

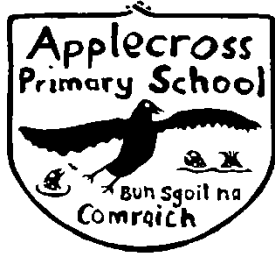
Applecross Primary School and Nursery  
Handbook  
2022-2023  
Camusterrach  
Applecross  
Highland  
IV54 8LU

Telephone: 01520 744325

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



<https://www.facebook.com/Applecross-Primary-School-438548263341599/>



Dear Parents/Carers,

Applecross Primary School and Nursery would like to extend a very warm welcome as your child begins their journey with us. We look forward to working in partnership between home and school to support your child to achieve to their full potential.

Whether your child is coming up from playgroup, you have moved into the local area or, using the handbook as a reference tool while your child is at our school, we hope that this booklet provides you with the information you require to make the transition to Applecross School or Nursery a smooth, concern-free and happy one. You will see that we strive towards providing a range of engaging, enjoyable curricular experiences to meet each individual child's interests and needs. We aim to nurture every child's interests, skills and abilities so that they can develop the **four capacities – successful learners, confident individuals, responsible citizens and effective contributors** - as set out in A Curriculum for Excellence.

We hope you find a friendly, open, and welcoming to our school community. We have regular opportunities to involve parents and carers in their child's educational journey and encourage you to be active participants within this

Please contact us at any time if you would like to contribute in any way, receive further information or to discuss your child's education or welfare. We are always happy to talk or meet with you.

We look forward to working together and to building a long, happy association with your family.

Kind regards,

Kirsteen Hotchkiss  
Head Teacher



## **OUR BACKGROUND**

Applecross Primary School is a small rural primary school, set in the beautiful surroundings of the Applecross Peninsula. The primary school is clustered with Lochcarron Primary school with one Head Teacher overseeing both schools. Children usually attend Plockton High School after primary 7, where they board from Monday until Friday each week. There are currently 12 children in the primary school (ranging from P1 to P7), and 4 in the nursery.

Nursery provision is offered for all children in their pre-school year and for 3 year olds after their third birthday. As part of the Scottish Governments commitment to extend these opportunities, from August, 2019 we offer the longer nursery day option, whereby children can stay at the nursery for up to 30 hours per week.

Admission to the nursery is at three entry dates within the academic year, being directed by the Highland Council. Parents may choose to pay for nursery sessions as soon as their child is 3 years old, if their child turns 3 prior to this entry date.

The building has one large classroom, a nursery and a dining room, which is also used for art, music and other purposes. The school has a kitchen and hot meals are provided daily. We make use of the Community Hall for PE, Christmas and end of term celebrations, and other regular fundraising etc. events.

In the school grounds the children look after the garden and playground area, making use of the foliage at the back of the school for den building, games based activities, nature studies, and art. Across the road the school has it very own outdoor classroom and nursery, the Applecross Shieling, which we are currently at the forefront of developing to embed a vision for outdoor learning as an entitlement across all years.

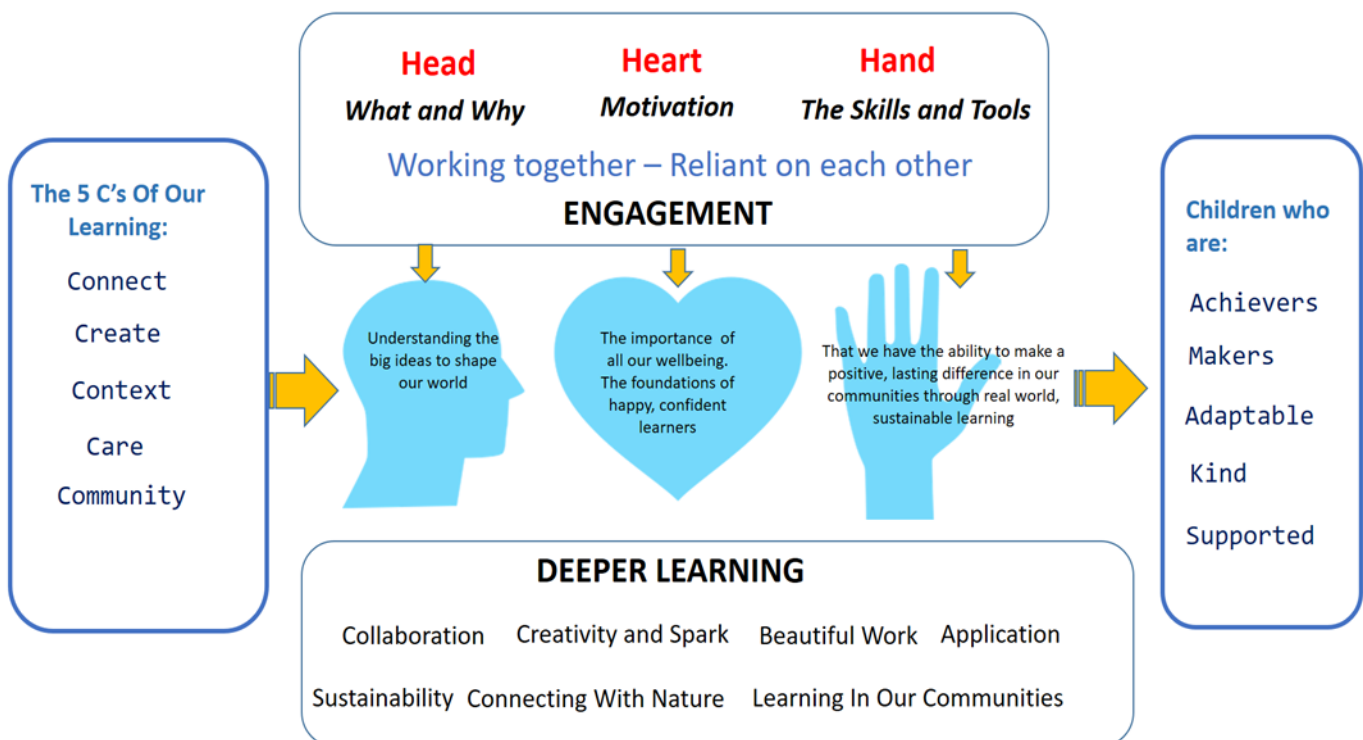


### Aims - Our vision, values and aims

Our overall vision at Applecross Primary and Nursery is to create a secure, happy and friendly environment where all children are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

We want our children to enjoy challenge, to cope with change, to be confident and to be able to contribute. We want them to think for themselves, put others first, and develop an understanding of local, national and global issues.

#### RE-NEWING OUR APPROACH AT APPLECROSS NURSERY AND PRIMARY SCHOOL 2020 - 2021



This shared vision is supported by a number of strategies including our School Aims.

### **We aim that all our learners will become**

#### **Successful Learners by:**

- making it fun to learn so that all are motivated and enjoy learning.
- providing active learning opportunities based on the principles of Curriculum for Excellence.
- having very high expectations of ourselves and others.
- building on children's interests and abilities and inspiring them.
- promoting an effective learning environment within the Applecross Learning Community which provides the highest standards of literacy, numeracy, and well-being, and using ICT.
- meeting individual needs through appropriate pace and challenge.
- helping pupils to become independent learners.
- encouraging creativity and promoting curiosity.
- maximising attainment and achievement for all children.
- involving parents in the educational experiences of their children.



#### **Confident Individuals by:**

- providing a positive, welcoming and inclusive ethos which promotes opportunities for raising self-esteem and valuing all contributions.
- providing a variety of opportunities to build confidence, value everyone and ensure achievement for all.
- providing a health promoting learning community.
- celebrating individual and collective success and achievement both in school and the wider community.
- ensuring that pupils benefit from equality of opportunity so that race, gender, religion or disability are not barriers to learning.
- helping children make transitions well.



**Responsible Citizens by:**

- encouraging good standards of behaviour, manners, fairness and respect.
- providing a wide range of opportunities for pupils to contribute
- providing opportunities for pupils to take responsibility for themselves, their work and that of others.
- providing regular opportunities for citizenship and decision making through
  - programmes of work, Pupil Council Activities, Eco Committee work, charity
  - events and a range of enterprise work.
- promoting tolerance and co-operative working.



**Effective Contributors by**

- promoting good communication and positive relationships between all members of the school community.
- encouraging team spirit and participation in collaborative events which
  - celebrate our Gaidhlig culture, rich heritage and sense of community in Applecross.
- celebrating diversity.
- educating for sustainable development through Eco work and other activities.
- raising awareness of our Global connections and place in the world.



## Our Nursery and School Details:

### Address:

Camusterrach  
 Applecross  
 Highland  
 IV54 8LU

### Telephone Number:

(01520) 744325

Nursery and School Facebook Account: <https://www.facebook.com/Applecross-Primary-School-438548263341599/>

Number of children attending the Nursery: 4

Number of children attending the Primary School: 12

### Primary School and Nursery Staff

Head Teacher	Mrs Kirsteen Hotchkiss
Class teachers	Mrs. Sharon Singer
Early Years Practitioners	Ms Marion Gilroy Ms Floortje Van Schuppen
Clerical Assistant	Ms Saara Viitanen
Pupil Support Assistants	Ms Agnes Rymowicz
School Cook	Mrs Maggie Edwards

### Hours of the Nursery day:

Nursery – 9.00am until 3.00pm Monday to Friday

### Hours of the School day

School opens - 9.00 am

School closes - 3.00 pm

Morning interval - 10.45 am – 11:00 am

Lunch break – P1-3 12.00pm – 1.15pm, P4-7 12.30 pm - 1.15 pm

The P1-3 pupils have a 4½ hour teaching day, and P4-7 have a 5-hour teaching day.

### Arrangements for parental visits and suitable times to telephone

Please telephone to make an appointment if you wish to discuss any matter. If you need to telephone the school, someone will usually be able to answer the phone, but the best times to telephone are:

**9.00 am – 12.00pm**

**1.45 pm – 3:00 pm**

Sometimes an answer machine is used. Please leave a message; we will pick up your call as soon as possible.

Alternatively you can email the school at: [Applecross.Primary@highland.gov.uk](mailto:Applecross.Primary@highland.gov.uk)





## Medical Care

Primary 1 children undergo a medical health check during their first year at school. Questionnaires are issued to parents before the medicals.

If a child becomes ill at School, a parent will be telephoned, and be asked, if possible, to collect the child from School. In the absence of an available parent, an emergency contact will be telephoned. If that fails, then the child will be kept in School until contact with either can be made.

If a serious illness or injury is obvious, the District Nurse or Local Doctor will be contacted as a precaution. Parents should be aware that they must inform the School of any particular condition in their child that might put other children at risk. Children experiencing sickness or diarrhoea should be kept at home for 48 hours after the last bout of illness.



## Special Clothing

We have a school uniform which we hope children will adopt and this is available to purchase via [www.myclothing.com](http://www.myclothing.com)

Play and Art can be messy, so paint aprons are stored in the school for such activities.

Pupils require shorts, tee-shirt and suitable soft shoes for PE lessons.

We ask the children to change into indoor shoes when they come in to school. It helps us to keep the mud outside the classroom in the winter time and the cut grass outside during summer.

## Transport

Free transport to and from the School is currently available for pupils under the age of eight residing over two miles from the School, and to those over the age of eight residing more than three miles from the School. Any pupil, who abuses the privilege of free School transport by inappropriate behaviour, will be subject to normal School disciplinary procedures.

## **School Meals**

Children in primary 1 to 5 are entitled to free school meals. Primary 6 & 7 pay £2.30 per meal. Free school meals forms for any children entitled to this service are available on request from the School or downloaded from Highland Council website.

School dinner money for the whole week is collected by Thursday morning by the School Cook. Any absence during the week will result in the amount of money in credit being deducted from the following week's amount.

Fresh fruit and yoghurt are always available as an alternative to the desert dish on the menus. Parents may choose to provide their children with a packed lunch instead of a hot lunch.

## **Attendance/Absence**

Children are expected to attend School at all times during term time, except obviously in the case of illness. While the School appreciates that some parents are unable to take holidays within School holiday dates, these breaks in education are extremely detrimental to a child's progress, and also disruptive to those children left behind.

Highland Council has recently issued guidelines advising against the practice of pupils taking time off School to accompany parents on holiday during term time. The school must register all such absences as unauthorised.

In the case of 'normal' absence from School due to ill health etc., and in line with child protection requirements, if a parent has not informed the school by 10.30am of their child's absence we are required by law to make contact with the parents to enquire about the child's whereabouts. This will be followed by a report being made to the police if a child is absent for 3 days with no school contact having occurred.

Any parent requiring their child to have extended leave of absence is asked to contact the Head Teacher by telephone or in writing. Absence from School for any reason requires a note explaining the absence to be sent to the School when the child returns.

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 and therefore we need to know the whereabouts of absent pupils.

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

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

### **Request for change in transport arrangements**

If a parent wishes a change made to the normal travel arrangements in responding to a particular some situation, a written request or E-Mail communication must be sent to the school ideally a week prior to this, and the driver of the vehicle must be informed.

### **Emergency Closure Procedures**

Guidelines on procedure in severe weather conditions are sent out annually to all parents. However, an emergency, at any time of year, such as a lack of water or electricity, could necessitate a closure, and in such an event we try to telephone all parents/emergency contacts. If we are unable to contact anyone, we will keep a child with us in school.

The school must be kept informed of the emergency contact's address and telephone number and any change in arrangements. We send out forms regularly to check our records.

If you want to find out if school is closed due to severe weather conditions, then phone this number:

**0870 054 6999 041390.**

You can also access the highland school closure website on:

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

## **The Curriculum throughout the School and Beyond**

### **Your Children's Learning Journey – 3 to 18**

### **School Improvement**

For session 2022/23 we will be focussing on literacy skills, especially writing. We will also we developing new vision, values and aims (SHANARRI, thus embedding our wellbeing values across the cluster).

The Getting it right for every child (GIRFEC) approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential. At home, in school or the wider community, every child and young person should be:

**Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.**

The Highland Council along with all the local authorities in Scotland follow the model of education known as Curriculum for Excellence (CfE). This is a broad reaching curriculum following the areas of Numeracy/Maths; Literacy/English; Health and Well-Being - which incorporates social, emotional, mental, physical and moral health; Technologies; Social Subjects; Expressive Arts - Music, Art and Drama; Science; RME and Languages.

## **UNDERSTANDING PLAY BASED LEARNING**

The Highland Council adopts a range of pedagogical approaches with regards to P1 though are in favour of a Play Based learning approach, particularly for P1s who have experienced the outdoor nursery environment. The idea behind this is to develop upon the experiences which children have experienced through play and to expand and challenge this within their primary engagement through all curricular areas.

Literacy, numeracy, mathematical thinking, health and well-being are interlocked across the curriculum forming the backbone of interdisciplinary learning.

P1 has literacy, numeracy and health and well-being inputs every day from our class teachers, which is then supported and incorporated within their learning stations. The learning stations rotate, depending on the overarching curricular focus across the whole of the broad curriculum.

Due to the fact that we are a composite class from P1-7 this also enables us to partake in collaborative learning across the curriculum and is particularly beneficial for health and well-being, expressive arts and science giving a greater range and depth to the learning.

## **ASSESSMENT AND REPORTING**

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

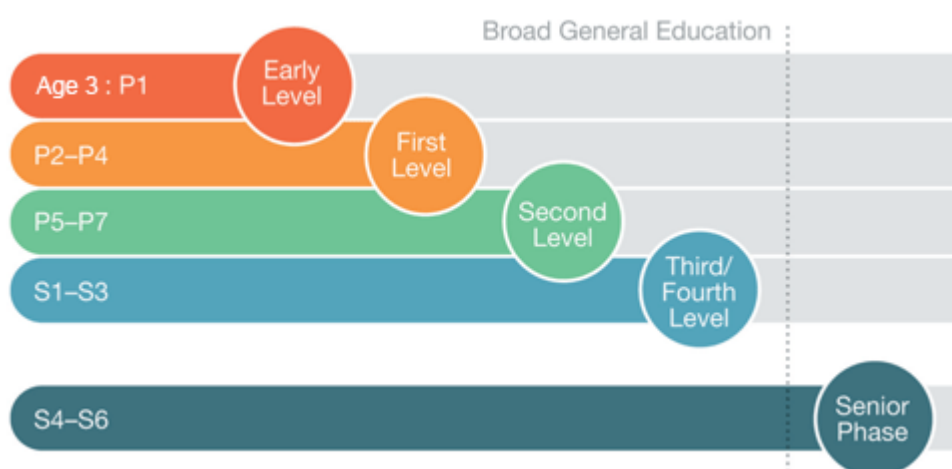
Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their profiles.

## Curriculum levels

There are five curriculum levels - Early, First, Second, Third and Fourth - in the **broad general education** (from early years to the end of S3).



This above diagram shows the five curriculum levels with progression to the senior phase (S4-S6).

Early level: Age 3 to P1

First level: P2, P3, P4

Second level: P5, P6, P7

Third/Fourth level: S1, S2, S3

Senior phase: S4, S5, S6

Applecross Primary School implements the Curriculum for Excellence (CfE). The central theme of this curriculum is to produce citizens for the future who are: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. All learning and teaching across the range of subjects should be undertaken to develop these 4 Capacities. There is an increasing emphasis on links between subjects and the use of real life situations as a focus and purpose for learning.

The children are taught as a whole class; as individuals; within mixed ability groups, depending on what is being taught and practised.

There are several national websites which are available which do provide important broad based information and an outline of the learning journey your child will go through as they progress through nursery and ultimately into their secondary years

These include:

Parentzone <https://education.gov.scot/parentzone/>

Education Scotland <https://education.gov.scot/>

## Learning Outside the Classroom The Applecross Shieling



Current thinking and supportive research shows that learning outside the classroom is more beneficial when it is planned and integrated into the whole school curriculum. Therefore, at Applecross we have



positively moved move far beyond offering occasional and one-off experiences, and to ensuring that it is a regular weekly core-part of curriculum delivery.

This unique learning outside the classroom experience helps all our children to develop the ability to positively embrace and experience over time a wide variety of related learning challenges. It requires them to make informed positive decisions and to understand their responsibility within these. It leads to a positive 'can-do' attitude, which is further reinforced by taking their "key" literacy, numeracy and health and wellbeing skills and specifically placing them within meaningful and real world setting.



## Mathematics

The aim of teaching Mathematics is to equip children with the necessary number and mathematical skills, which they will find useful and relevant as they grow, and take their place in the adult world. The children are taught by a variety of methods. There is continued emphasis on interactive Maths and Problem Solving in line with National and Council guidelines. Children will have an understanding of the processes, and an awareness of the usefulness of Mathematics, and how it can be meaningfully applied in everyday life situations.



It is recognised that calculators are very much part of our modern world, and therefore calculator work is included in our Scheme of Work in the upper stages. In line with government guidelines, the use of calculators in the younger stages is strongly discouraged.

Children at all stages are given 'hands on' experience of computers. Programmes vary from games to consolidate number bonds, shape recognition etc. to adventure games, information handling and word processing.

The Core Maths Schemes currently in use in this School are Scottish Heinemann Maths and Tee Jay, although we have many other resources. Lessons are planned not through the scheme, but based on what is required to be learned next, and the most appropriate resource will be used. Wherever possible, real contexts are used, further developing children's understanding. Maths is increasingly taught through Topic work and eco-school activities to explore the practical uses of maths.

Children in the school engage in daily Mental Maths sessions. Problem Solving Design and Computer activities complement the main core work. In the nursery, any opportunity for developing mathematical understanding is seized upon. Social Studies

## Social Studies

This subject is intended to encourage the child's understanding of their environment, society and culture. The studies are a broad mix of Geography, History and Modern Studies, but Language, Mathematics and Expressive Arts are also included. Social Studies are taught in a project format i.e. a central theme is chosen from the School's Cyclic programme, and then is used as a context for developing the appropriate skills. The School aims to provide a broad and balanced programme through which the child can develop the appropriate skills, knowledge and attitudes.

In both the school and the nursery, children are encouraged to choose what they want to learn – in the school, children come up with ideas for topics and vote for them. They then discuss what they already



know and what they would like to find out. In the nursery, seasonal topics are thought out by the Early years Team, but children's interests can change the course of this planning – the best topics are often those which have come from the children's own interests.

## Health and Well Being

Health Education is split into Physical Health, Social Health and Emotional Health. As there is overlap in other areas of the Curriculum such as Personal Social Development and Religious and Moral Education, the School has prepared a Cyclic programme to cover Health, PSE and RME.

We use a range of resources, television programmes and videos. We have involved health workers, policemen and fire fighters when delivering elements of our programme.

The class teacher teaches an hour of PE each week. On three days a week the children have a short lesson, building up balance and flexibility. These lessons may take the form of aerobics, yoga, games, running, etc. Our P.E. Sessions take place in the Village Hall with the grass area of the playground being used when weather permits. Our children also travel to our cluster school in Lochcarron to join gym class there. A mixture of gymnastics, games, movement, dance and athletics are taught, together with an annual block of 10 weeks swimming in Kyle Swimming Pool. Instruction there is given by trained swimming pool staff.

Children are encouraged to participate in Inter-School Sporting events, organised locally within the Plockton Cluster and by the Ross Primary Sports Association. The school works closely with the Active Schools Co-ordinator and seeks to provide opportunities for personal achievement.

During the months of finer weather and longer daylight hours, we have weekly after school cross country runs in the beautiful Applecross Estate. Pupils from p3-7 may run unaccompanied, all pupils from nursery onwards are very welcome to come along with their parents.

The children are strongly encouraged to use their voice and have their say in all school matters. The children help to decide and set the course for the annual Christmas Shows. They also take much responsibility for fundraising – which charities we fundraise for, how and when we go about it. This is very much a core part of our Health and Well Being Curriculum.



## Science

Enquiry and investigation are encouraged in science. We have a range of equipment which is used in experiments and practical work.

Pupils learn to observe, plan, record, set up fair tests, draw conclusions etc. – and these are specifically then related to current issues and debates such as the effects of global climate change etc.



## Technologies

This subject is taught within our social studies curriculum. There are two elements of technology: Understanding Technology in Society and Understanding and Using the Design Process.

We encourage the pupils to use a variety of equipment including construction materials, a workbench, hand tools, safety saw and low temperature glue guns.

## Information and Communication Technology

This subject is used and developed in various contexts across the curriculum.

Children work on the internet to guidelines and under the supervision of teachers. Children can access favourite search engines and sites. These are used in topic work.

We have an extensive range laptops, chromebooks, and computer tablets which have filtered internet access for all the children.

Children work with databases, spreadsheets, word processing and graphic software, as well as being introduced to the fascinating world of computer coding

## Expressive Arts

Expressive Arts incorporates the subjects of Art and Design, Music, Drama and Dance. Not only do our pupils learn the necessary techniques and skills of the subject but also learn to express feelings and ideas; and learn to evaluate and appreciate their own work and the work and performance of others.

## Art and Design

The children experience a range of media in their Art lessons. They learn to express themselves using different techniques and their creativity and enjoyment of art is encouraged. The work of internationally renowned artists is considered as part of their art education.

Pupils take a pride in the presentation of their work, which is displayed throughout the school.



The children have created an abstract sculpture representing Torgvaer Forest. Our forest school takes place there each week and the children have chosen to name the school and this piece 'No Poles' which means 'Saplings'. To make the piece the children cut, whittled and then painted the sticks, before arranging them into a way they felt best represented the forest. The wooden base was a board plinked out from the forest. The glue gun accidentally left its sticky web and the children thought this added to the piece.  
-Applesham Primary School 2018



### **Our Love of Music and Singing**

Class teachers plan the children's music programme to incorporate work with the voice, work with tuned and untuned instruments, creative work, where children compose short pieces of music, and listening work, where children listen and respond to a variety of music.

We have a variety of instruments including a piano, an electronic keyboard, several guitars and ukuleles. We also have musical input from visiting Feis Ross and Kodaly instructors during the course of the year.

The children are given opportunities to perform to parents at concerts, local Mods and the annual Christmas Pantomime and end of the nursery and school year presentation.



## Drama

Children are given opportunities to act and mime throughout the session, beginning in the Nursery and Infant Classes where role-play etc. is all part of their experiences. The whole School is usually involved in a play, pantomime or musical production at Christmas time for parents and friends of the School. In addition, we sometimes have visits from outreach workers and visiting performers at various times throughout the year. We also visit the theatre in Inverness on an annual basis.



## Dance

During the course of their PE lessons, the children learn Scottish dancing during the Christmas period, and also spend some time learning creative dance.

## Religious and Moral Education

We plan our Religious and Moral Education wherever possible to compliment and deepen understanding of our topics. These plans cover three areas: Christianity, Other World Religions and Personal Search. Wherever appropriate, our religious education links with our social studies topic.

Our school is visited by Dave Mockett, Christian Youth Worker. We also have a volunteer from the community who runs a weekly children's bible group, exploring stories and beliefs through art and craft.

***N.B. Parents can request the withdrawal of their children from religious education and observance.***

## **Modern Languages and Gaelic**

We integrate the Gaelic language into day-to-day activities, using it frequently to enable the embedding of basic vocabulary and language. French is also taught during set lessons for P5-7 children.

## **Equal Opportunities**

All children are treated fairly and with equity. They are given the same opportunities to excel in all subjects regardless of race, gender or ability.

## **ASSESSMENT AND REPORTING**

The Scottish Government have established a website providing parents and carers with an informative overview of the methods around which schools both track and assess children's progress, which then in turn informs teachers future planning. The address for this is as follows:

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

As a joined up nursery and school, we seek to provide information to children, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment and achievement

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on your son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best through their learning journey/journal folders

### **Progress**

The school uses 'Assessment is for Learning' Strategies which involves the pupils taking part in self and peer assessment e.g. reading over a partner's story and offering some constructive criticism on punctuation or use of a different adjective, making up a Maths problem for a member of their group, working out whether an answer is right or wrong and if it is wrong, why it is wrong, etc. Each pupil has 'I Can Targets' for each curricular area at the relevant level. This allows the pupil/ the teacher/ the parents/carers to see progression through a level and what skills need to be worked towards.

Parents wishing to enquire about a pupil's progress are invited to make contact with the Head Teacher

## **Assessment for Learning**

The school uses 'Assessment for Learning' Strategies which involves the pupils taking part in self and peer assessment eg reading over a partner's story and offering some constructive criticism on punctuation or use of a different adjective, making up a Maths problem for a member of their group, working out whether an answer is right or wrong and if it is wrong, why it is wrong, etc. each pupil has 'I Can Targets' for each curricular area at the relevant level. This allows the pupil/ the teacher/ the parents to see progression through a level and what skills need to be worked towards.

Formal testing in Maths skills, Reading and Spelling is conducted using SNSAs, a national online test adopted by Highland Council.

In writing, children's work is cross marked by local teacher's / head teachers from the Plockton Schools' Group. This is to ensure that all marking is of the same standard.

As both a nursery and school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their e-portfolio.

## **SNSA Assessment:**

Since 2017 the Scottish Government has introduced new, national standardised assessments in aspects of reading, writing and numeracy, for all children in P1, P4, P7 and S3. These will specifically work alongside the various forms of assessment teachers are already making when they are working on a daily basis with your child. They will not simply replace them.

The results from the standardised assessments will provide an additional source of information to inform teachers' professional judgement, both when planning next steps and when considering whether Curriculum for Excellence levels have been achieved.

## **ADDITIONAL SUPPORT NEEDS, (ASN):**

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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

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

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

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

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

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support.

### **National Sources of Advice and Support for Additional Needs**

The Scottish Government have also supported the following "key" sources of support and information for families requiring additional advice and help with questions arising out additional needs support. These are:

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

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

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children



Scottish Child Law Centre, an organisation providing free legal advice to young people

## **PARENTS AND 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
- Course choice/ Options evenings
- Information on the school website

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

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

A member of the teaching team is in school most evenings for parents to contact with any issues.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

<https://education.gov.scot/parentzone/>

## **Reporting to Parents**

**We hold two parents' evenings each year when appointments are given to allow parents to discuss their children's work with class teachers and support staff. There are also open afternoons, where parents and carers can visit the classroom, to allow the children to share their learning. A report form is issued in the summer term and we welcome a written response from parents.**

We would, however, be glad to see parents at any time of the year to discuss any concerns.

Please telephone and make an appointment.

## **COMMUNICATION WITH PARENTS/ CARERS**

The School communicates with Parents/Carers in a variety of ways which include: Email and text messages, Website, Pupils' Personal Learning Plans, Newsletters, Local Newspaper, Parents' evenings, Parent Classroom Visits, Phone Calls, Letters, School Assemblies and Events. Our Homework Diaries are also used for two way communication with parents. Parents are encouraged to contact the school at any time if they have any concerns.

## **COMPLAINTS AND REQUESTS FOR SERVICE**

If a parent has any concerns they should contact their child's Named Person in the first instance, **Mrs Kirsteen Hotchkiss, Head Teacher**

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 then contact the West Interim Area Education and Learning Manager – Mhairi Macdonald, The Fingal Centre, Viewfield Road, Portree. Telephone numbers - Portree: 01478613697 Fort William: 01397 707530 Mobile Number: 07918 842021

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).

## **COMPLAINTS / ENQUIRIES PROCEDURE:**

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment - please contact the School Office in order that a suitable time may be found for both parties.

## **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 must be made to the West Interim Area Education and Learning Manager – Mhairi MacDonald, The Fingal Centre, Viewfield Road, Portree. Telephone numbers - Portree: 01478613697 Fort William: 01397 707530 Mobile Number: 07557566426 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 out with the school catchment area and their parents wish them to attend Applecross Nursery or Primary School they can contact the Head Teacher in order 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.

## **Organisation of the School Day**

Although we do not follow a rigid timetable, we do the bulk of our language work and maths work in the mornings, completing the Topic Work and Expressive Arts, Health and Well-being and RME in the afternoons. At any point in the day though, due to the nature of Curriculum for Excellence, children may be doing any of these: writing as part of an RME lesson, Drama as part of a reading lesson, Maths as part of an Art lesson, etc.

## **More Important Information for Parents/Carers**

### **School Policies**

All policies are written following guidance from Highland Council, in consultation with all staff, and are updated when necessary. Policies are available on the Highland Council Website and a copy is kept in the school.

### **Data Protection**

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

### **Additional Support Needs**

The staff liaises with the Learning Support Teacher and educational specialist, speech therapists and health workers when necessary.

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

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.

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

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

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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

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

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

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

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

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

Find out more about how individual needs are met on the following website: [Support for Learners Website](#)

Further information and support for parents of children with ASN may be obtained from these organisations:

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- (b) [Scottish Independent Advocacy Alliance](#), a charitable body registered in Scotland under registration number SC033576; and
- (c) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SC012741.”

### **Pupil Equity Funding, (PEF):**

Through our central aim to maximise the attainment of all our children, we access funding which has become available directly from the Scottish Government. This is called Pupil Equity Funding, (or PEF), and is targeted at further developing the Literacy, Numeracy and Health and Well Being milestones of children who will benefit from these extra resources.

### **Child Protection**

**From time to time an incident could occur within the school setting which causes concern or 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.

More information about Child Protection Procedures within Highland can be obtained from the Highland Council website. If you are worried that a child may be at serious risk phone 0800 0938100 (office hours) or 0845 601 4813 (out of hours).

### **Preparing Your Child for School**

Encourage your child to dress him/herself, and to be able to use a knife and fork for eating. Read stories, nursery rhymes etc. and encourage the child to talk about things that he/she has done or seen. It helps the School greatly if a child is made to tidy up his/her things at home.

Construction toys, jigsaws, drawing with large crayons and using scissors are all excellent preschool activities which will be really helpful when formal schooling begins.

Try and give your child opportunities to spend time each week with a friend, away from you. School must never be the first parting from parents, if at all possible.

Although the School appreciates the excellence of many children's TV programmes, this is a very passive way of learning, and it cannot replace the stimulation a child receives through discussion and active interaction with parents, siblings and friends.

Children coming into Primary 1 will have had the benefit of Nursery provision, and its induction process. This helps to ensure a confident and happy start after the summer, as they will know the Teacher, other children and be familiar with the Classroom. There is particular emphasis on oracy and children are encouraged to talk meaningfully about their play, and communicate with their Teacher and their classmates.

Play is an important part of the beginning of learning. Children learn to co-operate and share with one another. Some toys encourage good hand control; some are creative; others introduce children to colour and shape and comparisons of size and counting activities. Construction is always a worthwhile activity, whatever the medium.

As the Teacher deems children 'ready', they are introduced to the Reading Scheme, and its pre-reading activities. The Oxford Reading Tree encourages a great deal of talk and games, as the children become familiar with the characters in the series. These activities lead on to the 'Reading Books'. The contribution of parents in promoting fluency and confidence is extremely valuable and greatly appreciated by the School.

Children are taught the sounds of letters, not their names, and the correct formation of letters is very important. Once the sounds are known, the children are taught to blend the sounds, enabling them to tackle simple words from a very early age.

The Phonics Scheme in use at present is Jolly Phonics, supplemented by Easy Learn Phonics.

## **Enrolment**

Parents seeking to enrol a child/ children should contact the contact the Head Teacher. Infant enrolment takes place on dates intimated by the Area Education Manager in January/ February of each year. An advertisement to this effect is placed in the local press. To qualify for enrolment, your child must have reached the age of 5 years on or before the last day of February of the following year. Please bring your child's birth certificate along at the time of enrolment.

In May/June, to help alleviate any misgivings, children who are starting school in August spend three mornings in the infant class, culminating in staying for school lunch with their parent on the last day.

## **Homework**

It is the School's policy to give a little homework over the course of a week. From P1, children will have reading nightly, perhaps some phonics fun, and or number work. Further up the School, homework may include work from other areas of the Curriculum. Work, which should have been completed in class, may have to be finished occasionally at home if the Class Teacher thinks that the child is capable of more output in School.

Occasionally, children may be required to learn by heart, and are encouraged to practise at home.

Parents are strongly encouraged to take an interest in their child's homework, as this is a vital area in the promotion of confidence and self-esteem.

### **Promoting Positive Behaviour**

**We have a very good ethos and high expectation of behaviour. Much of this is due to work throughout the year involving pupils in developing their own sense of responsibility. We have a positive approach to behaviour with school rules and "Golden Rules". Children are rewarded throughout the year with stickers and certificates for good behaviour.**

Bullying and racist behaviour is not tolerated in our school. Please ask to see our Positive Behaviour policy for more details.

Children are expected to be courteous at all times to all members of School staff, conveyance operators, and to their fellow pupils and should behave in a manner conducive to the safety and well-being of everyone. Bad language will not be tolerated within School boundaries, or whilst travelling in School Transport.

It is hoped that restorative discussion where children are encouraged to take responsibility for their actions. Thinking about the impact of what they choose to do and say has on the feelings and emotions of others encourages responsibility taking and what they need to do to make the situation better, or not happen again.

At all times children are encouraged to show a degree of self-discipline, and have regard for their own and other pupils' property both in the School and in the community at large.

Promoting good School behaviour can only be achieved with the co-operation of home and School; the School will work hard to achieve high standards which reflect the high degree of parental support recorded to date.

### **Parent Council**

Informal parental liaison has been a very successful method of communicating with parents, and the School appreciates and enjoys the benefits of these meetings. In accordance with the Scottish schools (Parental Involvement) Act 2006, the school has established a **Parent Council** and works closely with parents. All parents are members of the **Parent Council** and most parents do come to all meetings.

We have had help from parents with cycling proficiency, art, reading, maths games, and drama. During these group activities, the children have the advantage of learning from someone with special talents. The children have shown great enthusiasm for these and we appreciate such contributions and welcome any others.

We have had tremendous support and hope that this will continue. There is usually one meeting each term.

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

## **Links between School and the Community**

We hope to foster good relations between the school and the community, and are happy to distribute any local information sheets via our pupils. The community is very supportive of our concerts and fund raising.

The Community Christmas Party is valued and we are happy to meet any requests for cooperation in preparation for this event. The Parent Council are very good at organising and running this.

Our National Trust Rangers help us in our Environmental Studies, such as in the creation of our bird boxes.

We make the most of living in such a stunning environment and many lessons take place out of doors, in our local environment. We have recently enjoyed Foraging Walks with nature weaving and craft. Consent is asked for every time we go out for such trips.

## **Transition from Nursery to Primary School**

During nursery, the children build up a relationship with the class teacher over time, when he comes into the nursery on informal and formal visits. The children also take part in whole school assemblies, whole school events and whole school challenges, learning in mixed stage groups to complete tasks. The children become very used to the staff, the primary children and the classroom environment.

## **Transition from Primary School to Plockton High School**

During the last year of primary seven, there are many opportunities for the children to meet with other children from other schools who are going to go with them to Plockton High School. They take part in sports events, language and maths events. During the final term, there are meetings with the high school staff. There is a full week of induction, usually about a month before the end of term, which the children greatly benefit from. There are many opportunities throughout the year for children to meet staff at the hostel, where they will be boarding from Monday until Friday each week. There are also many opportunities for children to see round the hostel, and eat their lunch there to familiarise themselves with the building and staff. Liaison between staff at the primary school and secondary school is very good, and children with additional needs are well supported.

## **APPENDICES:**

### **Administration of Medicines**

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

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

Prescriptive medication should be given at home by parents.

### **Minor injuries**

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied.

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person.



Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support.

### **Adverse Weather**

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

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

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

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

### **Access to Pupil Records**

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

### **Data Protection Legislation**

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

### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

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

### 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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which 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 colleagues within and outwith SEED.

### 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](mailto:Peter.Whitehouse@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, SEED, Area 1B, 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.**

### Want more information?

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

### 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, and 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.

## 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 <contact details> 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)

## APPLECROSS NURSERY AND SCHOOL CALENDAR

A copy of the school calendar (below) is available for download from:

[http://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](http://www.highland.gov.uk/info/878/schools/32/school_term_dates)

### 2022 – 2023 SESSION:

#### Highland School calendar 2022/23

Please note - Dates may be subject to change

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

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

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

School holidays

School days

In-service days

**Please Note: 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.**