

# Raasay Primary School



# Handbook

2021 - 2022

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](#).

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## **Background Information**

Raasay Primary school is situated about a quarter of a mile north of the village of Inverarish, in a beautiful location, overlooking the Sound of Raasay and the Cuillin Hills of Skye.

The school is known to have been in existence since the early 19<sup>th</sup> Century. The admission register dates back to 1875. The building is of considerable interest as it was built with stone taken from the site of a nearby Pictish broch, the remains of which can still be seen.

The original school building contains one main classroom, a library area, a small computer room and the canteen area. The pupil toilets and the office were added in the 1960s. A new Nursery extension has been opened in January 2008 and offers a light and spacious area for children and staff.

Raasay Primary School provides Nursery and Primary education to children living on the Isle of Raasay. 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. Children from outwith the Raasay area can also attend the school after applying for a placing request via the Area Care and Learning Manager, Mr Don Esson 01478 613697. 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)

Raasay Primary School is a non-denominational school, where all pupils and staff respect the beliefs and values of all, irrespective of race, colour, or creed. The current roll stands at 4 primary pupils and one nursery pupil.

A Nursery Brochure is available separately.

A plan of the layout of the school is also enclosed



## **Welcome - Failte**

*Welcome to our School Handbook which we hope you will find useful. Despite our numbers we are always interested in new challenges and learning opportunities and have sought to embrace this change, allowing us the freedom to individualise the learning taking place.*

*We have seen recent developments take place with our new composting scheme now well underway, the establishment of a more robust, weather resistant poly-tunnel, the success of pupils within their learner pathways, including skills development and developing the young workforce opportunities. Also, children's skills within ICT have flourished through the use of Google Classrooms, Google apps and of course having a one to one Chromebook device provided by Highland Council and monies raised through our fundraising.*

*Here at Raasay Primary School children are encouraged to reflect on their learning and track their own progress. The implementation of learning journeys across the whole school has helped to facilitate pupil profiling. Each child has now developed their own website and this provides an e-profile of the children's work year on year and can be developed by the individual learner, demonstrating pupil voice and providing the opportunity to share with parents their child's learning. As part of our school development, we have applied the Highland Numeracy Strategy in order to move Maths forward using a variety of resources including the recently purchased Active Maths. At Raasay Primary School there is a strong focus on charity, equality, diversity and global citizenship and we continue to aim to provide meaningful opportunities through a deepening knowledge of the importance of these. Some pupils will be involved in leadership roles within the curriculum which will further promote health and wellbeing as a whole school through Active Schools. And, as always, we have an ongoing commitment to 1 + 2 language development in order that pupils experience a progressive and coherent language programme. We work closely with other schools within our ASG and have developed collaborative online learning opportunities over the last year.*

*We continue to be well supported in all areas of school life by our parents, Parent Council, local organisations and individuals who give of their time and, of course, the dedication of all staff.*

*In this handbook, you will find information about the school. But be sure to contact us if you have any further questions.*

*Mrs Wilma Duncan, Head Teacher.*

## School Vision, Values and Aims

Raasay Primary School and Nursery is a nurturing, co-operative and creative learning environment where every child is treated as an individual and where all pupils are encouraged to do their best.



## Mission Statement

We recognise the unique island status of Raasay Primary School and aim to take full advantage of this uniqueness to further enhance the experiences both socially and educationally of every pupil, member of staff and parent in our school.

We foster and celebrate our ethos of achievement, team spirit and mutual respect encouraging responsible citizenship, successful learning, confident individuals and effective contributors by providing opportunities for enterprise, eco-awareness, global citizenship and health promotion.

We nurture and celebrate attainment and provide a platform for wider achievement and recognise each child's skills, talents, team spirit and sense of community so that they can grow into responsible, hard-working individuals.



Our Vision, Values and Aims

Values: (Pupil Acrostic)

**Responsible**  
**Always Caring**  
**Active Learning and Achievement**  
**Safe**  
**Appreciating our Environment**  
**Yeah! We can do it!**

trust, friendship, courage, resilience, creativity and responsibility

*Compiled by Pupils in 2021*

Vision - In Raasay Primary and Nursery we believe that from little acorns grow strong oaks. If we work together.

**'bho stràcan beaga a 'fàs craobhan daraich...'**

**Friendship and Partnership**  
**Responsibility for our learning journey**  
**Challenge ourselves and have courage, creativity and resilience**

**Values: In Raasay Primary, we are:**

Safe, happy, responsible, respected and valued.

Encouraged to live healthy and active lives,

Challenged to do our best in school and out,

Learning skills and knowledge to equip us for the future.

**Aims: In Raasay Primary School, we are:**

Working together to build strong relationships and partnership in our learning.

Responsible for our learning journey - we know what success looks like and the steps we need to take to get there.

Developing our skills, knowledge, resilience and confidence to equip us for life beyond our island school.

Learning through a relevant, challenging and engaging curriculum, which takes into account our unique setting.



### Contacting the school.

Contacting the school should be through the following means:

Phone: 01478 660 219

E-mail (School): [raasay.primary@highland.gov.uk](mailto:raasay.primary@highland.gov.uk)

(Head Teacher): [wilma.duncan@highland.gov.uk](mailto:wilma.duncan@highland.gov.uk)

Through the website: [www.raasayprimary.com](http://www.raasayprimary.com)

Post: Raasay Primary School, School Park, ISLE OF RAASAY, By Kyle of Lochalsh, IV40 8PB

### Staff

Mrs Wilma Duncan

Head Teacher / Class Teacher

Miss Donna MacKenzie

Class Teacher (covers School/Nursery Management and CCR - 2 ½ days p/w)

Mrs Catherine Anne MacLeod

Nursery Assistant

Mrs Rhona Gillies

Clerical Assistant

Mrs Annabelle Zinovieff/Ms Tekela Koek

School Cooks

Mrs Ann McGowan

School Cleaner

### Parent Council Members

Members can be contacted via the Parent Council email: [raasayprimarypc@gmail.com](mailto:raasayprimarypc@gmail.com) information is also available at the school website.

Miss Hannah Moore (Chair)

Miss Kate Smith

Mr Iain Hill

Miss Lillian MacLeod

Since we have our Eco-Schools Status we have decided, with parental agreement, that all correspondence with parents is through e-mail where possible and a hard copy can be sent out if requested. Within this correspondence parents/families will be updated with information relating to events and special news about what will be happening and what has been going on. Special information or events will also be advertised locally and distributed on notice boards.

Our new school website is now up and running with news items updated regularly and other areas being developed. There is also an online calendar which details any proposed events or activities. Parent Council Minutes, School Policies, School Improvement Planning, Standards and Qualities Reporting, HMIe Inspection findings and this handbook will also become available within the site so as to provide one base for all information required. This is a work in progress and with our small team, the addition of documents and other information to the site will be ongoing. We have added some curriculum website links for pupils and again this will be an ongoing development. Parents and pupils should let the

school office know if they have any recommendations regarding any aspect of the school site.

**Key Names and Addresses**

**Area Manager (West) Care and Learning**

Mr Don Esson

Area Education Office

Elgin Hostel

Dunvegan Road

PORTREE

Isle of Skye

IV51 9EE

Tel: 01478 613697

Fax: 01478 613698

**ECO Education and Learning**

Ms Nicky Grant

Highland Council Headquarters

Inverness

IV3 5NX

**Director of Care and Learning**

Sandra Campbell

Glenurquart Road

Inverness

**Collaborative Lead Officer**

Ms Mhairi MacDonald

Glenurquhart Rd

Inverness

IV3 5NX

**Area Learning Support**

Lorna Hall

**Educational Psychologist**

Stephanie Bennett

**High School Head Teacher**

Mr Tony Breen

Portree High School

PORTREE

Isle of Skye

IV51 9ET

Tel: 01478 61 4810/612973

### School Hours

9.00 am - 10.30am  
10.30 - 10.45 (interval)  
10.45 - 12.30pm  
12.30pm - 1.15pm (lunch)  
1.15pm - 3.00pm

### Nursery Staff

Mrs Catherine Anne MacLeod, Nursery Assistant

### Nursery Hours

Monday, Tuesday, Thursday, Friday: 9.00am to 3pm

### Term Times and Holiday Dates

Please note that term times and holiday dates are available online at [www.highland.gov.uk](http://www.highland.gov.uk)

School Calendar 2021/2022	
<b>School opens</b>	<b>School Closes</b>
17 <sup>th</sup> August 2021	8 <sup>th</sup> October 2021
25 <sup>th</sup> October 2021	22 <sup>nd</sup> December 2021
6 <sup>th</sup> January 2022	1 <sup>st</sup> April 2022
19 <sup>th</sup> April 2022	30 <sup>th</sup> June 2022
<b>Other Holiday Dates</b> 21 <sup>st</sup> 22 <sup>nd</sup> February 2022 2 <sup>nd</sup> May 2022	<b>In Set Days:</b> 16 <sup>th</sup> August 2021, 13 <sup>th</sup> , 14 <sup>th</sup> September 2021, 23 <sup>rd</sup> February 2022, 2 <sup>nd</sup> May 2022

### Transfer to Secondary

Pupils from Raasay Primary will transfer to Portree High School. During the summer term, a Support Teacher from Portree High School will visit the school and meet the Primary 7 pupils. At this time the pupils will be given a list of their subjects, class group and other information about the school. A date will also be set for the pupils to visit the High School before the end of June. All of this information is shared with parents.

The pupils travel on the 7.55am ferry and then by bus to and from Portree High School, returning on the 4.15 ferry. Except on a Friday when they return on a special sailing at 1.30pm after Friday early closure. There is no cost associated with the travel arrangements.

The Head Teacher of Portree High School is Mr Tony Breen.

## Enrolment

During the early part of February, the Education Authority places, in two local papers, a notice of the procedures for the enrolment of pupils into Primary 1.

Children who will have reached their fifth birthday by the following February are eligible to start school in August.

Parents are invited to make appointments during the week designated as enrolment week, and this is usually in February, to meet the Head Teacher and enrol their children. At this time there will be an opportunity for discussion and parents will be given any advice or help required. There will be meetings and visits to school for both parents and children before they actually start in August. Primary 1 pupils will be expected to attend school for the full day from the first day of session.

Parents wishing to enrol their children 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, video etc.

During the summer, before they start school, the children will spend several sessions in the Primary classroom. They take part in the school day and playtime, so that they can become used to their new friends and environment. We will provide parents the opportunity to be part of this transition and enjoy sharing the new experiences their child is involved in. It is worth noting however that given our school roll nursery children get many opportunities to participate in learning activities with the main school throughout the year. These arrangements are in place to ensure a smooth transition into P1. However, should there be any concerns please do not hesitate to contact the Head Teacher who will handle any queries in the first instance.

Further information can be obtained from:

[www.highland.gov.uk/learninghere/schools/informationforparents](http://www.highland.gov.uk/learninghere/schools/informationforparents)

## SCHOOL 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 are made to the Area Education and Learning Manager <insert contact details> . **Placing request applications are made online at:**

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

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

If pupils live outwith the school catchment area and their parents wish them to attend <school name here> they can contact <contact details> to arrange a visit

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

### **Nursery Admission 2021/2022**

**Please contact the school for details and ask for a Nursery Handbook and check the Highland Council website and local press.**

### **Admission to P1**

Admission to P1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually 5 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 summer term, before admission to P1 Nursery Pupils in the Pre-School Year will have three sessions with the main school for the purposes of transition.

### **Bad Weather**

<http://www.schoolclosures.highlandschools.org.uk/>

In bad weather please phone           0870 054 6999  
School PIN Number                       04 2830



### **Emergency Procedures for Ferry Disruptions**

Procedures are in place in the event of ferry disruptions due to bad weather. We often have staff commuting to Raasay School from Skye and may have to make arrangements for overnight emergency accommodation. In the event of ferry disruptions, Calmac will contact the Area Education Office who will then inform both Raasay Primary and Portree High School. This means that we will then be in a position to make arrangements either for staff to leave on an earlier ferry if possible or to stay over.

### **School Transport**

The school is open to receive pupils at 9.00am. In the event of poor weather pupils should

use the shelter and in the case of severe/dangerous weather the school will be open from 8.50 am.

Pupils living within the delineated area of Raasay Primary are eligible for free school transport if the following conditions apply:

1. They live at least two miles from the school and are under 8 years of age.
2. They live at least three miles from the school.

If contracted transport is not available, parents whose children meet the criteria may obtain financial assistance, as per Highland Council guidelines. Special arrangements may also be available through consultation with the Highland Council eg. Gaelic Medium Pupils. Further information may be obtained from the Head Teacher or the Senior Education Officer, Portree. Parents may obtain a transport application form from the Head Teacher or the Area Education Office, Portree.

### **Liaison with Parents**

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

### **Parent Council**

Due to our small numbers the Parent Council consists of all parent members, and one co-opted member of the community who have no children at the school and the Head Teacher.

All parents, except staff with children at this school, are eligible for election, which is held every two years for parent members on a rolling programme.

Each parent/guardian of children in school is automatically a member of the Parent Forum. Representatives of the Forum then volunteer to serve on the Parent council supporting the school, fundraising and actively encouraging all parents to work in partnership with the school to enhance pupils' learning and educational experiences in order that all children can become successful, confident, responsible and effective pupils. Further information may be obtained from the chairperson of the Parent Council. The secretary contacts parents via email as to the dates of meetings. Parents may ask for items to be placed on the agenda by contacting the Parent Council Chair and any parent may attend the meeting subject to the guidelines on such attendance. All items for the agenda should be with the Parent Council Chair two working days before the date of the meeting and a copy forwarded to the Head Teacher prior to the meeting.

Our present Parent Council members are very active with fundraising for the school and supporting events and activities.

If you wish to become involved in helping our Parent Council in any way and wish to express any views about any school issues, please contact the Parent Council via the school or the school website for contact details and information.

Contact Parent Council Chair by email.

## Parents' Meetings, Reporting procedures, Open Days and Parent Liaison

Apart from general meetings which may be held from time to time, parents will be invited to the school to view and discuss pupils' work in May/June of each session and a report card will be sent out to parents prior. The November Interim Report format is currently under review in all Primary Schools.

Samples of work, Assessment Records and Learning Journey Profile Folders are kept on each child and are shown to parents at meetings. There is also the opportunity to take the Profile Folders home to share with parents.

Parent Opens Days are held so that parents have the opportunity to celebrate and discuss their child's work with staff and of course, the child themselves. During these events, parents are given the opportunity to share their views on their child's learning through 'Two Stars and a Wish' feedback forms which gives the school an opportunity to gather parents' views.

In addition, staff may contact parents to discuss progress or a particular problem, which may arise during the school year. A note of the meeting is kept by the Head Teacher or relevant member of staff and placed in the pupil's record. Parents may also contact the school to make an appointment to see staff.

Such appointments should be arranged through the Head Teacher.

Non urgent contact can be made by telephoning the school from 8.40 to 9am each school day. The school also communicates with parents via email, phone calls, letters, notice boards, website and the community newsletter. We have an open door policy in the school although parents are also encouraged to use the tools for continuous engagement e.g. homework diaries or a note from home.

## Opportunities for Parents to be involved in activities

We endeavour to include parents as part of the development of 'family learning' within the school and this takes on a variety of forms. Parents, where possible, and where time allows provide their time and share their skills with our pupils by being involved in a variety of ways. This may include festivals on Skye and providing transport and extra 'hands on deck' support for outdoor work and in the garden as well as supporting after school clubs and classroom activities. Parents support learning at home, improving home school partnerships and very effective parental representation on the Parent Council.

## School Policies

All policies are written using Highland Council Policy Frameworks and are shared with all staff, parents and the Parent Council. Should parents wish to view school policies at any time, they may do so by contacting the Head Teacher. Over time all policies will become available on our school website.

- Below are those that are complete and available at the school in the parent's information folder held in the school office. **If you wish to view Highland Council**

**policies – please see following link which takes you to policies on the Highland Council website [Authority Policies](#)**

### **Protection of Children**

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the Head Teacher or 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)

### **Welfare:**

1. Child Protection
2. Bad Weather
3. Medicines in School
4. Anti-Bullying
5. Racism
6. Promoting Positive Behaviour
7. Equal Opportunities
8. Pupil Induction
9. Health and Safety
10. Major Incident/Emergency Plan

### **Education:**

11. Support for Learning
12. Pupil Reporting
13. Presentation of work
14. Homework
15. Forward Planning
16. Literacy and English
17. Numeracy and Mathematics
18. Expressive Arts
19. Health and Wellbeing
20. Food Tasting and Preparation in School
21. Gaelic
22. Modern Languages



- 23. Religious and Moral Education
- 24. Sciences
- 25. Social Subjects
- 26. ICT
- 27. Technologies

**Staff and Parents:**

- 28. New Staff Induction
- 29. Continuing Professional Development and Professional Review and Development Partnerships with Parents - *Parents as Partners*

**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 aim to:

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.

**Assessment & Records**

The school uses the Learning and Teaching Assessment policy. This is aimed at:

- a) Supplying the pupil and his/her parent with information about his/her progress.
- b) Providing signposts for the direction of the next stage of learning.
- c) Monitoring the school's success in achieving its educational aims.
- d) Scottish National Standardised Assessments are undertaken by P1,4 & 7 with INCAS Assessments being continued to be used to assess P3 & P5. Assessment of all pupils is ongoing throughout the academic year and details of their progress is based on the NAR Assessments and baseline assessments.
- e) Any tests, which are used, are diagnostic in character, that is, they are designed to reveal a pupil's strengths and weaknesses so that his/her learning programme can be adjusted accordingly. These assessments track progression and inform next steps for staff and support for learning.

**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.

Parents' Evenings are held in May/June. We also hold open afternoons throughout each year when parents have the opportunity to see pupils' jotters, Pupils Learning Journey Folders/Assessment Files and pupils share their learning through a weekly Learning Diary.

## **Curriculum and assessment**

What qualities do we expect and encourage in our pupils? We expect each child to have self confidence and try to encourage this.

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning - they make discoveries and are keen to learn.

## **A Curriculum for Excellence**

Curriculum for Excellence is now quite well established in Scotland and the purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It's also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. They will enjoy greater choice and opportunity to help them realise their individual talents.

## **Four Capacities**

The Curriculum for Excellence framework is based around four capacities which aim to develop your children as:

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

## **The Principles for Curriculum Design**

There are seven key principles behind the design of the curriculum 3-18:

- challenge and enjoyment
- breadth

- progression
- depth
- personalisation and choice
- coherence

3-18 Curriculum Levels are set as follows: LEVEL	Stage
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

More information about a Curriculum for Excellence is available on the school website. Education Scotland has developed Benchmarks based on Curriculum for Excellence Experience and Outcomes. These Benchmarks are used by schools to provide clarity on the National Standards expected within each curriculum area at each level. The purpose is to make clear what learners need to know and be able to do to progress through the levels. Skills development is integrated into the Benchmarks and an understanding of skills and how well they are developing will enable our learners to make links between their current learning and their future career options and employment. These Benchmarks cover the curricular areas detailed below:

- **Sciences**
- **Languages**
- **Mathematics**
- **Expressive Arts**
- **Social Studies**
- **Technologies**
- **Health and Wellbeing**
- **Religious and Moral Education**

### **Science**

Through learning in the sciences our pupils develop their interest in and understanding of the living, material and physical world. They engage in a range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults. The Local Authority has developed a Science Framework which is implemented in Raasay Primary School.

## **ENGLISH LANGUAGE - Involves pupils in TALKING, LISTENING, READING and WRITING.**

### **Talking**

Today spoken language is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We no longer hold the view that children should be seen and not heard. We encourage children to talk as we believe that it is important for children to be able to express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects: they are invited to present prepared talks to their classmates; they are encouraged to put forward their views and opinions on varied topics and issues; they are given opportunities to question other speakers and the validity of what is being said to them.

### **Listening**

This is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is vaguely expressed. They are encouraged to hold polite conversations & discussions and are taught the techniques of good listening. Some of the classes have specially designed kits to encourage improvement in listening skills. Pupils have access to listening centres which allow groups of pupils to listen to tapes through headphones and to do some follow up work based on what is heard.

### **Reading**

This has always been regarded as one of the most important areas of the curriculum. Raasay Primary School pupils and staff have participated in The Highland Literacy Project. This is an exciting initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

### **In School**

In P1-3 children will be practising their reading every day in school. Five sessions of core reading will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions.

Moving into P4-7, children work on consolidating and improving their reading skills during three main group reading sessions per week. These sessions encourage development of the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They will also be looking at the author's craft such as style, character analysis, development of settings and using this to help

improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non-Fiction or Writer's craft.

Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios with the opportunity to master the role of recorder, reporter and checker.

### **At Home**

In P1-3, whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include

- Reading the book to your child & talking about it
- Reading the book with your child (at the same time)
- Listening to your child read. Remember to praise them.

\* Please note - Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.

\*Most pupils in P4-7 take their core reading book home to practise. Research has shown that by this age, children need to have a choice in what is read at home, how much is read as well as when and where reading takes place, otherwise there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader. Pupils do however bring home separate books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for enjoyment.

At present pupils have a classroom library and we also have good links with our local mobile library and children are encouraged to make good use of the local library in Portree.

### **Writing**

Written Skills, too, need to be highly developed to meet the demands of the increasingly complex society in which we live. The kind of skills that might have been enough to win success a few years ago are simply not sufficient today. When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - the secretarial skills - and the other is what the child is trying to communicate through his writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing.

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At other times children may write something for an external audience, intended to be read by someone outwith the

school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

The following list indicates the scope of written work which may be asked of pupils as they progress to P7:-

1. **an imaginative story within their experience eg. going on holiday**
2. **an imaginative story outwith their experience e.g. a trip through outer space**
3. **a factual account about themselves and their environment**
4. **a factual report within their experience e.g. how to make a cup of tea**
5. **an account of something done eg. a science experiment**
6. **a letter - real - thank you for invitation/for information or imaginary - friendly/business/complaint**
7. **filling in forms**
8. **a report on something seen or heard**
9. **plays and conversations involving direct speech**
10. **summaries**
11. **writing in character - as someone/something else**
12. **poetry - blank/rhyming verse**
13. **posters**
14. **writing in first/third person**
15. **writing in past/present/future tense**
16. **note taking**
17. **written work based on individual research on topic/project using reference material**
18. **redrafting their own work in order to improve it**
19. **extension of author's work to show understanding of author's style.**

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Pupils are also encouraged to assess their own work and set personal targets for their next piece of writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

Parents can help with writing by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has the child communicated his ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the 'secretarial skills' should be thoughtfully and tactfully dealt with. The child needs to feel that what

s/he has written is of value and if an initial response by either a teacher or parent is negative, the child will have feeling of failure and will hardly be encouraged to improve his work. If the child is not a good speller, encourage him/her to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if he/she has spelled it correctly this time.

### **French**

As part of the government language initiative 1+2 whereby all pupils in Scotland should have been taught 2 other languages over and above their native tongue whilst in Primary School, Raasay Primary ensure that within the timetable, Gaelic and French are taught within designated lessons. Due to our numbers all our children are taught Gaelic and French from P1.

### **Gaelic**

Raasay Primary School has a strong Gaelic ethos and pupils use and understand simple Gaelic statements - from entering the school in the morning to using Gaelic last thing in the day. It is taught in mainstream throughout the school and is presented in a child based and child centred way. In the Upper Primary, the emphasis continues in oral work, but we begin to introduce reading and writing. It is through classroom language, drama, song, community events, role play and games that the pupils gain a rich and meaningful learning experience of the Gaelic languages.

### **MATHEMATICS**

Pupils enter school as active thinkers, having already experienced informally - handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. They are not however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers wish to plan pupils' experience of mathematics with specific objectives in mind. As pupils progress, they will be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they will engage will entail working with various kinds of information, drawing graphs for example, possibly using computer software. This will often involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement. They will need to know the properties of shapes and ways of describing movement. This should involve:

- information handling
- number, money and measurement
- shape, position and movement
- problem solving and enquiry

Computers and calculators are part of the world in which we live and the school makes good use of mathematical programmes on the computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy. At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

### **EXPRESSIVE ARTS**

In addition to the core subjects; an appreciable part of the school curriculum in all schools in Scotland is devoted to the expressive arts; namely music, art & design, dance and drama. These are integrated where appropriate into other areas of the curriculum to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During Music lessons, led by YMI instructors children sing songs sometimes linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience.

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased. Within our curriculum framework each year our pupils have a drama focus which results in a whole community production for the island at Christmas.

Through Dance learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education and physical activity. Pupils have to opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity as well as evaluation of their own work and that of their peers.



School Concerts take different forms at Raasay Primary School. At Christmas, Nursery - P7 pupils perform in our Christmas Show - sometimes this will be written and produced by the pupils themselves and can be related to a theme studied in class or something new. The proceeds from their performance are used to finance the use of the community hall and extras like costumes. These provide an opportunity to bring all the expressive arts together. A concert gives the children a chance to create scenery, perform songs and music, practise drama etc.

## **SOCIAL STUDIES**

Through Social Studies our pupils 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, our pupils' 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. Our pupils 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.

Our social studies are organised under three main headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business

As our pupils participate in social studies they will:

- develop their understanding of history, heritage, culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise

- establish firm foundations for lifelong learning and for further specialised study and careers

## **TECHNOLOGIES**

Learning technologies enables our pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens.

ICT (Information and Communication Technology)

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to your child's age and stage of development. At Raasay School we aim to equip our pupils with the learning and employability skills required for the 21<sup>st</sup> Century.

Our overall aim of the ICT curriculum is 'to develop in young people knowledge, skills and informed attitudes in relation to information and communications technology'. In developing ICT capability pupils are encouraged to:-

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society

## **HEALTH AND WELLBEING**

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It ensures that each child develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our study of Health and Wellbeing is grouped into five categories:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Physical Activity and Sport provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. All pupils receive instruction in swimming at Portree Swimming Pool. Football coaching is undertaken by Roger Hutchinson and pupils are provided with

the opportunity to take part in football tournaments. Mrs Sarah Ross provides pupils on Raasay with the opportunity to learn skills through Active Schools and pupils work closely with Country-side Ranger service. The school works collaboratively with Raasay Outdoor Centre and they support us with John Muir Award accreditation - Discover, Explore and Conserve a Wild Place. All activities are open to both boys and girls as Raasay is an equal opportunities school.

### **RELIGIOUS AND MORAL EDUCATION**

Religious Education is taught throughout the school. As we develop this area of the curriculum we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. We will encourage in our pupils sensitivity towards and tolerance of others. We will try to illustrate and use human experience to highlight the areas of life with which religion deals and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence.

We explore the ways in which Jesus is central to Christian belief and worship and give some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions. Religious Education is much broader than it was a few years ago and is integrated into the curriculum as all other subjects are. Appropriate biblical stories would be included. Whatever the topic, pupils are encouraged to be actively involved as they are in all other areas of the curriculum.

As recommended in the National Guidelines, we are adapting our religious education policy. Some of the recommendations are already underway in most classes. In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So in addition to our studies of the Christian tradition we will study the lives of people with a Jewish, Muslim, Hindu, Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from R.&ME. are given alternative work to do at this time.

### **EARLY YEARS EDUCATION**

Raasay Primary Nursery has been running since 1995 and in January 2008 a brand new, purpose built nursery area was opened. This means the children have the benefit of a bright, modern environment in which to learn.

Our Nursery is involved in the exciting development of Curriculum for Excellence as the initiative encompasses 3 year olds-18 year olds.

The guidelines encourage children to learn through play and staff plan activities that will help each child's learning and development.

Should you wish further information about our Nursery Class and Nursery Education in general we have a booklet 'Information for Parents of Nursery Children' which is available from the school office.

### **SCHOOL ASSEMBLIES**

Our assemblies take a variety of forms, although mostly our assemblies are led by our resident Pastor, Rev Rosemary Bungard each Friday morning. During our assembly we celebrate pupils' successes from the week past by way of presentation of certificates which are then photocopied for their Learning Journeys and taken home to share with parents. During Term 4, we hold an end of term Prize-giving as a collegiate celebration of success with our community and parents. Throughout the year we celebrate specific events such and participate to raise funds for charity, examples of this include Walking for Wildlife, Scottish Poppy Appeal, Children in Need to name but a few.

### **ASSESSMENT**

Assessment is for Learning ( AifL) is a national initiative with representation from all parts of the Scottish education community. By using formative assessment, reflective self-assessment and summative assessment - that is assessment FOR learning, assessment AS learning and assessment OF learning - as part of learning and teaching, we aim to help pupils to achieve course aims and to develop their learning and thinking skills. Diagnostic profiling of the children will be ongoing through assessment, self assessment, peer assessment and Pupil Learning Journeys.

Pupils are being continually assessed by their teachers in order to make sure that every child is working to his/her full potential. When planning his/her work, the class teacher takes account of individual differences and plans accordingly. S/he also keeps records of work, recording how well the children are managing the work demanded of them. Assessments must constantly be made by the teacher to ascertain the progress a child has made, to diagnose his/her difficulties, and to discover his/her capabilities, so that s/he may plan a programme for him/her which is appropriate to his needs. All schools in the Authority undertake SNSA and INCAS assessments of their pupils as part of summative assessment.



### **HOMEWORK**

Our homework policy is based on annual ongoing consultation with parents and pupils. It has been agreed that homework will consist primarily of reading for P1-4 and any associated phonics work. In P4-7 children can borrow a book from the school library and

take their core reading book home to practise each night. Sometimes pupils will carry out specific homework tasks related to topics covered in class or for example practising for the local mod, preparation for prizewinnings/celebration assemblies or developing skills and knowledge relating to wider achievement.

All pupils are provided with a homework diary and pupils in P5-7 should ensure that important things to remember are written in where possible. Pupils in P1-4 will have details of home reading added accordingly by class teachers. The homework diary is there to further develop the communication between home and school, on a regular basis, if required. Each week pupils in Raasay Primary School share their learning with their families by way of completing a learning diary. Parents then have the opportunity to 'write back' to their child acknowledging their work and progress. This has been a very successful 'homework activity' undertaken by the family as a whole.

### Arrangements for visits out-with school, including swimming

Parents will be notified regarding any planned visits off-island school by e-mail and letter. All information pertinent to the trip/visit will be detailed and any special arrangements put in place. (medical, dietary etc)

Parents are required to sign permission slips (usually at the bottom of the information letter) regarding any visits. Transport will be arranged for such trips and visits by the Head Teacher and in some instances may require parent volunteers of which parents will be notified.

## SCHOOL RULES AND DISCIPLINE

### GOLDEN RULES

- Do be gentle - don't hurt anybody
- Do be kind - don't hurt people's feelings
- Do be honest - don't cover up the truth
- Do work hard - don't waste time (yours or anybody else's)
- Do listen - don't interrupt
- Do look after property - don't damage it

### PROMOTING POSITIVE BEHAVIOUR POLICY

- the Council's anti-bullying policy can be found on the link below

### Rationale

Effective learning and teaching requires the establishment of a sound learning environment at school and classroom level. Effective learning and teaching depends on positive relationships established at school and classroom level through positive interaction between all - between staff, staff and pupil and between pupils themselves.

In managing positive behaviour, Raasay Primary has very clear expectations:

- **create an atmosphere of mutual respect, trust and corporate responsibility**
- **promote a positive school ethos through positive behaviour strategies and celebrations of success**
- **raise standards of attainment, behaviour and attendance for all pupils**
- **involve parents, pupils and staff in setting standards of behaviour within the school**
- **encourage pupils to manage their own behaviour effectively while respecting the rights of others**
- **develop social and Citizenship skills through a variety of school contexts**

Policies within the school contribute to achieving the above, and have been shared with parents. Policies include Equal Opportunities Policy, Personal and Social Development Policy, Anti-Bullying Policy and Health Policy, as well as a set of Golden Rules. Parents are invited to view/review these policies.

Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

#### **School expectations:**

- **All members of the school community are expected to respect each other**
- **Pupils are expected to take care of and value school property and equipment**
- **Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school**
- **Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones.**
- **Parents must provide an explanation for every absence**
- **Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school**

### Managing Positive behaviour

Positive behaviour is achieved in two ways:

1. Management - When negative behaviour occurs we need to be able to respond positively and effectively.
2. Prevention - Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.

### **Responsibilities:**

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils:** Pupils are encouraged to be responsible for their own positive behaviour and meet the expectations set out by the school by means of our Golden Rules.

### **ATTENDANCE/ABSENCE**

Good attendance is vital if pupils are to achieve their full potential. Parents or Guardians must contact the school as soon as possible if their child is absent from school or nursery on 01478 660219. This should be done between 8.40 and 9am. In the interests of child safety, please note that if we have not heard about the reason for a child's absence by 9.20am we try to contact the child's home by telephone. When returning to school after an absence, the parent or guardian must give written reason for the time absent. If a note is not brought then the absence is recorded as unauthorised. If the absence is likely to last for some time, please inform the Head Teacher. For pupils who are to be taken out of school for a reason other than illness, e.g. for an appointment or holiday, the school must be informed as soon as possible. Therefore most holiday absences will have to be recorded as an unauthorised absence.

If no contact can be made, a record will be noted. If the child is still absent after 3 days and no contact can be made with the parent, the details have to be forwarded to the Education Office.

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.

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

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

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

### School Uniform

Parents are asked to provide their children with warm water proof clothing and strong shoes or boots for the winter. Children should bring a change of footwear to wear in class. All pupils will be issued with a waterproof, fleece lined jacket with the school logo a gym kit bag, P.E. t-shirt and a set of waterproofs with school logo. These have been very kindly purchased for the school by the Parent Council and school fund.



School Clothing; School Waterproof Reversible Fleece Jacket (provided by school)  
Waterproof jacket and trouser set (provided by school)  
White polo shirt (available to buy from the school)  
School Sweatshirt (available to buy from the school)  
Appropriate trousers/skirts with no sports logos.

P.E. Kit Gym Bag (provided by the school)  
Shorts  
Gym Shoes  
T-shirt (provided by the school)  
Water Bottle  
Hair bobble

Shorts, T-shirts and gym shoes/soft trainers are required and should be kept in school during the week and taken home every Friday and returned every Monday. Long hair should be tied back for PE and no jewellery should be worn.

### Indoor Shoes

All children should have named indoor shoes or slippers that they can change into while in school buildings after being outside. This is important to maintain floor coverings from mud etc.



Parents in receipt of Income Support, Family Credit or Income Based Jobseeker's Allowance may apply for a clothing grant. Application forms are available from the Head Teacher or Area Office.

Similarity in the pupils' clothing creates confusion over ownership and it cannot be stressed too strongly that all items of clothing should be labelled or marked with the child's name.

### **Child Protection**

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

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

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. At Raasay Primary we operate a rolling programme to ensure all staff are trained in Child Protection. Our named Child Protection Officer is the Head Teacher, Mrs Wilma Duncan.

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) 703483 - Fax(01463 713237)

### **Accident/Illness at School**

If a child has an accident or becomes ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to send him/her home. In the event of the parent not being at home we would welcome an alternative address e.g. a relative, friend or neighbour with whom the child can be left.

It would be appreciated if parents informed the school of any change in works telephone number, family doctor etc.

We follow national health guidance on the recommended period of absence from school following illness. Below are some of the most common illnesses for your information.

ILLNESS	Recommended PERIOD OF EXCLUSION
Chickenpox	5 days from onset of rash
E coli	Until 2 negative stool samples have been confirmed
German Measles (rubella)	5 days from onset of rash
Measles	At least 5 days from onset of rash
Mumps	9 days from onset of swelling

Salmonella	Until 2 negative stool samples have been confirmed
Impetigo	Until lesions are crusted or healed
Ringworm	Until lesions are crusted or healed
Hand, foot and mouth disease	3-5 days
Vomiting	48 hours after symptoms have ceased
Diarrhoea	48 hours after symptoms have ceased
Scabies	Until the first application of treatment

## Welfare of Pupils

### Medical Inspections

The school nurse visits the school to check on various aspects of health - eyesight, hearing etc. Details are sent out at as appropriate.

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest of confidence.

The school dentist, comes to the school once a year to check the pupils' teeth. Parents will be advised of any treatment.

The School Doctor visits the school at various times during the year. Parents will be advised if their child(ren) is/are to be seen by the doctor. The school nurse often visits to undertake health checks.

The Speech and Language Therapist monitors the progress of pupils already referred to her and to picks up on any children found to have speech difficulties. S/he may provide programmes of therapy and parents will be informed and encouraged to engage in activities at home with the child to improve the child's speech.

### Administration of Medicine

Staff do not administer medication of any kind, e.g. a tablet for a sore head. Parents, who wish their child to take any medication during school hours should contact the Head Teacher who will make arrangements for this. Guidance on this is issued to parents.

### Accident & Emergency Treatment

Small cuts and grazes are dealt with by staff. If there is concern, parents are notified. If the Head Teacher is concerned in any way, parents are contacted and arrangements made for the child to be seen by the District Nurse or Doctor. Any further decision relating to the medical treatment required would be decided by the medical practitioner. If the Head Teacher is unable to contact parents, then the Head Teacher or nominated member of staff will accompany the child to the Raasay Clinic or the Accident Department of the nearest or nominated hospital.

## **Road Safety**

All aspects of safety are dealt with throughout the school. We work on the belief that accident prevention is much more than a negative list of rules designed to restrict normal, healthy and adventurous play. It is on the contrary, a method of equipping a child to act responsibly. Road safety rules are taught and reinforced.

If parents wish, pupils from P3 onwards may cycle to school if they have a suitable bike and safety helmet.

We now have fully qualified Road Safety Officers within our school, also we have a parent and a member of the community who are trained in providing Cycling Proficiency for our pupils. We have an annual visit from our Police Liason Officer regarding Road Safety.

## Health Education

### **Head Lice**

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb - ask your local pharmacists to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. For further information see:

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

<http://www.nits.net/bugbusting>.

The Health education programme is currently under review in all primary schools across the Associated School Group and is being adapted in conjunction with Portree High School. Substance Misuse and Sex Education are undertaken (for older pupils) as part of the school's policies. Resources used to support these subject areas will be agreed and discussed with parents on a regular basis and with the Parent Council.

## **Organisation of the school day**

Class teachers provide a stimulating and caring environment in which each pupil can develop his/her own learning potential.

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 wide range of abilities.

## **Support for Learning**

The visiting Support for Learning teacher who works closely on a consultative basis when required with the class teacher in all aspects of a child's education, not only with those who may have a learning difficulty, but also with pupils who require to be challenged. The established monitoring programme, enables staff to track each child's progress from day to day and design an individual learning programme which will enable a child to progress at his/her own pace with a view to achieving satisfaction and success at his/her level. There may be occasions when the Child Guidance Service is invited to give support. Parents are informed of this and the Psychologist visits the home and the school. More information can be found about the Highland Council model for child's plans at:

[www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/](http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/)

**For further advice, information and support to parents of children and young people with ASN please see links below:**

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

**(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>**

**(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children**

**(d) Scottish Child Law Centre, an organisation providing free legal advice to young people**

### **Rewards System**

Raasay Primary School works on a positive behaviour award scheme. Each pupils can earn and collect stickers for their individual sticker sheets. Stickers are given to pupils based on work undertaken in class, attitudes and positive behavior. They save these points on a sticker sheet and once completed they can choose a prize as a reward. Children are awarded stickers for excellent behaviour, co-operation, presenting a high standard of work and consideration to others. Their successes are logged by adding their completed stickers sheets into the Learning and Achievement part of their Profiles.

### **Emergency Arrangements**

Parents are asked to supply the Head Teacher with a telephone number where they can be contacted during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents, who are not normally at home during the school day, are asked to inform the Head Teacher of an alternative address for their child to go to, if for some reason the school has to close early. If parents can not be contacted and there is no one available at the emergency contact address, pupils will be kept at school until they are collected by parents.

## Collection of Pupils During School Hours

Parents are asked to inform the Head Teacher if they intend to collect their child(ren) during the school day, e.g. doctor's appointment. If collecting a child(ren) during playtime, parents must inform a member of teaching staff, in person, that they have collected their child(ren).



## Fire Drill

Fire drill is held at regular intervals. The signal is the fire alarm bell. Prior to their first drill, P1 are informed, so as not to frighten them.

## School Fund

Fundraising is ongoing through out the session and is supported by the Parents, Community and the Parent Council. The money raised is kept in a current account at the Royal Bank, Portree. Each year the Head Teacher has the accounts audited by an independent person and a copy is available for the parents. The money is spent on buying extra equipment, hiring in extra specialist hours, outdoor and indoor equipment to enhance learning experiences of all pupils, trips & prizes, sports kits and outdoor specialist clothing. No charge is made for materials and equipment.

## School and the Community

A school can provide a focal point in the community. With this aim in mind, we welcome the involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the pupils and involve the community in the school.

## **TRANSFERRING EDUCATIONAL DATA**

### 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.

### **Pupil 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. 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](http://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 outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured. Further information can be obtained from: <http://www.gov.scot/Topics/Statistics/ScotXed>.

#### 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
- share good practice

#### **Staff Data Policy**

Information about school staff is collected through our statistical surveys in partnership between 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. Scottish Government will not make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. Providing sensitive information such as national identity and ethnic background data is entirely voluntary. The staff census is supported by teachers unions who helped draw up the list of data collected.

**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), the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data relating to individuals. 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 the uses of staff data, including the published data, can be found on the ScotXed website: [www.scotxed.net](http://www.scotxed.net)

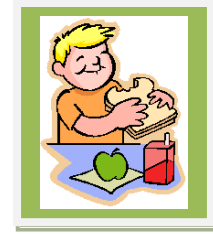
Scottish Government works with a range of partners including HM Inspectorate of Education, GTC Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry 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 outwith Scottish Government. At all times individual's rights under the Data Protection Act and other relevant legislation will be ensured. For further details see:

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

### **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





## School Meals

School meals are cooked on the premises. Money for the week's meals should be paid on Monday morning, @ £2.30 per day. In cases of emergency, meals may be purchased during the week. Children of parents in receipt of Income Support / Income Based Job Seekers Allowance are entitled to a free meal. Information and application forms may be obtained from the Head Teacher or by following the link

[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)

Pupils in P1-3 are also entitled to Free School Meals.

Children may bring a packed lunch, which may be eaten in the canteen under supervision. No glass bottles are allowed. All containers must be of a non-breakable substance. All warm drinks must be in a suitable safety flask.

A Healthy Eating programme is promoted by the school for school meals and packed lunches.

## School Lets

The school is available for let after 4pm and in the evenings, subject to the approval of the Head Teacher and, if necessary, the Parent Council. Application forms may be obtained from the Head Teacher.

## Valuables & Toys

Children are encouraged not to carry money and valuables to school that they do not require. The school is not responsible for toys that pupils may bring to school.

## Lost Property

Any items found are taken to each class for identification. Items not claimed are stored and anything which remains unclaimed at the end of session, is sent to Oxfam or some other deserving cause.

## How Parents Can Help

Prior to sending children to school, parents should ensure that their child can tie laces, zips, buttons and be able to go to the toilet. Parents should spend time reading to their children and discussing pictures. Colours can also be taught.

After a child has started school parents should take time to talk to their child about their school day.

For further information regarding individual children, parents can consult staff or refer to: [www.parentzone.gov.uk](http://www.parentzone.gov.uk)

### **Extra Curricular Activities**

At present, Raasay Primary School has several After School Clubs including Sports Club, Weaving Club, Art Clubs and Church of Scotland After School Club. This enables the pupils to take part in activities with their peers outside class-time. Information regarding arrangements is circulated to parents, prior to events. As a school and in conjunction with the Parent Council we hope to develop the range of Extra Curricular Activities to include Parent/Grandparent run clubs and also skills based clubs.

Each summer term, P7 pupils from across all the Skye Schools have the opportunity to take part in an outdoor activities residential at Raasay House. This is part of their transition to High School and is an excellent opportunity to form friendships, learn skills and enjoy new challenges.

Raasay Primary School works closely with the Country-side Ranger Service as part of the John Muir Award - Discover, Explore, Conserve, Share a Wild Place and as a result pupils have the opportunity to learn skills in Orienteering, Beach-combing, Kayaking, Camping overnight (Residential) and Gardening/Pond-dipping, to name but a few. Raasay Primary hopes to continue to strengthen pupils' skills in Outdoor Learning and develop its links with the local Outdoor Centre.

### **Book Clubs and Library**

The school runs one book club, 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 Wednesday. All children are allowed to borrow books. The Nursery borrows books to use with the children in Nursery.

### **School Improvement**

We work closely with our Quality Improvement Officer, Mr Alan Bruce identifying areas for development within the School Improvement Plan process and areas of success.

- A copy of the Standards and Quality Report is available on the school website: [www.raasayprimary.com](http://www.raasayprimary.com)
- **This year, because of the pandemic, all schools in Highland are focusing on certain key priorities as followings:**
  - 1. Health and wellbeing**
  - 2. Recovery of learning, teaching and assessment**
  - 3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

- Details regarding the school's performance at local and national level can be obtained from the following websites: Education Scotland Parentzone School information Dashboard.

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

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

## **COMPLAINTS AND REQUESTS FOR SERVICE**

If a parent has any concerns they should contact the Head Teacher. Mrs Wilma Duncan, 01478 660219 / wilma.duncan@highland.gov.uk

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager or Area Education Office on 01478 613697

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

Please note also that parents are able to contact [Parentline](#)

## **DISCLAIMER**

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

## **School Handbook**

If there is an area, which is not included, and you consider that it may be helpful to parents, please do not hesitate to inform the school. This is your guide and is open to additions / improvements.

## **Some Useful Websites**

- Parentzone <https://education.gov.scot/parentzone>
- [SQA, SCQF](#)
- [Active Schools](#)
- [John Muir Trust](#),

- [Young Scot Awards](#)
- [Sports Leaders UK](#)
- <http://forhighlandschildren.org/>

**Mrs Wilma Duncan**  
**Head Teacher**  
**November 2021**

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

