

# **SPEAN BRIDGE PRIMARY SCHOOL**

## **SCHOOL HANDBOOK**

**2022/2023**



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The ongoing pandemic has affected the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many 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.](#)

## **Head Teacher's Letter**

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

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

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

You are most welcome to get involved in the life of the school. We have an elected Parent Council who meet regularly, and you are very welcome to join.

We encourage parents to come into school and help out, and we also rely on parents to transport children for extra-curricular activities such as swimming and skiing.

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

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

### General Information

#### School Address

Spean Bridge Primary School  
Spean Bridge  
PH34 4EU.

**School Roll** - currently 103 pupils

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

**Telephone** 01397 712914

**Nursery Roll** - currently 18

**Nursery Hours** - 9.00 am - 3.00pm

**E-Mail** [speanbridge.primary@highland.gov.uk](mailto:speanbridge.primary@highland.gov.uk)

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

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

### School Staff

<b>Ms Emily Brown</b> - Head Teacher	<b>Miss Katherine Booth</b> - Probationer Teacher P1/2
<b>Mrs Heather Thompson</b> - Teacher P2/3	<b>Mrs E. Weld-Moore</b> - CCR, P7, & P2/3
<b>Miss C Brown</b> -PE teacher and P1/2 Teacher	<b>Mrs H. Bamber</b> - Teacher P5/6
<b>Miss A Munro</b> -Acting PT & P6/7	<b>Miss Gemma Cameron</b> - P4/5 Teacher
<b>Mrs J Abell</b> : ASN Teacher	<b>Ms Georgina Browne</b> - Pupil Support Assistant
<b>Mrs G. Craig</b> - Pupil Support Assistant	<b>Mrs E. Sessions</b> - Pupil Support Assistant
<b>Mrs R Fitzsimons</b> - Pupil Support Assistant	<b>Mrs C. Ferguson</b> - Pupil Support Assistant
<b>Mrs S. Latto</b> - Early Years Practitioner	<b>Miss L Gordon</b> - Early Years Practitioner
<b>Mrs S MacDonald</b> - Early Years Practitioner	<b>Mrs L. Weir</b> - Clerical Assistant
<b>Mr M. Reynolds</b> - Brass Tutor	<b>Miss K. Thomson</b> - Woodwind Tutor
<b>Ms S. Hollingdale</b> - Strings Tutor	<b>Ms C Cameron</b> - Music Teacher
<b>Mrs R. Cameron</b> - Catering Assistant	<b>Mr A. MacDonald</b> - Mitie Facilities Manager
<b>Mrs C. MacLeod</b> - Cook	<b>Mr R. Weir</b> - Mitie Janitor

### Spean Bridge School Aims



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



special educational needs, and those from different cultures and backgrounds.

10. To ensure that through the curriculum, the aims of the 'Curriculum for Excellence' are met.

## ABOUT SPEAN BRIDGE PRIMARY SCHOOL

Spean Bridge Primary School is a non-denominational local authority school, we provide education for children in Primary 1- Primary 7, our attached Early Learning Centre, Spean Bridge Nursery, provides childcare for preschool children over the age of 3 years.

We have an active, supportive and hardworking Parent Council.

Our building is situated on the A86 at the eastern end of the Village of Spean Bridge.

The school caters for children from Spean Bridge, Roy Bridge, Inverroy, Kilmonivaig, Stronaba, and Achnacarry. Children from outwith these areas also attend the school after applying for a placing request via the Area Education Office.





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

The large entrance hall, holds our school library, and leads to the administrative area, medical room, disabled toilet, boys' and girls' cloakrooms, toilets and showers, gym hall and main teaching area.

(Entrance Hall and Library)

Our nursery classroom, with a self-contained outside play area has a separate entrance.



(Nursery Setting)

The main teaching area in the main school building consists of a large central area, we call our *Discovery Zone*. Early and First Level Classes use this area for active learning and play. Leading from the *Discovery Zone* are four classrooms; P1/2, P2/3, P4/5, and a GP room, currently used as an Additional Support Needs Base.



(GP Room and ASN Base)  
( Central area - *Discovery Zone*)







Two further classrooms are located in a new building beside the school.



The gym hall has been built to satisfy the standards set by Sport Scotland and has staging facilities for assemblies and drama.



The kitchen and dining area are connected to the gym hall by a sliding wall.



The school has a large playground with marked playground games and boxes of play equipment for each class. There is a playground supervisor at break and lunchtime who organises playground games with the pupil helpers. The school has a large sports field with its own mountain bike track, a climbing wall and other outdoor play equipment.



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

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

### **Class organisation**

At present we have five primary classes, P1/2, P2/3, P4/5, P5/6 and P7 with numbers varying between 17-25 pupils.

Some classes are composite classes, with some split year groups. The school has many years of experience managing this system, to ensure the needs of all the pupils are met to the very best of our ability.



## Nursery



We have a nursery within the school which opens from 9 am-3 pm offering a flexible approach for parents. Nursery is open to all 3 and 4 year old children in our catchment. Flexibility also offers parents the opportunity to purchase extra hours (where availability allows) for their child at a cost of £4.30 per hour. The nursery has recently had a very good report following inspection by its monitoring body: The Care Inspectorate. HMIE also inspect the nursery and these reports can be accessed on the Education Scotland website.

A separate [nursery handbook](#) is available, giving further information.

## Enrolment

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

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

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

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

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

Please contact the school to make arrangements.

## Placing Requests – Parental Choice

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

Placing request forms can be obtained from

[http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](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 Spean Bridge Primary School they are very welcome to contact the school to arrange a visit.

### **Secondary Education**

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

The Head Teacher is Mr Scott Steele.

### **School Transport**

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

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

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

### **School Uniform**

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

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

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

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

We have a *Uniform Swap Shop* where families may donate and take used school jumpers for a small donation to the school.



### **Application for Assistance with Footwear and School Clothing**

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

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### **PE/Spare Clothing**

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

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

### **Indoor Shoes**

Children should bring in plimsolls or indoor shoes for wearing in class if they arrive at school in welly boots or other boots. This preserves our floor coverings and also allows children to be comfortable in class.

### **School Letters**

Letters are shared via the home/school communication App *ClassDojo*, parents are invited to join the app when pupils enrol in school. When letters are sent home in the eldest child's school bag a reminder will be posted on the *ClassDojo* app, and in some instances by email. Please contact the school office and we will add you to our email mailing list.

### **Pupil Absences**

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

For pupils who are to be taken out of school for a reason other than illness, eg for an appointment or holiday, a note must be provided prior to the absence.

Good attendance is vital if pupils are to achieve their full potential and absences during term time can significantly impact on achievement. The Scottish Government and the Highland Council have issued very clear guidelines on this and schools are required to keep an attendance register by law.

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

### **Phone Lines**

There is only one phone line into the school (01397 712 914).

The office is manned from 8:30 am each day by the Head Teacher, the clerical assistant Mrs Lorna Weir and by staff; however you will appreciate that there are times, out with our control, when we are unable to answer a call.

In the event that you cannot get through to the school office please leave a voicemail message.

### **School Website**

Spean Bridge Primary School has its own website which can be located at <https://sites.google.com/highlandschools.net/speanbridge/home>

We try to update and improve this regularly and it contains information about the school, class topics and activities, the weekly school dinner menu, school policies, newsletters, emergency information etc.

### **Schools Information Service & Adverse Weather**

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

How to use the service.

- Dial Highland Council's access number - 0800 564 2272
- Now enter your own school's pin number 04 2320
- You will now hear the school's name.
- You will now be taken to the MAIN MENU where you will be given 3 options:

**Press 1 to hear your school's message about the adverse weather** for example whether or not the school is to close or if transport arrangements have been affected.

**Press 3 to hear general information messages**

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

You can also access the highland school closure website on:  
[http://www.highland.gov.uk/info/827/education\\_and\\_learning](http://www.highland.gov.uk/info/827/education_and_learning) for school closure information.

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

### **School Meals**

We are very fortunate in having our own school kitchen with excellent kitchen staff, who provide a healthy and varied menu. The menu changes weekly, running on a 3 week rota and a copy is available from on the school website. A two course meal is offered daily and the standard of food served in the school is high. Special diets - medical, religious and vegetarian are catered for by the staff - please ask at the school office for details.

The cost of a school meal is £2.30 and this is payable on Mondays in advance to the cook. The money should be in a sealed envelope with the child's name/class/days taking lunch/total amount on the front.

**Cheques should be made payable to 'The Highland Council'.**



Mrs MacLeod our cook and Mrs Cameron her assistant often dress up for our themed lunches!

You may be able to apply for free school meals and assistance with clothing from the authority. Forms are available from the school and on the website in strictest confidence.

All children are supervised by staff during meal times.

Children with packed lunch eat with the school meals children in the hall. Packed lunches must be carried in an appropriate container, and for health and safety reasons no glass containers, breakable flasks or cans are permitted in school. The pupils place their packed lunch on the trolleys in the foyer as they enter school in the morning.

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

### **Parking**

The car park within the school grounds is for staff and visitors to the school. Parents parking in the disabled spaces must display a disabled sticker.

The drop off/pick up zone must only be used by parents for that purpose.

We strongly discourage parents from parking for any lengths of time in the drop off/pick up zone. School taxis use this area at the start and end of the school day and it must therefore be kept clear for ease of access. Congestion in this area impacts significantly on the safety of pupils.

The playground is also made available for parents to park for larger school events such as concerts and Fun Evenings.

### **Electronic Toys/Mobile Phones etc**

We request that children do not bring these into school as they can be a distraction, and may also get damaged or lost. If a child must have their mobile phone with them in school, the school should be informed of the reason. The phone should be handed in to the school office first thing in the morning and collected at the end of the school day.

### **Parents/Guardians/Carers as Partners**

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Progress checks
- Target Setting
- Information on the school website



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



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

Our Parent Council open to all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council, can do so by contacting the Chairperson.

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



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

We have guidelines if you wish to help so please contact the school office.

### **School Assemblies**

We have a whole school assembly every Friday morning at 9.15am. Each class leads an assembly at various times throughout the year and parents are informed of these in our newsletters. We also have visits from many different religious groups, charities and community groups each term. We also use assembly time to showcase pupil activities and performances, present our weekly pupil awards, and celebrate other pupil achievement in and out of school.



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

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

### **School Garden**



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

We depend on parent volunteers to help keep our garden maintained and growing, please contact the school if you think you can help. We also enter produce in local gardening shows. The school garden and grounds are also used as an outdoor classroom.



### **Extra-Curricular Activities and After School Clubs**

We are lucky to have a variety of after school clubs at Spean Bridge Primary which include the tuition of Scottish instruments, Shinty, Dance, Beavers, Cubs and Scouts. Other opportunities are also available at various times throughout the year.

Dance both modern and social, is strongly promoted in the school, and the pupils have opportunities to dance in local and regional competitions. These are organised/supported by school staff, parents, volunteers or outside agencies.



### **Residential Trips**



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

### **Health**

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

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

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

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

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

### **Head Lice**

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if

necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and detection comb - ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. Please contact the school to enable us to inform parents. This will be done confidentially and personal details will not be disclosed.

For further information see:

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

### **Child Protection**

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

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

We closely follow the guidelines in 'For Highlands Children 4' which is an Integrated Children's Services Plan for children.

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

Information on these documents can be found on [www.forhighlandchildren.org](http://www.forhighlandchildren.org).

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

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

### **Behaviour and Discipline**

Our aim is to create an atmosphere of mutual respect, trust and responsibility. Positive behaviour strategies are used in the school, and children are rewarded for good behaviour. They are actively involved in the setting of codes of behaviour in their classrooms.

Every pupil is made aware of the school rules and the reasons for having them.

We encourage self-discipline along with tolerance and consideration for other people and their property. We look to a happy and co-operative partnership with parents in the pursuit of the highest standards of personal conduct. In maintaining discipline, a series of steps will be taken by staff if there is a breach of discipline.

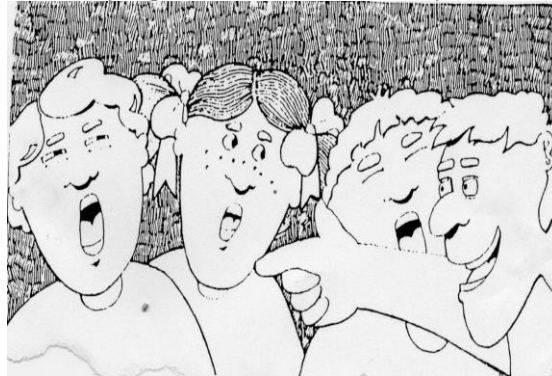
We have a House system in place throughout the school. When they enrol each pupil is assigned a House for the duration of their time at the school. The



Houses are named after local areas and are Gairloch, Tirindrish, Altour and Leanachan. House points are given for behaviour/effort in the classroom, dining hall and throughout the school, and for tidy cloakrooms, wearing their reflective waistcoat to/from school, Golden Time, healthy eating choices etc. All staff, including visiting staff are closely involved in giving points and the weekly total is announced at our assemblies.

At the end of the year the winning House receives medals and the House trophy.

### **Bullying - A Positive Response**



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

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

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

### **Procedures for dealing with behavioural difficulties**

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

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

The school procedure is as follows :

1. Minor incidents are dealt with by classroom teachers or auxiliary staff and parents may be informed.
2. More serious incidents or repeated incidents are dealt with by the class teachers or Head Teacher, are noted in the incident log folder, and parents are informed. A home/school diary may be set up.
3. If poor behaviour continues a behaviour programme is set up in consultation with the parents.
4. Advice from outside agencies e.g. Psychological Service, Community Paediatrics is then sought if all above interventions are unsuccessful.
5. Possible Exclusion

### **Sanctions used for negative behaviour:**

Initially there will be a verbal warning and reinforcement of correct course of action by member of teaching/auxiliary staff.

Sanctions may then be applied such as:

- withdrawal of privileges/loss of awards/Golden Time
- detention during break-times
- an incident during break may require a pupil to spend a short time in 'time out' in the school while they cool off!
- change in seating arrangements within the classroom
- their name being moved to orange or red on traffic lights in class
- to make them aware that they have to rethink their behaviour
- writing letter of apology
- pupil sent to see Head Teacher

We have a Bullying and Anti-Racist Procedural Policy and all incidents of bullying and racism are dealt with according to these procedures.

### **General Guidance**

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

- Pupils are required to conduct themselves in an orderly and safe manner, in and around the school.

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

### **Parent Council**

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

Our present Parent Council Committee members are:

Mrs Ali Berardelli

Mrs Jodie Innes

Mrs Nina Pratt

We always welcome new members and if you are interested or have views you wish to express about educational issues, please email the parent council:

[speanbridge.primary@highlandpc.co.uk](mailto:speanbridge.primary@highlandpc.co.uk)

### **Curriculum and Assessment**

How is learning organised?

#### **The Curriculum**

For the first time in Scotland, the curriculum is arranged in progression 'straight through' - from nursery to 18. There are six curricular **levels**:

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

There are eight **curricular areas**:

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

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

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

**Examples of Experience and Outcome from Sciences:**

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

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

**Why do we assess?**

To make sure that learners are being challenged and are progressing, it is important to check on development at key points.

Assessment enables schools and teachers to:

- plan suitable next steps for learning
- support learning effectively
- track progress
- recognise and celebrate achievement.

Assessment takes place continuously throughout learning. Some **computer-based testing** also takes place. It gives teachers extra information about abilities in reading and mathematics to match against what they know from ongoing everyday assessment. This helps to build up a 'whole picture' of the young person and what he or she can do.

**How do we go about assessment?**

- Teachers and other professionals assess work
- All learners assess their own work
- Often, learners assess the work of their friends.



- Often, parents and carers are asked for their comments.

Learning intentions and success criteria are discussed and agreed with learners. This means that learners have a very good idea of what they need to do to succeed. They then discuss how they performed against these success criteria. They set next steps in learning and target set for the future. This information is included in their Learning Logs which go home to parents each term. Through this discussion of what success will look like, learners gain **self-awareness, confidence** and a sense of **ownership** of their learning. They take more **responsibility** for what they do.

### What does assessment look like?

It is no longer just about 'tests' using pen and paper. Assessment is based on a variety of sources of evidence. These sources are chosen to best reflect the learning that has taken place. For example:

- |                                                  |       |
|--------------------------------------------------|-------|
| • a learner may have some written evidence       | WRITE |
| • a learner may make a model                     | MAKE  |
| • a learner may have given a verbal presentation | SAY   |
| • a learner may have completed an experiment     | DO    |

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

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

Work is gathered, recorded and saved as a Pupil Learning Profile. Within this portfolio we might see:

- Key Assessment Tasks
- written work - reports, stories, letters, instructions . . .
- presentations - power-point, notes . . .
- photographs and DVDs
- drawings, diagrams, sketches, plans . . .

This summarises progress and is produced and updated by the learner and teachers. It includes a snapshot of a learner's best achievements at a given point of time. The Pupil Learning Profile contains:

- information on progress across curricular areas

- information on progress in literacy, numeracy and health and wellbeing
- a learner's statement outlining best achievements in and out of school
- a record of awards and qualifications.

The Profile and Reports are held on paper and electronically online.

#### **Learner's Statement Evaluation**

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

#### **How is progress reported to parents and carers?**

Pupil Learning Profiles Report will be sent home for you to read and discuss with your child periodically throughout the year. The Pupil Learning Profile contains; *Key Assessments Tasks*, which provide an indepth assessment of your child's learning in a specific curriculum area, an *All About Me* section with information about each pupil's Health and Wellbeing, hobbies, interests, and outside achievements.

Toward the end of each session a summative written report will be sent home to parents. The teacher makes a judgement about whether your child is working to potential in Reading, Writing and Mathematics. This appears as one of the following statements:

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

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

This appears as one of the following statements:

*is consistently performing at the expected standard for his / her Primary Stage.*

*is sometimes performing at the expected standard for his / her Primary Stage.*

---

*is consistently performing beyond the expected standard for his / her Primary Stage.*

---

*is not yet performing at the expected standard for his / her Primary Stage.*

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

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

- sending the learner's work home to be discussed
- sending the learner's Pupil Learning Profile home to be discussed. This includes interim reports - short snapshots of progress and achievement for literacy, numeracy and health and wellbeing.
- teacher presentation and discussion at parents' evenings and informal meetings.

Parents are formerly contacted two times each school year about their child's progress. There are parents evenings in November and June and an appointment system is used.

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

### **Additional Support Needs**

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

At present, we have four permanent pupil support assistants (PSAs) working across the classes.

Our support for learning team supports all the pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas

of curriculum. The support for learning teacher also assists the class teachers with materials/resources for use in the classroom, and administers pupil assessments as appropriate.

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

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

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

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

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

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

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

There are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) click on Education.

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

## **The Curriculum**

### **The knowledge, skills and attitudes we are teaching.**

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



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

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



### **Mathematics and Numeracy**

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

Estimation & Rounding  
Number & Number Processes  
Multiples, Factors & Primes  
Fractions, Decimals and Percentages  
Money  
Time  
Measure  
Mathematics - Its Impact on the World, Past, Present and Future  
Patterns & Relationships  
Expressions & Equations,

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

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

In Spean Bridge we use a Singapore Maths based approach supported by the Maths No Problem scheme of work.

### Languages and Literacy

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

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

Language activities in this school have the following purposes:

#### Listening -

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

#### Talking -

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

#### Reading -

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

#### Writing -

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

As language is the principle medium of learning and instrument of thought, and since it is basic and essential to all other areas of the curriculum, we concentrate on teaching and developing these skills. During their years at Spean Bridge Primary School, these skills are taught and developed in a variety of stimulating ways. The children are given frequent opportunities for oral



expression through the use of poetry, drama, debating, informal discussion and story telling. Most of our language work, both oral and written stems from project work. Much effort is aimed at helping the pupil to produce good writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc. To enable the pupil to express himself legibly on paper we use the Nelson

handwriting scheme and also encourage the pupil to use the computer for word processing. The computer keyboard is introduced in nursery. We use the Prim-Ed spelling scheme, Nelson grammar and a variety of comprehension and reading resources.

## Health and Wellbeing

The Health and Wellbeing curriculum covers the following areas :

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



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

## Religious Education and Moral Education

Spean Bridge Primary School is a non-denominational school. All of the children meet for a weekly assembly, with the head teacher and sometimes other

religious organisations. Each class, including nursery, leads the assembly at various times throughout the year.

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

Christianity  
Other World Religions  
Development of Beliefs and Values

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

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

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

**Expressive Arts**

The Expressive Arts curriculum covers the following areas:-

Art and Design :

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

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

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



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

### **Sciences**

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

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

### **Social Studies**

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

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

### **Technologies**

The Technologies programme covers the following areas :

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

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

The school also uses the Highland Council Programme of Technology.

### **Multi-Cultural and Anti-Racist Education**

The school:

- is opposed to all forms of prejudice and discrimination;

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

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

## **Homework**

### **Rationale for Homework**

Research about the positive impact of homework is mixed. We have a measured approach to homework, encouraging children to practise numeracy facts, spelling, and reading at home, balanced with pursuing other interests and physical activities.

### **Purposes of homework:**

- It allows consolidation of work done in school
- It allows for children to prepare for the work to come
- It develops research skills such as using libraries and other resources which may not be available in the classroom
- It provides opportunities for individualised work
- It provides structured opportunities for parental involvement and support
- It provides information for parents about the on-going work of the class
- It encourages the children to develop a sense of ownership and responsibility for learning
- It develops good habits of independence and self-discipline in learning
- It trains pupils in planning and organising their time

### **School Policies**

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

### **Holiday Dates**

Holiday dates and other schools information can be found on our website, the Highland Council website under 'Schools' or from the school office.

### **Suggestions, Concerns and Complaints**

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

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

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

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

01478 613697

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](mailto:public.transport@highland.gov.uk)

### **Parentline**

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

### **Self-Evaluation**

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

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

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

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

### **Access to Pupil Records**

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

### **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.

*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.*