular visits to Macdiarmid School for workshops such as K'nex, nursery visits and school sports day.

“Knockbreck Parent Council works hard to maintain an excellent relationship with the school which benefits children, staff, parents and the wider community.”

Parent Council November 2021

PARENTAL SUPPORT

Our aim is to continue the positive and supportive relationships between school and home. The Head Teacher welcomes parents' enquiries and will be happy to arrange interviews and meetings with the class teacher when necessary.

There is an Open Door policy in school which means that you may contact the school at any time if you have any concerns or worries.

Parents' newsletters will be issued monthly either through email or a paper copy.

Apart from being a means of conveying necessary information to parents, the newsletters are intended to give a picture of the on-going life of the school.

Each year parental questionnaires are distributed and the results are conveyed to parents.

Knockbreck has an active Parent Council which meets regularly to plan activities and events for the children and to fundraise. Parents are also welcome to help in various areas of school life.

The Parent Council addresses many issues of importance to the school. Whilst any issues relating to the staff and children should be addressed by the Head Teacher directly, the Parent Council has an important role to play in promoting home/school links. Parent Council meetings are open to all parents.

Parents help run the School Fund, by sharing and approving decisions about priorities for spending money raised by parents. An audit is carried out by an accountant each summer and accounts are available to all parents. We are extremely grateful for parental support as it enriches the life of the school in many ways.

We would like to continue to extend a welcome to other family and local community members to our school and other events, as it is essential that our school plays an active role in the wider community of Waternish.

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/>

TRANSPORT

Bus Driver: Mr Alistair MacDonald.

School transport is available free of charge to pupils who live more than two miles, (children aged under 8 years), and three miles, (children aged 8 and over).

Transport application forms are available on admission, and should be returned to school. In some circumstances there are concessionary seats on the bus should there be spare seats.

Only named passengers may use the school bus.

Safety note:

From January 2002, all school buses are required to have seat belts. Please regularly remind your child about the importance of good behaviour and the need to wear seat belts which are properly adjusted. We will do our best at school to ensure safe use of the bus, but we rely on your help too.

UNIFORM

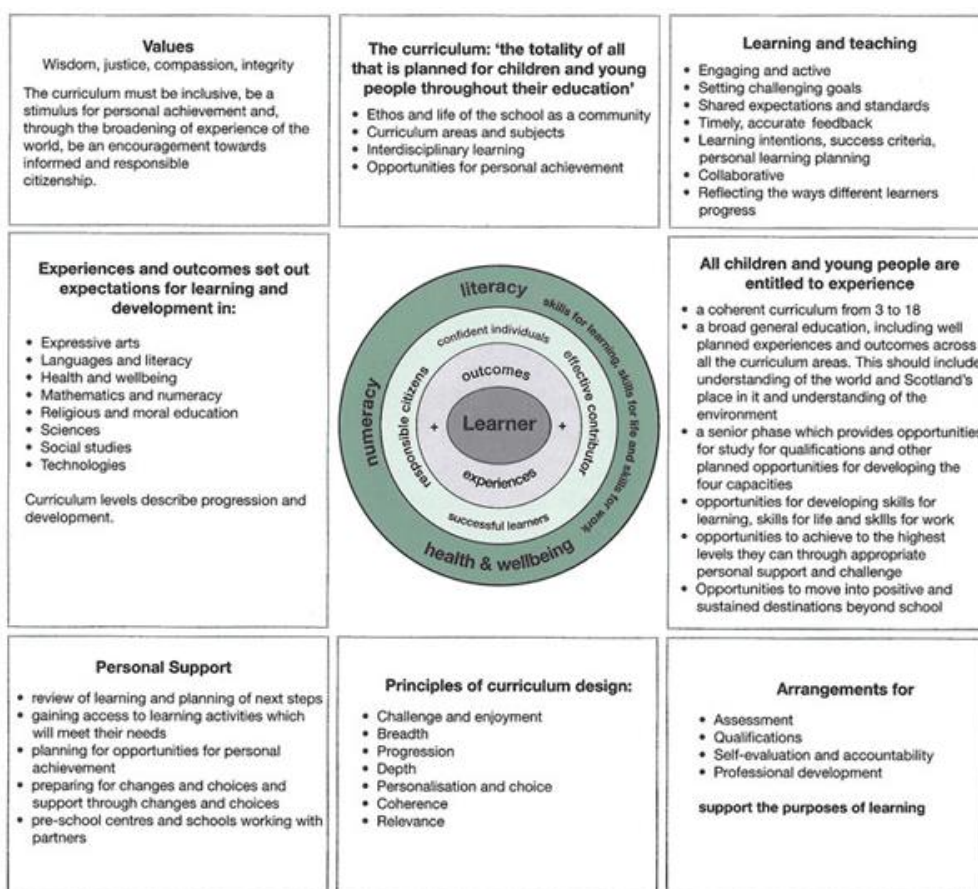
We would like to encourage the children to wear the school sweatshirt and polo shirt to school daily. They are expected to wear these items on school trips, etc.

All children need to wear appropriate dark coloured trousers (preferably black), or the girls can wear dark coloured skirts.
 If pupils wear Wellington boots to school they will need to have a pair of indoor type shoes to wear inside.
 The children will need to bring shorts, t-shirts, etc., for PE session and they will also need suitable footwear.
 If any parents need help with funding to help with uniform costs, please do not hesitate to contact school.

CURRICULUM AND ASSESSMENT

CURRICULUM

The development and design of our school curriculum is based on the principles and capacities of a Curriculum for Excellence, as outlined below.



Successful Learners - with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement.

Confident Individuals – with physical, mental and emotional well-being and self-respect and ambition.

Responsible Citizens – with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it.

Effective Contributors – with resilience and self-reliance, who can communicate,

work in partnership and apply critical thinking, solve problems and be enterprising and creative.

These are called the four capacities.

Progression is indicated through curriculum levels, which are explained in the table below.

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
Third and Fourth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

The seven principles of curriculum design to ensure coverage are: Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance.

The curricular areas for all children from 3 – 18 are as follows:

- Literacy and English, Literacy and Gaelic, Languages
- Mathematics and Numeracy
- Health and Well Being
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

There have been some changes to the curriculum as interdisciplinary learning planning is used for most of the children's learning experiences. A lot of topic led work has been included in the curriculum for many years.

Our school is successfully delivering the Curriculum for Excellence.

Should you wish to find out more, please contact school or visit the website below:

<http://www.ltscotland.org.uk/curriculumforexcellence>

Details of where information regarding Knockbreck School's performance can be found at...

<https://education.gov.scot/inspection-reports/highland>

Organisation of Teaching and Learning

Our learners' journey looks like this:

A range of teaching styles based on Assessment is for Learning are employed to enable summative assessment as well as formative assessment to take place. We differentiate according to the needs of the children within the class/group. Pupils work in groups or individually, according to the activity. The multi-composite class

necessitate teaching in this manner. There is a great deal of interdisciplinary learning taking place. We develop children's skills for learning, life and work, including literacy, numeracy and health and well-being both in and out of the classroom.

Children are given choices in what they learn, both children and parents are involved in planning what they learn.

We aim to ensure that the individual child has a balanced learning programme building on the activities and approaches in the Nursery.

Literacy and English, Languages

The language curriculum can be divided into areas of Listening and talking, Reading and Writing.

Our aim is to encourage children to develop skills which allow them to communicate fluently and confidently.

Listening and talking are incorporated in all areas of the curriculum. Skills must be taught in order that children become confident when expressing themselves.

In the Early Stages one of the skills is knowing when to talk and when to listen. Later children should be able to speak confidently with an awareness of their audience.

Children are encouraged to enjoy Reading. Basic skills are acquired using Jolly Phonics in the Early Stages as well as a focus on the child's comprehension of what is being read to them as well as what they are reading on their own. These are further developed as the child progresses. The school follows the Highland Literacy programme and has a variety of reading resources both in fiction and non-fiction.

In Writing, children are encouraged to express themselves in a variety of written forms. French is introduced in Primary 5 and Gaelic is taught throughout the school. Opportunities are given to develop confidence, skills and strategies which will give children a basis for future language needs.

Mathematics and Numeracy

Mathematics plays an important role in our lives. It is used in everyday activities such as buying food, keeping time and playing games.

Mathematics includes areas of number, money and measurement, information handling, shape and position and movement. Children are encouraged to learn through practical experience using concrete materials. Children acquire mathematical concepts and learn number facts. Mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand number and use it effectively. Regular oral and mental work develops children's calculation strategies and recall skills.

Calculators are in use from the early stages for calculations specified by the class teacher only.

Computer programs are used to reinforce work and to develop skills in information handling. Skills in problem solving are developed using various resources e.g. texts, computer, programmable toys etc.

Health and Well Being

Health education caters for the physical, mental, emotional and social health of our children. Through Health Education we aim to provide a curriculum that helps children to acquire knowledge of the human body and how it works and the social and emotional factors which influence health. Children are encouraged to make informal choices and make appropriate decisions that help to ensure a healthy lifestyle. The school aims to foster links between school home and the community so that all are involved in a collective responsibility for promoting good health. Health Education covers a programme of sex education and drug awareness.

Throughout the school we are continually promoting positive behaviour and all children are given the opportunities to discuss and learn about the importance of citizenship and lifelong learning.

Knockbreck School has achieved the highest level for being a Health Promoting School and we continually aim to build on this.

We aim to foster a positive attitude to recreation and leisure.

School sports are held annually.

Sciences

Science teaching consists of the development of knowledge, understanding, skills and informed attitudes in the following aspects:

- Earth and Space
- Energy and Forces
- Living things and Life Processes

This last aspect has links with Health Education, now a separate subject in its own right.

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

Science is taught as a stand-alone subject and linked to other curricular areas ensuring continuity and progression. The school plans to extend outdoor education through the use of the school grounds.

Social Subjects

These subjects consist of three broad areas, which are usually interlinked.

- People in the past
- People and place
- People in society

Themes and topics are planned to co-ordinate these aspects.

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

Technologies

The desired outcome of the technologies is *technology capability*.

To develop this at Knockbreck School we aim to offer tasks which:

- are practical and creative, designing and realising practical responses to perceived needs and wants
- focus on the acquisition of specific knowledge and understanding, skills and attitudes

- help pupils appreciate the relationships between people, their technological activity and the environment

Particular regard to health, safety and hygiene is needed when working with ingredients and tools. This element forms an essential part of technology teaching. Pupils are therefore given opportunities to look at:

- needs and how they are met
- resources and how they are managed and
- processes and how they are applied

Strands for skills are related to the key processes of designing and making, where the element of “failure” can be used to improve successive models. Pupils also need to learn to be economic with resources, linking with the real world.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.

As part of our ongoing Technology development the school will be networked. The classroom has the use of two PCs as well as 2 laptops. We also have a Smartboard and children are developing knowledge and skills in this area that will support their learning and prepare them for lifelong learning in the 21st century.

Expressive Arts

Expressive Arts is a term which is used to describe the teaching of Art and Design, Music, Drama and Dance. All of these areas encourage self-expression and the development of the child’s own ideas and imagination, and an appreciation of the expression of others – e.g. composers, artists, etc. From time to time music groups, e.g. Youth Music Initiative, Kodaly Music, support this area of study.

We try to provide the children with an annual opportunity to attend a live theatre production.

We encourage the children to enter the local Mòd.

Religious and Moral Education

The presentation of religious education is based under three main headings: Christianity, Other World Religions and Personal Search.

Christianity is studied in various ways, for example, through celebrations, customs, beliefs, stories, sacred writings and key figures.

The local clergy in this parish usually visit the school on a rota basis, to conduct an assembly.

Other world religions are studied through the year in assemblies or through resources such as television series or books.

Personal search is a very important area where the children learn and share ideas about the natural world, relationships and moral values, etc.

Moral Education is linked with Religious Education and children are encouraged to be caring and behave responsibly. Children are encouraged to be charitable and to think of the less fortunate.

Parents have the right to withdraw their child for Religious Observation. If so, they should consult the Head Teacher.

Enterprise Projects

The school has a well-established programme of Enterprise Education throughout the school. The children make various items to sell either in school or at Waternish fairs.

HIGHLAND COUNCIL POLICIES

Access to further Highland Council policies can be found here:

- http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines
- **Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>**

Early Stages

As many of the parents who are reading this booklet for the first time will be parents of future Primary 1 children we have decided to include some information about education at the early stages. The main aim of the school's induction programme for entrants is to ensure an easy, trouble-free and happy transition from home to school.

The children who have attended the Nursery Class in Knockbreck Primary School will have become familiar with the school and will already feel secure in its environment. In the term before your child starts Primary 1 opportunities will be given for you to meet the staff and be given an insight into the various activities which take place in the infant classroom.

Much of the work in the infant classroom is achieved through the child being given a wide array of practical experiences. The infant classroom is often an area full of bustling activity. When your child comes home during these first crucial weeks ask him/her about what he/she has been doing. Perhaps more than at any time in your child's school career his/her attitude will be influenced by your attitude. Please share with your child his/her experiences and remember – never hesitate to approach the school if there is anything we can clarify or help with.

Assessment

Our aims are:

- to provide pupil and parent with information about progress
- to give signposts for the direction towards the next stage of learning
- to monitor the school's success in achieving its educational aims
- to steadily develop literacy, numeracy, aesthetic awareness, curiosity, knowledge and understanding

Both formal assessment and assessment while teaching are ongoing aspects of our work and help us to plan ahead for each child. It also forms the basis on which we can report to you on pupils' learning and attainment across the curriculum.

Transition:

When children are moving from Nursery to P1 or from P7 to the High School there are rigorous meetings to ensure smooth transition. These meetings involve parents, partners, children and school staff.

The High School requests various information about the child and from the child and there are visits from the High School and to the High School.

Transition from nursery to P1 is very smooth as the nursery is on site.

Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

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.

Additional Support Needs

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

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

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

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher <contact details>. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

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

- Children in Scotland: Working for Children and Their Families <http://enquire.org.uk>
- Scottish Independent Advocacy Alliance, <http://www.siaa.org.uk/>
- Scottish Child Law Centre, <http://www.sclc.org.uk/>

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

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

Child's Plans

Occasionally a child's difficulties will need further assessment. In order to make certain that the child concerned gains the best help possible a Child's Plan may be drawn up and this will be reviewed regularly.

Speech Therapist

We have access to the services of the Speech Therapist. Her time is very limited as she also serves the wider community and not only educational establishments. Again, children cannot be assessed by the Speech Therapist without parental consent.

Reporting

The main reporting period is in May. The report will indicate strengths and development needs, as well as the proposed next steps. The report form gives parents an opportunity to respond to their child's report. This response will form part of the agenda for the subsequent parent/teacher interview, which will take place shortly after the reports have been issued.

In P7 the children build up a profile which they take with them to the High School. Parents' Evenings are held in November and May/June; a further meeting is held in September for parents of P1 children. At every meeting parents have the opportunity to see children's jotters and assessment files but these can also be viewed at any time during the course of the school year.

Homework

Aim

We would hope that homework builds upon and develops self-discipline, as well as taking an element of responsibility for the child's own learning.

Homework should always be viewed as part of a process developing positive home-school links.

Practice

All children are issued with homework and it always includes language and mathematics work.

Occasionally extra work may be sent on an individual basis to support a child with a particular need. This will usually be arranged with the teacher, Learning Support teacher and parent. We are sometimes asked to set work on occasions when an absence is known in advance such as a holiday and we will always try to accommodate individual needs wherever possible. The same will be true for when children return after a long illness for example.

If homework is not completed on time on several occasions, then it is essential for the school and home to work together in order to improve the situation.

Children are always welcome to follow up topic work at home and we will try to give them the title of the next topic as soon as we can. They will benefit from using the Library in order to gain access to information. P6 and P7 will be given regular opportunities to do some personal study or open ended activity, such as to prepare a report, for example.

We recognise that the school is one of many places where children learn and would like to continue to encourage them to bring in and share with us any other work and achievements.

Time spent on homework will vary according to the task; with no longer than 20 minutes being envisaged at any time. Research will of course take a while longer, but to prevent discouragement we would advise that not much more than half an hour at a time is spent on these tasks.

Children should be encouraged to read for pleasure.

School and Council policies are available; please contact school.

EXTRA CURRICULAR ACTIVITIES

As children progress through the school they will have different opportunities to take part in out of school activities. Recently they have consisted of:

- Active Kids.
- Mod activities
- Hallowe'en Evening.

ATTENDANCE

To maximise the opportunities we offer your child in school it is essential that he/she attends school each day. Any absence from school has an adverse effect on teaching and learning. Schools are required to record all authorised absences of pupils. It should be noted that absences for which the school receives no explanation are recorded as unauthorised absences.

For Child Protection reasons parents are asked to notify the school of any absence before 9.15 a.m. on the first day of absence, with confirmation by letter, or e-mail, immediately upon your child's return to school, otherwise the school will make efforts to contact parents. Parents should inform the Head Teacher (usually by note to the Class Teacher) of any need to withdraw a child from school during normal school hours.

If a parent has arranged for a child to attend an appointment with a dentist, doctor or optician during school hours, the Class Teacher should receive written notification of the date and time of the appointment. Where possible these should be made outwith school hours.

It should be noted that parents must request the permission of the Head Teacher if there is a need to remove a child from school during term time.

We advise you that holidays and odd days out are mainly categorised as unauthorised absences. We request that they are not undertaken during the school term as this can hinder pupil progress and continuity. Absences for holidays, etc., should be discussed with the Head Teacher, who will need to decide on their authorisation, subject to Circular No 5/03. (Please ask for a copy). 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.

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 Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. More information about Child Protection procedures within Highland can be obtained from the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463 703488 / Fax: 01463 713237.

A copy of the current Child Protection policy (agreed with parents) is available from the school. This is reviewed every two years.

In our school the designated person is:

Mrs Nicolson

In her absence her deputy is: Mrs Shann

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the designated person or online at [www.highland .gov.uk](http://www.highland.gov.uk)

SOCIAL DEVELOPMENT

Our aim is to help children grow up respecting other people and their needs. We would hope to guide them towards being responsible children, who will hopefully become equally responsible adults.

DATA PROTECTION

Any information you have supplied/ or has been gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedure following from this. This data will be maintained in accordance with the Act and will not be passed on to any other organisation without your prior approval unless this is a legal requirement.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make

publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, , in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out-with 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 Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@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.

Transferring data about school staff

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, Education Authorities and other partners such as HMIE, GTC Scotland and teaching unions need accurate, up-to-date data about our teachers. In particular individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this information, Scottish Government will be better able to plan more accurately the number of new staff to be trained each year, identify shortages in particular sectors and subjects, monitor movements in and out of the profession at a national level, better understand the factors affecting education and share good practice.

SCHOOL IMPROVEMENT

Main achievements of the school over the last 12 months and Improvements in standards in literacy, numeracy and health and well-being:

Please refer to the Standards and Quality Report; please ask for a copy from the school.

School priorities for improvement

From our self-evaluation, we have identified the need to develop the following aspects to improve the learning experiences of all children and young people:

Details of where information regarding our School's performance can be found at...

<https://education.gov.scot/inspection-reports/highland>

Our plan for improvement of the school's performance, over the next three years, is also contained in the School Improvement Plan; please ask for a copy from the school.

School Improvement Plan

Knockbreck Standards, Quality Report and School Improvement Plan

Our Standard and Quality report and School Improvement Plan (SIP) detail Knockbreck Primary and Nursery's work towards key improvement targets.

Our priorities for our School Improvement Plan are informed through the results of the school's self-evaluation processes. We also incorporate local authority and national priorities.

The key priorities of the National Improvement Framework are:

To improve attainment for all, particularly in literacy and numeracy.

To close the attainment gap between the most and least disadvantaged children.

To improve children and young people's health and wellbeing.

To improve employability skills and sustained positive school leaver destinations for all young people.

The project "Recovery from Covid-19 Impact" remains, in common with all Highland schools, our key priority.

Our three main targets are

Recovery from Covid-19 impact:

- Health and wellbeing
- Recovery of learning, teaching and assessment
- Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

IMPROVEMENT PLAN

- **SESSION 2021/22**

- **Summary: Key School/ELC Improvement Priorities**

1) Health and Wellbeing

Train pupils in a range of relevant programmes to promote Wellbeing, Resilience and Readiness to Learn.

- Regular sessions from our recovery programme to support children in identifying, discussing and managing their emotions. Resilient Kids, Growth Mindset Skills (Knockbreck), Tree of Knowledge and Circle Time.
- Weekly virtual assemblies across the cluster and flexi-schooling pupils to foster a sense of belonging and to discuss relevant Health and Wellbeing issues, including SHANARRI indicators.
- Develop Vision, Values and Aims across the cluster.

Promote wellbeing by improving our outdoor environment.

- Regular Outdoor Learning sessions from Nursery to P7 working towards specific areas/ awards e.g. John Muir, Outdoor Ranger Certificate.
- Develop our Community Learning Project to link learning with our community and foster 'Developing Young Workforce' (DYW) skills.

2) Recovery of learning, teaching and assessment

- Implement Recovery Curriculum in Literacy, Numeracy and Health and Wellbeing.
- Using an Interdisciplinary-learning approach to increase pupil motivation, confidence and develop skills for life learning and work, across cluster and working with local schools.
- Continue to Implement Scottish Heinemann Maths (SHM) scheme to provide a structured, progressive framework for Numeracy.
- Assess current levels for pupils across core curricular areas and set targets for next steps.
- Continue to embed and amend curricular progressions as pupils are ready and restrictions allow.
- Flexible pathways in place for learners to ensure support and challenge based on individual needs.

3) Attainment in session 21/22

- Early completion of Scottish National Standardised Assessments (SNSA) to provide diagnostic assessment and next steps for P4 and P7.
- Formative assessment ongoing in class to give accurate and relevant information on progress and next steps.
- Summative assessment of numeracy using SHM Check Ups and Highland Numeracy diagnostic assessments.
- Summative assessment of literacy using Highland Literacy Common words, literacy continuums and the informal encoding and decoding assessment where required:
<https://drive.google.com/drive/u/1/folders/oAB7eoxLrhxBDUk9PVA>
- Implementing ORT Phonics Reading Scheme resources in P1-3
- *Increasing reading resources for p4-7.*
- Continue to develop learning conversations including target setting as part of profiling process and share these with parents.
- Staff Training in Talk for Writing.

We are going to...

- Continue to develop profiling, recognising the challenges surrounding parental engagement during the pandemic and making best use of technology to overcome barriers.
- Using Quality Assessment Tasks to deliver quality learning and teaching and to provide the basis for valuable learning conversations.

- Develop Inter disciplinary Learning as part of our Recovery Curriculum.
- Improve parental engagement through virtual parents' evenings and continuing to use digital profiling to share learning.
- Continue to track progress by using Benchmarks in our continuums.

COMPLAINTS PROCEDURE

From time to time parents may wish to make a formal complaint about a particular issue.

This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately
- The Class Teacher will be informed if the issue relates to a specific class
- The school's response will be relayed to the parent either by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils
- Formal documentation will be kept of each complaint and its resolution

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction.

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher.

Parents are always welcome to make an appointment - please contact the School Office in order that a suitable time may be found for both parties. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting Mrs Norma Young, the Area Education Manager at The Elgin Hostel, Portree.

DISCLAIMER

It should be noted that much of the information contained in this brochure is correct at the time of printing in November 2020, but it should not be assumed that there will be no change affecting the details given during the school year.

Mrs P Nicolson, November 2021

Appendix

Employment of Children

The employment of children byelaws regulate 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

Information about the 2009 Additional Support for Learning Act

The detail previously included in this part of the guidance note relating to the 2009 Additional Support for Learning Act, including the link below, should be removed as the information is old. Current guidance is provided in the earlier **Support for Pupils** section.

2009 Additional Support for Learning Act:

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

Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

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

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

Access to Pupil Records

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

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.