

# Lochaline Primary School



## 2022/23 Handbook Leabhar-laimhe na sgoile 2022/23

**Lochaline Primary School**

Lochaline

Morvern

Argyll

PA80 5XT

01967 421765

[Lochaline.primary@highland.gov.uk](mailto:Lochaline.primary@highland.gov.uk)



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## Head Teacher's Welcome

Dear Parents

I would like to take this opportunity to welcome your child to Lochaline Primary School. It is a small village school with a friendly, pleasant and happy atmosphere. I hope that your child will enjoy their time with us and we look forward to having them become members of our school community.

I hope this handbook contains all of the information required about the day to day running and organisation of the school. Whilst every care has been taken to ensure that the information is up to date, changes after printing may affect pupils and parents. In these cases, you will be kept informed by email or our webpage; <https://lochalineprimary.wordpress.com/>

Our mission statement and aims express the school's central purpose and the values which we seek to pass to our young people. We hope that by continuing to work in partnership with parents, we achieve what is best for each individual child.

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.](#)

Yours sincerely

Louise Maclean





Head Teacher

## Our Vision, Values and Aims

Our vision in the Lochaline Primary School community is for:-

- |  |
|--|
| <input type="checkbox"/> Happy and motivated pupils able to engage successfully with others outwith the school |
| <input type="checkbox"/> Staff who feel valued in all they do and say  |
| <input type="checkbox"/> Parents who experience inclusion in their child's education                           |

### Values

-  Wisdom
-  Justice
-  Compassion
-  Integrity

## Aims

- To provide a safe and secure environment which will motivate and arouse curiosity and foster an enjoyment in learning.
- To help every pupil develop their full potential through the Curriculum for Excellence programme.
- To present the curriculum programme in a manner both interesting and differentiating.
- To create an ethos of achievement throughout the school and to encourage all children to aspire to greater achievement by helping them to develop confidence, self-esteem, ambition and the discipline required for these goals.
- To enhance professionalism of staff through teamwork, personal and staff development.
- To continue our partnership with parents, to build upon it and to continue to work with parents to support the education of their children.
- To continue to foster a positive attitude and respect towards our school, each other and the wider community.
- To ensure equal opportunities for all.
- To nurture the esteem with which the community views the school and to continue to involve the wider community in the school programme whenever such opportunities arise or can be created.
- Subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their Social, Emotional and Physical Health.

## General Information

**School Address** Lochaline Primary School  
Lochaline  
Morvern  
Argyll  
PA80 5XT

**Telephone:** 01967 421 765

**Email:** [Lochaline.primary@highland.gov.uk](mailto:Lochaline.primary@highland.gov.uk)

**School Staff:**

Miss Louise MacLean	Head Teacher (cluster)
Miss Rebecca Morris	Principal Teacher (cluster)
Miss Cheryl Cook	Management Cover
Mrs Jane Barker	CCR Teacher
Mrs Deborah Walter	Early Years Practitioner
Miss Ashley Walter	Support Worker
Mrs Stacy Cowsill	Clerical Assistant
Mrs Faith Finnigan	Cook
Miss Ashley Walter	Cleaner

**School Roll:** Currently 13

**School Hours:** 9.15am - 11.00am

11.15am - 12.30pm

1.15pm - 3.15pm

### **Secondary Schools:**

Ardnamurchan High School

Strontian

Ardnamurchan

Telephone 01397 700105

N.B. Lochaline Primary is a "Feeder" School for Ardnamurchan High School. Parents wishing their children to attend Tobermory High School must inform the Head Teacher and The Area Education Manager, Fort William, by February of the year of leaving.



## Our School

Our school is situated in the heart of the village of Lochaline, Morvern, overlooking the Sound of Mull. The school site is beside the busy, single track A884 road. The school is a new building which was opened in June 2013. It is unique because it has the local fire station underneath the main body of the school.

The school has two large classrooms, a resource area and community room.

The school grounds are spacious and include a large grassy area for playing on, as well as an all-weather surface area, which is completely fenced off and has lighting.

Also within the school grounds there is a Wildlife garden, which includes a pond. This area is used for outdoor education and also by the after-school Nature Club, which is working towards making the school an ECO school.



## Catchment Area

In the early 1970s the small schools of Bonavullin and Claggan were closed down and the children transferred to Lochaline. The school was then enlarged to its present day plan. At this time the school roll reached a maximum of 64 pupils.



## Placing Requests

Pupils whose homes are located in this area have priority in being allocated a place in the school. However, parents have a 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 on 01478 613697 or by email [don.esson@highland.gov.uk](mailto:don.esson@highland.gov.uk).

Placing request forms can be obtained from:

[http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

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

If pupils live outwith the school catchment area and their parents wish them to attend Lochaline Primary School they can contact the school office on 01967421765 to arrange a visit.

## Transport

The current catchment area takes in the whole of Lochaline village, plus Drimnin and all the houses between. Also Ardtornish Estate, Larachbeg, Rahoy Estate and out to the boundary at Be-ach.

Transport is provided for children who live outwith the three mile boundary of the school. Parents who feel that their children are entitled to such transportation should contact the Head Teacher who will issue the appropriate application form, which should be completed and sent to the Area Education Manager, Camaghael Hostel, Camaghael, Fort William.

Please note that although transport is not a school responsibility please contact the school initially with any queries. Further information can be obtained from the Transport development Officer, Highland Council, Glenurquhart Road Inverness, IV3 5NX or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk)

## Equipment, Resources and Facilities



Music sessions take place in the hall and Community room and we have a wide array of musical instruments including guitars, piano, keyboard, whistles, recorders and percussion.

Physical Education is taken in the hall and outside when weather permits, it is timetabled for two sessions a week with class teachers. There is a variety of P.E. equipment, which allows for the development of various skills and also allows the playing of a variety of sports.

There is a school library, with a selection of fiction books and a good range of non-fiction books and reference books and we are currently extending this range with a variety of electronic resources. The school runs the "Scholastic Book Club" which gives every child in the school a chance to buy the latest titles in children's fiction at least once a term. In this way we are also able to increase the school stock of fiction titles. The mobile library van also visits the school every third Monday, when the children can choose their own books.



## Uniform



The wearing of uniform is recommended at Lochaline School as many parents have expressed a wish for the school to have a uniform. By recommending a uniform we wish to encourage a sense of identity and a feeling of pride in our school.

### **The suggested uniform is:**

Girls: Light blue polo shirt / Dark blue sweatshirt or Fleece / Dark trousers or skirt.

Boys: Light blue polo shirt / Dark blue sweatshirt or Fleece / Dark trousers.

Shorts, t-shirts and gym shoes must be worn for P.E. and all jewellery must be removed for these sessions. Children should take indoor shoes (trainers/plimsolls etc).

### **Name Tabs:**

Similarity in the children's clothing creates confusion over ownership.

It cannot be stressed too strongly how helpful it would be if all pupils had name tabs on every item of their clothing.

Children should also carry daily a pair of shoes, trainers or slippers for indoor use only.

Children should bring a coat and have suitable footwear.

Items of school uniform embroidered with the school logo can be purchased online from:

**[www.tesco.com/direct/ues](http://www.tesco.com/direct/ues)**

More information about this service is available from the school office. Information in relation to financial help for uniforms please see; [http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## **School Meals**

School meals are cooked on the premises and served in the canteen in one sitting from 12.30pm until 1.00pm approximately. P1-4 children receive free school meals. Dinner money for the P4-7's is paid every Monday morning, directly to the cook, and at present cost £2.30 per day. The meals may be paid either in cash or by cheque made payable to The Highland Council. The money must be sent to the school in a sealed envelope with your child's name and the amount of money enclosed clearly written on the envelope. We would also very much appreciate the correct amount of money being sent. For more information including menus and application criteria and forms for free school meals please go to:

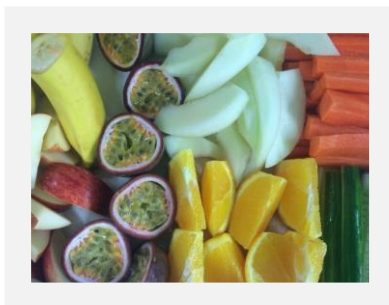
<http://www.highland.gov.uk/info/899/schools>

If you would prefer your child to have a packed lunch please remember that any drinks, soup etc. should be carried in a plastic container or safety flask. Glass containers must not be used under any circumstances. Packed lunches are also eaten in the school canteen at the same time as the pupils taking school meals and the sitting is supervised by staff.



## Healthy Snacks at Break times

As a Health Promoting School, we encourage the eating of healthy snacks, to this end, the Parent Council provide fruit at morning break times. Donations towards this provision can be forwarded to the Parent Council.



## Emergency Closure

In times of severe weather conditions, the safety of our pupils and staff is our prime consideration, and sometimes there are no options other than to close a school.

In the event of the School being closed early, (in bad snow, for instance) or an emergency closure, (prolonged power cut) parents will be informed by telephone whenever possible. A local communications network is in place, which should enable us to contact parents. If the parents cannot be contacted however, the children will be sent to an emergency contact. We rely on the good sense of outlying parents to notify us if weather conditions begin to deteriorate during the winter months so that we can make arrangements for their children to be taken home before roads become impassable.

Highland Council have invested in an 'adverse weather line' - an information 'hotline' for parents to call, **free of charge**, to hear the latest news about their schools' winter weather procedures and emergency updates. Please telephone 0800 564 2272.

Lochaline Primary School PIN number is **042490**.

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

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

## Pupil Welfare

Minor cuts and bruises suffered by the children at school are dealt with by staff. If a child becomes ill during the school day, one of his/her parents is contacted and arrangements made for the child to be collected from school and taken home. Please forward the name and telephone number of an emergency contact to us at the beginning of the session, just in case neither parent is available. It is important that your child knows his emergency contact well and that this person is normally available if you cannot be contacted. In cases of extreme illness/accident, the school will contact the local doctor/ emergency services.

The general health of the pupils is monitored by the school dentist, doctor and nurse who will visit the school from time to time during the school session. Any parent who wishes to be informed before their child is examined should notify the Head Teacher. Appropriate professionals may also visit the school to discuss with pupils about sensitive aspects of health and wellbeing such as mental health, relationships, sexual health and drug awareness. Parents will be informed beforehand.

## Attendance/absence

If you need to keep your child off school due to illness, or for any other reason, you should either send an absence note on his/her return or inform the school by telephone.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment please telephone/email the school to let them know or put a note in their bags to hand in.

If you wish your child to be off school for any other reason (e.g. to attend a wedding) you should notify the Head Teacher. There are times when family holidays cannot be taken during school holiday periods if, for example, a holiday rota system applies at a parent's workplace and this cannot be changed. When this does happen the Head Teacher must be informed in advance. The school and authority however strongly urge parents not to take pupils off school for holidays during term time.

Figures have to be submitted annually to the Scottish Executive and these have to indicate authorised and unauthorised absences.

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

If, as a parent or carer, you have any concerns about a child please be aware you can speak to staff at the school. There is also a national parent helpline

providing help and support. Email [parentlinescotland@children1st.org.uk](mailto:parentlinescotland@children1st.org.uk) or telephone 0800282233

## **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 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 a priority for Education Service Staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463 713237)*

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at [http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## **Pupil Behaviour**

At Lochaline School we expect all children to behave well and respect others in the school. A copy of our Anti-Bullying, Discipline/Sanctions and Multi-Cultural and Anti-Racist Policy are available on request from the school office.

Please see the link below for the HC schools bullying prevention guidance.

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-)



We have rewards such as 'Star of the Day' and 'Star of the Week' which are celebrated within the class. We also reward other achievements with a 'Head Teacher's Award'

We also hold a celebration of success evening in June/July combined with a leaver's service for the P7s.



## **Liaison with Parents**

We strongly believe that education is a partnership between parents and teachers. Parents wishing to discuss any matter are welcome to come to school at any time. We will always do our best to try and accommodate you. We keep in touch regularly by newsletter, email, school website, texts and telephone, which keeps parents up to date with events both in and out of school. The most recent school newsletter is usually displayed on the notice board outside the school.

Parents are invited to the school for Parent's Evenings twice a year - generally in November and May. On these occasions appointments are made with parents and the class teacher to discuss pupil progress. The P1-3 class have a home / school reading diary, which can be used to pass information between school and home.

*The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.*

## **Parental Involvement**

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 regularly. Parents are welcome to request an appointment or call to speak to Louise at any time.

Our Parent Council is a group of parents selected to represent all parents of children in the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Shonah Wood on [lochalineprimarypc@gmail.com](mailto:lochalineprimarypc@gmail.com)



## **Complaints and requests for service**

If a parent has any concerns about their child, their education or the school, they should contact their child's named person in the first instance, Miss Louise MacLean. If the complaint can not be resolved satisfactorily internally the matter can be taken to the Area Education Office (West). *Fingal Centre, Viewfield Road, Portree Isle of Skye IV51 9ET. Lochaber area office phone 01397 707530*

## **New Enrolments and Transitions**

Arrangements for parents, who wish to place their child in the school and who wish to make a preliminary visit, can be made by telephoning the Head Teacher. When you enrol your child, you will be asked to provide certain information that will be required by the local authority for statistical purposes, e.g. language spoken in the home other than English, religion, medical and dietary requirements.

Advertisements will appear in the local press giving precise arrangements for the enrolling of new entrants for the next session. These advertisements will normally appear in late January or shortly afterwards. Pre-school visits will take place in the summer term when the new entrants are invited along to join the infant classroom and participate in some morning activities.

Little Otters Nursery is a Highland Council Nursery and runs alongside the school. They are open during school hours. The nursery children join in with a lot of the school activities throughout the year and pay regular visits to the classrooms, this helps with the transition to school life.

If you have any worries about how your child will settle into school, or their transition to secondary school, please do discuss these worries with staff. You are welcome to arrange a visit to school at any time prior to your child starting in August, all you have to do is phone.

P7 transition to high school is supported by "roadshow" visits by S1 pupils and pastoral staff from Ardnamurchan High School during the final term for P7's. There are also transition days for pupils, an activity weekend for those moving up and parents evenings arranged by the high school.

Throughout the academic year all the Associate School Groups (ASG) to Ardnamurchan High School regularly come together to promote good relationships.

## Community Links

Through our Environmental Studies programme, the children are encouraged to learn about and appreciate their local area. The pupils are taken out into the community to learn about their environment. We liaise with various bodies, such as Scottish Natural Heritage, Scottish Wildlife Trust and Forestry Commission, who often support us on such visits. We are involved with 'Live Life Morvern'.



We also welcome members of the community willing to come into school and who are able to share skills and experiences with our pupils. School pantomimes provide seasonal entertainment for the whole community.



## Extra-Curricular Activities

We have a range of extracurricular activities during school and after school that children can attend. These include shinty, dance, gymnastics, nature club, bikeability, piano and youth club.



## **Committees**

We have a Pupil Council, which is elected every year. They represent all the other pupils and make collective decisions on various matters. We also have an Enterprise committee which help organising events and fundraising and an Eco-Committee who help to consider our impact on the environment. These groups meet frequently and often link with Ardgour Primary's committee groups.

## **School Fund**

The school has a small fund, which is used to pay for Christmas related activities and the many little "extras" not available through the school's allocated money. This includes field trips, sporting trips, workshops and sometimes extra computer equipment and software. Parents, Parent Council, and indeed, the community are always very supportive of any fundraising events and this is always very much appreciated by the school.

## **Parent Council**

We have an elected Parent Council, which meets each month during term time in the community room. Dates and times of meetings are communicated through the school website and the notice board. Any parent is welcome to attend.

The role of the parent council is to support the school in its work with pupils, represent the views of all parents and encourage links between the school, parents, pupils, pre-school groups and the wider community. They report back to all the parents in the school (the parent forum), support the school and pupils during school inspections and fundraise for the school.

The Parent Council committee is as follows:

Shonah Wood Chairperson  
Lilia Dobrokhodova Treasurer  
Claire Manthorpe Secretary

A school representative also attends all meetings. Please contact the parent council via email at: [lochalineprimarypc@gmail.com](mailto:lochalineprimarypc@gmail.com) or speak to any of the committee if you have any matters relating to the school you would like the council to discuss.



The Parent Council organise the biannual Summer Fayre to raise funds for the school.

## The Curriculum

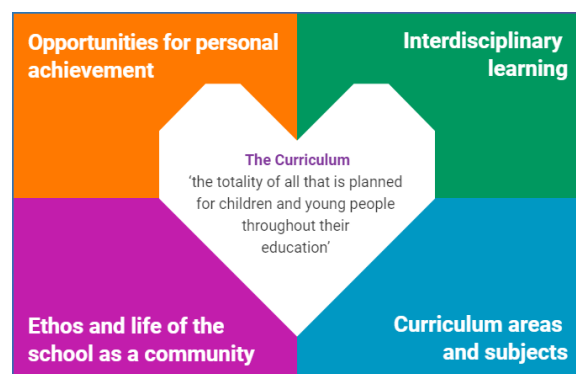
### A Curriculum for Excellence (CfE)

The Scottish Government in consultation with teachers, parents and pupils have undertaken a review of the existing curriculum and have introduced a **Curriculum for Excellence** which will ensure continuity and progression of education for all young people aged 3 to 18.

Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. It places learners at the heart of education. At its centre are four fundamental capacities. **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world




Our aim is to ensure that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Pupils are involved in planning their learning and choosing next steps. This information is shared with parents. Teachers will also send home an overview of each term's learning for pupils to share with their parents.

Further information can be obtained from the Head Teacher or <https://education.gov.scot/parentzone/learning-in-scotland/about-the-3-18-curriculum>

## CURRICULUM OVERVIEW

<p><b>Values</b></p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p><b>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</b></p> <ul style="list-style-type: none"> <li>Ethos and life of the school as a community</li> <li>Curriculum areas and subjects</li> <li>Interdisciplinary learning</li> <li>Opportunities for personal achievement</li> </ul>	<p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>Engaging and active</li> <li>Setting challenging goals</li> <li>Shared expectations and standards</li> <li>Timely, accurate feedback</li> <li>Learning intentions, success criteria, personal learning planning</li> <li>Collaborative</li> <li>Reflecting the ways different learners progress</li> </ul>
<p><b>Experiences and outcomes set out expectations for learning and development in:</b></p> <ul style="list-style-type: none"> <li>Expressive arts</li> <li>Languages and literacy</li> <li>Health and wellbeing</li> <li>Mathematics and numeracy</li> <li>Religious and moral education</li> <li>Sciences</li> <li>Social studies</li> <li>Technologies</li> </ul> <p>Curriculum levels describe progression and development.</p>		<p><b>All children and young people are entitled to experience</b></p> <ul style="list-style-type: none"> <li>a coherent curriculum from 3 to 18</li> <li>a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment</li> <li>a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities</li> <li>opportunities for developing skills for learning, skills for life and skills for work</li> <li>opportunities to achieve to the highest levels they can through appropriate personal support and challenge</li> <li>Opportunities to move into positive and sustained destinations beyond school</li> </ul>
<p><b>Personal Support</b></p> <ul style="list-style-type: none"> <li>review of learning and planning of next steps</li> <li>gaining access to learning activities which will meet their needs</li> <li>planning for opportunities for personal achievement</li> <li>preparing for changes and choices and support through changes and choices</li> <li>pre-school centres and schools working with partners</li> </ul>	<p><b>Principles of curriculum design:</b></p> <ul style="list-style-type: none"> <li>Challenge and enjoyment</li> <li>Breadth</li> <li>Progression</li> <li>Depth</li> <li>Personalisation and choice</li> <li>Coherence</li> <li>Relevance</li> </ul>	<p><b>Arrangements for</b></p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Qualifications</li> <li>Self-evaluation and accountability</li> <li>Professional development</li> </ul> <p><b>support the purposes of learning</b></p>

## Curriculum areas and subjects

Curriculum areas and subjects provide familiar and important vehicles for learning. We recognise their key role within the curriculum. We are currently reviewing curriculum areas and subjects, ensuring we take full account of the contributions they can make to developing the four capacities and preparing learners for the challenges of the future.

## Interdisciplinary projects and studies

We acknowledge that the curriculum needs to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities need to be well planned with a clear purpose and outcomes in mind. We are continuing to develop interdisciplinary projects at all stages.

## Opportunities for personal achievement

Opportunities for personal achievement, planned through the school, enrich the life experience of learners. Taking part in activities such as performances, community or enterprise activities and trips plays an important part in widening our pupils' horizons and developing confidence. We also respond to the personal interests and aptitudes of learners through clubs, community, charitable and fund-raising activities. Some of these activities are voluntary for learners and are organised as 'extra-curricular' opportunities. However, they play a major part in creating opportunities for individual growth, progress and achievement.

## Education Levels and Curricular Areas

The table below indicates the Curriculum for Excellence achievement framework.

### Education levels

Level	Experiences and outcomes for most children or young people:
early	in pre-school and in primary 1
first	by end of P4, but earlier for some
second	by end of P7, but earlier for some
third	in S1-S3, but earlier for some
fourth	level broadly equates fourth to SCQF level 4
senior	in S4-S6, but earlier for some

The following section is adapted from 'A Curriculum for Excellence - Building the Curriculum 1'

### How learning is organised: curriculum areas

The revised curriculum areas provide a device for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings.

The following groupings are used for structuring experiences and outcomes:

- Expressive arts
- Health and wellbeing
- Languages



- Mathematics
- Sciences
- Social studies
- Technologies
- Religious and moral education

The school's approach to learning and teaching in each of the above areas is/will be detailed in revised policy documents. The following section provides a summary of each curricular area.

## **Expressive Arts**

The expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. 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, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

## **Health and wellbeing**

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and elements of home economics. Pupils learn how the SHANARRI principles apply to their lives (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included). It also includes approaches and activities such as physical activity and nutrition, planned 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 perform at high levels in sport or pursue careers in health or leisure industries.

## **Languages and Literacy**

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 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.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping 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.

Pupils in Lochaline develop their skills in Gaelic and French.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages

- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

## **Mathematics and Numeracy**

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 endeavour 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.

## **Religious and moral education**

Religious and moral education includes learning about Christianity and other 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 to 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. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

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

- develop a knowledge and understanding of Christianity and other 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.

## **Sciences**

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. Children and 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
- and, for some, establish the foundation for more advanced learning and future careers in the sciences and technologies.

## **Social Studies**

Social studies includes experiences and outcomes in historical, 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 their own people and what has shaped them, 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.

## **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 and young people'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.

### **Effective Learning and Teaching**

Teachers use a wide variety of teaching methods including; direct-teaching, discussion, investigation and creativity. Pupils work individually, in pairs, trios and in groups. The school's approach to learning and teaching is based on the 'Assessment is for Learning' model:

- Sharing learning intentions and success criteria with pupils
- Effective questioning
- Providing quality feedback to pupils with improvement points
- Involving pupils in identifying how they can progress to the next step
- Encouraging self and peer assessment

We strive to ensure effective learning and teaching by promoting an active learning approach.

## What is Active Learning?

We define active learning as:

'Children learning by doing, thinking and exploring, through quality interaction, intervention and relationships, founded on their interests and abilities across a variety of contexts.' Teachers endeavour to carefully plan well-paced learning and teaching activities including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- the use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences
- building on the principles of Assessment is for Learning
- collaborative and independent thinking and learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking
- the appropriate and effective use of information and communication technology
- problem-solving activities
- opportunities to develop creative thinking
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors
- partnerships with professionals and other creative adults
- exploring less familiar contexts
- harnessing the motivational benefits of following children and young people's interests through responsive planning

## Assessment and Reporting

Assessment is geared towards finding out what the pupils have achieved individually. The evidence to provide these assessments is collected formally and informally over a period of time. Assessment activities are identified at the planning stage of a block of work and may involve oral work such as questioning, written work, observation of practical tasks and self-assessment, where the pupil evaluates their own. By these methods, the teacher closely monitors each child's progress to enable areas of difficulty to be recognised and support given to the child to overcome the difficulties. In our school, we aim to ensure that every child is given the means and opportunity to work to their full potential and that they feel valued as a pupil.

Parents wishing to enquire about a pupil's progress are invited to get in touch with the class teacher.

For more information about National assessments please see link:

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

## Reports

Pupil reports are written for parents in May. The teacher aims to describe each child's progress and to define "next steps" for his/her learning. After receiving the report, parents are invited in to discuss their child's progress with the class teacher and, if required, any other support staff.

National Testing in Language and Mathematics is part of the ongoing curriculum in school. Children sit these tests as part of the school's assessment activities when the teacher feels that their work is at the required standard and may not necessarily be tackled as a 'whole class' activity. Parents are informed of the outcome of National Tests in the pupil reports. The school also uses NFER tests to monitor pupil progress.

## Homework

Following consultation with parents in September 2021, homework is issued at all stages. This usually contains reading, maths and spelling but may differ for younger children and may include other areas of the curriculum from time to time.

## 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.

Class teachers, in conjunction with ASN 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 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/coordinated_support_plan)

[http://www.highland.gov.uk/download/downloads/id/11/coordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/coordinated_support_plan)

If you have a concern that your child's additional needs are not being met 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. In a secondary school, the 'named person' will usually be the Principal Teacher Guidance/Pupil Support.

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

[http://www.highland.gov.uk/info/886/schools\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners)



## **School Improvement Plan (SIP)**

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

*Health and wellbeing*

*Recovery of learning, teaching and assessment*

*Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)*

Our School Improvement Plan incorporates the regional priorities as well as those which we have identified as specific to our school.

The School Improvement Plan, stating the areas of the curriculum which are being targeted, is available on our website or by asking the Head Teacher.

## **Term Dates 2022-23**

### **2022 holidays**

- February break - 21 and 22 February
- In service day - 23 February
- Easter holidays - 4 April to 18 April
- May Day - 2 May
- In-service day - 5 May
- Summer holidays - 1 July to 12 August
- In-service day - 15 August
- In-service day - 12 September and 13 September
- October holidays - 10 October to 21 October
- Christmas and New Year break - 23 December to 6 January

### **2023 holidays**

- February break - 20 February and 21 February
- In service day - 22 February
- Easter holidays - 31 March to 17 April
- May Day - 1 May
- In service day - 5 June
- Summer holidays - starts 30 June

School Website	<a href="https://lochalineprimary.wordpress.com/">https://lochalineprimary.wordpress.com/</a>
Highland Council	<a href="http://highland.gov.uk">http://highland.gov.uk</a>
School Closure Website	<a href="http://www.schoolclosures.highlandschools.org.uk">http://www.schoolclosures.highlandschools.org.uk</a>
School Holidays etc	<a href="http://www.highland.gov.uk/learninghere/schools/schooltermdates/default.htm">http://www.highland.gov.uk/learninghere/schools/schooltermdates/default.htm</a>
School Lunch Menus	<a href="https://www.highland.gov.uk/downloads/download/9/school_menus">https://www.highland.gov.uk/downloads/download/9/school_menus</a>
Highland Learning Community	<a href="https://hvlc.wordpress.com/">https://hvlc.wordpress.com/</a>
Curriculum for Excellence	<a href="http://www.ltscotland.org.uk/curriculumforexcellence/index.asp">http://www.ltscotland.org.uk/curriculumforexcellence/index.asp</a>
Parentzone	<a href="http://www.ltscotland.org.uk/parentzone/index.asp">http://www.ltscotland.org.uk/parentzone/index.asp</a>
Parentline	<a href="https://www.children1st.org.uk/help-for-families/parentline-scotland/">https://www.children1st.org.uk/help-for-families/parentline-scotland/</a>
Managing head lice	<a href="https://www.parentingacrossscotland.org/info-for-families/resources/head-lice-information-for-parents-nhs-health-scotland/">https://www.parentingacrossscotland.org/info-for-families/resources/head-lice-information-for-parents-nhs-health-scotland/</a>

Education Culture and Sport

Area Office

Camaghael Hostel

Camaghael

Fort William

PH33 7ND

01349 781410

## Appendix 1

### **Health Promoting School**

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

- see also school meals ( pg 12), after school clubs (pg 18) and pupil welfare (pg 14-17)

### **Administration of Medicines**

Staff will only administer medication when there is clear written guidance from the parents on:

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

Prescriptive medication should be given at home by parents.

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](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.

## Appendix 2

### **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.

### **Data Protection Act 1998**

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

### **Transferring Educational data about pupils**

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

### **Why do we need your data?**

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

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

### **Data policy**

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

### **Your data protection rights**

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities.

Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gsi.gov.uk](mailto: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.