

Lochcarron Primary School

Bun-sgoil Loch Carrann

kind – confident – caring – supporting – positive



School Handbook Leabhran na Sgoile 2022 - 2023

Lochcarron Primary School
Strathcarron
Ross-Shire
IV54 8YS

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COVID-19

The current 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 this session, 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

Dear Parents/Carers
A Phàrant Chòir

Lohcarron Primary School 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 fullest potentials.

Bun-sgoil Loch Carrann a' cuir fàilte chridheil oirbh uile, agus tha sinn an dòchas gum bidh do phàist sona agus soirbheachail anns an ùine a tha iad còmhla rinn an seo.

Whether your child is coming up from nursery, or you have moved into the local area, 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 Lochcarron a smooth, concern-free and happy one. You will see that we strive towards providing a range of engaging, enjoyable learning experiences to meet each individual child's interests and needs. We aim to nurture their skills and abilities so that they can develop the **four capacities** – successful learners, confident individuals, responsible citizens and effective contributors - as set out in Scotland's overarching "A Curriculum for Excellence".

We hope you always receive a friendly welcome to our school community. We have regular opportunities to involve parents in their child's education and encourage you to be active participants within the school. 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 within our community.
Tha sinn a' coimhead air adhart ri 'g obair còmhla ribh agus ur faicinn anns an sgoil.

Kind regards,
leis gach deagh dhùrachd

Robert Gill

Head Teacher/ Ceannard

OUR BACKGROUND / EACHDRAIDH

Lochcarron Primary School is non-denominational and serves the beautiful village of Lochcarron and the surrounding rural area. The traditional building is situated on the shores of Lochcarron and the views from the school are spectacular. The original school was built in 1876 to accommodate 170 pupils however it was closed and demolished and replaced by the present building in 1937. Accommodation consists of the main building and two bright, spacious prefabricated units. The main building has two teaching rooms and a dining room which doubles up as a general purpose room. The kitchen and toilets are also situated in the main building.

The school is very well resourced. Suitable books and practical materials are in good supply for all curriculum activities. Each classroom space has 4/5 computers, laptops, newly acquired chromebooks and a range of relevant software, plus access to chromebook devices. The school proudly supports and partners a range of after school activities. These include Highland Dancing, Chanter and Drumming. After school clubs also take place in the village hall and these include Badminton and Shinty. We also have strong proactive links with the Kyle of Lochcalsch Sports Partnership – providing fun, activity based activities for all age ranges. Within school the children have been at the forefront of identifying and then setting up their own lunchtime clubs, ranging from a chess to an art club.

The hard playground area and grass playing field offer facilities for sports, games and important social time. We are also in the process of positively re-developing our existing gardening and bicycle maintenance shed.

Our Parent Council has been particularly supportive and proactive in developing and extending these facilities. They were instrumental in both applying and then securing grants to provide the school with a wonderful adventure playground to the side of the main building.

This positive relationship with our local community through involvement in sport has been recognised with the awarding of the SportScotland gold award in recognition of delivering the highest quality physical education and extra-curricular sport across the Lochcarron community



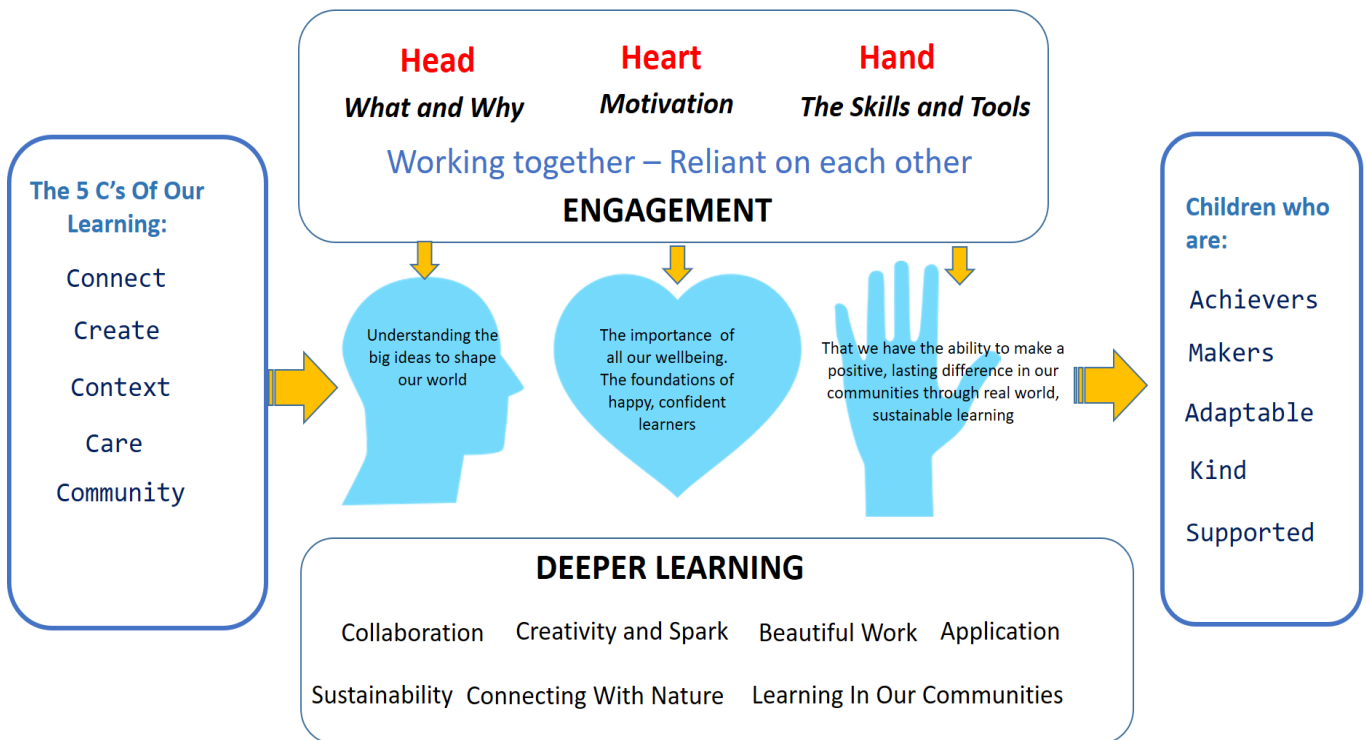
Parental support is invaluable in encouraging all the young people to become fully involved in these range of activities. Also appreciated is the effort parents make by accompanying and transporting children to various events. Parents make a massive contribution to helping with fund-raising, and have been at the forefront of securing the necessary funds to ensure that all our P6 – P7 children can participate in their outward bounds residential challenge. There is an active Parent Council which meets and consults with the Head Teacher on a regular basis. The Parent Council is informed of the School's Improvement Plan and the Standards & Quality Report and is supportive to the staff and pupils.

Our vision for our whole school community is as follows:

'Working as a team to enable all pupils to become successful, confident individuals who are able to contribute effectively in school and their wider community'

This vision is drawn together by the collective strength of our ***5 underlying values*** – ***these being:***

kind – confident – caring – supporting - positive



OUR SCHOOL AIMS / AMASAN NA SGOILE

The aims of Lochcarron Primary School are to:

1 Provide a broad and varied curriculum in line with the National and Council guidelines and a Curriculum for Excellence.

Broad and balanced programmes of work.

A curriculum specifically related to the needs, interests and engaging with all our children, enabling them to become - ***Successful learners, confident individuals, responsible citizens and effective contributors.***

2 Raise attainment and maintain high standards in attendance and behaviour through:

- Creating an ethos of achievement with high expectations of all.
- Regular monitoring of progress and achievement

- Appropriate use of praise to motivate and give recognition.

3 Ensure a coherent and progressive approach to learning and teaching through:

- Great planning, organisation and use of resources within the school and its surrounding geographical area.
- matching teaching processes to Pupils' learning needs.
- Provision of a variety of learning and teaching methods.
- Regular assessment and reporting of pupils' progress.

4 To ensure equality of opportunity for all pupils irrespective of gender or race or ability through:

- The promotion of good health, personal morality, resilience, self-awareness and esteem.
- The developments of friendships and relationships, positive attitudes and beliefs.
- The development of leisure and recreational interests, creativity, ambition and enterprise.

5 Provide a pleasant, friendly and secure environment in which learning can take place through:

- Encouraging pupils to have a sense of pride and identity in the school and its community.
- Promoting good relationships between staff and pupils.
- Effective partnerships between the school, Parent Council and the wider community.
- Promoting strong home school links by working in close partnership with parents for the benefit of each child.

6. To make the best possible use of the staff, accommodation and resources to benefit the children through:

- Encouraging professionalism of all staff by working as a team and encouraging a continuous lifelong process of professional training and development.
- Effective use of displays, organisation and accessibility of resources.
- Welcoming the use of the school facilities by pupils and community groups

7. To provide effective management and leadership through:

- Efficient planning.

- Continuous peer and self-evaluation.
- A commitment to professional standards and commitment.

8. To promote and develop the Gaelic language and foster an awareness and appreciation of the Gaelic culture through:

- Promoting links with the wider community
- Offering opportunities for all pupils to learn and participate Gaelic language
- Promoting participation in all Gaelic related activities both within the school and beyond

Our School Website: <https://lochcarronprimary.wordpress.com/>

Our Facebook group: <https://www.facebook.com/groups/858194337988864>

Address/Seòladh	Lochcarron Primary School Strathcarron Ross-shire IV54 8YS	Bun-sgoil Loch Carrann Strath Carrann Siorrachd Rois IV54 8YS
Telephone/Fòn	01520 722445	01520 722445
E - Mail	lochcarron.primary@highland.gov.uk	
Roll/Sgoilearan	57	

Head Teacher/Ceannard

Mr Robert Gill

Teaching Staff/ Luchd-teagaisg

Mrs Fionnuala Stark P4-7 - Principal Teacher

Mrs Kim MacLennan P1-3 (3 days) – Monday, Tuesday, and Wednesday

Mrs. Karen Starr P1-3 (2days) – Thursday and Friday

Miss Kirsty Elder P1 – P3 Gaelic Medium Class

Mr Bertie Urquhart P1-7 Gaelic Medium Class

Ms. Suzanne Gillies – P4 –P7 general class teacher

Visiting Staff / Luchd-teagaisg Tadhail

Mr Neil Stewart - Piping

Mr Alan Craig - Drumming

PSA Staff

Mrs Anne MacCuish

Mrs. Annabel MacLaren-Lee

Ms. Hannah Carmen

Clerical Support Staff

Ms. Hannah Carmen

Canteen Staff/ Luchd-obrach a' Bhìdh

Ms Michelle Edwards

Ms Tracey Gough

Facilities Management

Ms. Anne M MacLellan

SCHOOL DAY

The school day runs from 9.15am till 3.15pm. For Health and Safety reasons, children should not arrive more than half an hour before start time, and preferably less, as there is no supervision.

Morning break is from 11am till 11.15am.

P1-3 stop for lunch at 12.30pm, and P4-7 at 1pm. P1-3 get a longer lunch time, as they have a shorter school day. It isn't possible to send them home earlier due to bus times, so we give them a longer break.

Afternoon session starts at 1.45pm till 3.15pm.

PUPIL TRANSPORT / CÒMHDHAIL

School buses operate for those children who live at least two miles out with the school and are under eight years old; and pupils over 8 who live at least three miles from the school.

If contracted transport is not available, parents whose children meet the criteria, may apply for financial assistance as per Highland Guidelines. Special arrangements may also be available through consultation with Highland Council eg Gaelic Medium Pupils. Further information and a transport application form may be obtained online on the Highland Council's website or from the Head Teacher. The good behaviour of pupils traveling on school buses is paramount to safety. Pupils who misbehave and so endanger the lives of other pupils, may be denied school transport.

ENROLMENT / CLÀRADH

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. Enrolment forms can be obtained on the Highland Council's website or from the school. The school prospectus can also be viewed online. Please bring your child's birth certificate along at the time of enrolment.

Parents of pre-school children enrolling at Lochcarron Primary will be provided with a Prospectus and a 'Starting School' booklet which is full of handy hints on how best to help and encourage your child. Information on Gaelic medium education is also given to allow parents to choose this route. Workshops are also held to make parents aware of the types of activities your child will be doing in Maths and Language over the next year and again giving ideas on the best ways to offer support. In May/June, to help alleviate any misgivings, children who are starting school in August spend three mornings in the infant or Gaelic class depending on which class parents choose, culminating in staying for school lunch with their parent on the last day.

SCHOOL POLICIES / POILEASIDHEAN

All policies are written in consultation with all staff, and are updated when necessary. Policies are available for parents to view on parents' consultation evenings or at any other time and they may do so by contacting the Head Teacher.

SCHOOL IMPROVEMENT

- **This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:**
 1. **Health and wellbeing**
 2. **Recovery of learning, teaching and assessment**

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

ORGANISATION FOR LEARNING / RIAN IONNSACHAIDH

Class teachers provide a stimulating and caring environment in which each pupil can develop a positive attitude to work and play, and to showing respect and consideration for others, both within school and in the wider community. Within the school we offer an environment in which learning will develop through a variety of teaching methods e.g. class; group and when necessary, individual teaching catering for a wide range of abilities. Teachers' planning ensures a continuous learning experience from day to day.

THE CURRICULUM / AN CLÀR-OIDEACHAIDH

The Curriculum Across the School

Lochcarron Primary School implements 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.

To help understand these broader curriculum objectives, are several national websites which are available which do provide important broad based information outlining 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/>

The programmes of work undertaken will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of A Curriculum for Excellence cover the following “key” curricular areas:

Literacy:

Key Components: Listening, Talking, Reading & Writing

Numeracy:

Key Components: Number, money and measure; shape, position and movement, Information handling

Social Studies:

People, past events and societies; People, place and environment;

People in society, economy and business



Science:

Planet Earth; Energy in the Environment; Forces and Motion;

Life and Cells; Communications; Materials; Topical Science

Technologies:

Technological developments in society; ICT to enhance learning;

Business contexts for developing technological skills and knowledge

Computing Science contexts for developing technological skills and knowledge

Food and textiles contexts for developing technological skills and knowledge; Craft, design, engineering and graphics contexts for developing technological skills and knowledge

Health & Well Being:

Mental, emotional, social and physical wellbeing; Planning for choices and changes.



Physical education, physical activity and sport.

Food and health.

Substance misuse.

Relationships, sexual health and parenthood

Religious and Moral Education:

Christianity; World religions selected for study; Development of beliefs and values.

Expressive Arts:

Participation in performances and presentations.

Art and Design.

Dance.

Drama.

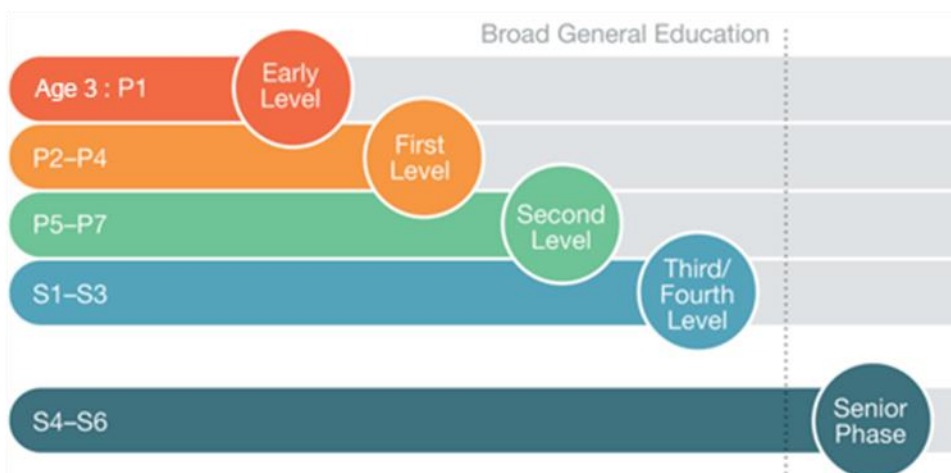
Music.



Your Children's Learning Journey – 3 to 18

Understanding Curriculum Levels

There are five curriculum levels - Early, First, Second, Third and Fourth - in what is referred to as a **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

GAELIC MEDIUM / FOGHLAM TRO MHEADHAN NA GÀIDHLIG

Tha an sgoil a' tabhann Foghlam tro Mheadhan na Gàidhlig eadar P1 is P7. Tha Foghlam tro Mheadhan na Gàidhlig ri faotainn ann an LochCarrann fhèin ann am buidheann Chròileagan aig amannan sgoile (tro amannan teirm). Tha Cròileagan ann feasgar Di-Ciadaoin ann an talla a' bhaile bho 1-3 uair feasgar airson clann aois 0-5. Di-Màirt, gheibh thu turas blasad (taster session) airson clann eadar aois 3-5 ann an togalach "playgroup" aig a' "Battery Park" bho 1.30 - 3. Tha e a' cosg £2. Bhiodh e math a h-uile duine fhaicinn aig an dhà chuid. Bi cuid dhe phàrantan a' gabhail an clann dhan an Sgoil Araich ann am Bun-sgoil a' Phluic agus bi iad a' coimhead an dèidh clann aois 3-5.

Thathar a' leantainn an aon chlàr-oideachaidh ach tha Na cuspairean air an teagasg sa Ghàidhlig. Tha seo a' gabhail a-steach bogadh sa chànan eadar an sgoil-àraich agus P3-4. Tha a' Bheurla ga toirt a-steach an dèidh P3-4 agus tha i air a teagasg còmhla ris a' Ghàidhlig. Tha gach ìre còmhla sa chlas Ghàidhlig. Tha a' chlann sa chlas Ghàidhlig a' gabhail pàirt ann an cùisean na sgoile gu lèir cho tric 's a ghabhas.

The school offers Gaelic Medium education from P1 to P7. Pre-school education can be accessed in the village via playgroups during the term times. The 0-5 age children's Gaelic playgroup is held from 1-3pm on a Wednesday afternoon in the village hall. A taster session is also held for 3-5 age children in the playgroup building beside Battery Park, from 1.30-3pm on a Tuesday. Cost £2. All welcome at both venues. Some parents also take their children to the Gaelic nursery at Plockton Primary which caters for 3-5 age children.

In school, the same curriculum is followed as the English medium but all subjects are taught in Gaelic. This involves total immersion from nursery till P3-4 depending on the progress of the child. English language is then re-introduced from P3-4 onwards and is taught alongside Gaelic. The Gaelic class is a single multi-stage class. Children in the Gaelic Medium class are included in whole school activities.

MATHEMATICS/MATAMATAIG

As well as mental number work, the pupils deal with shape, graphs, time, weight, money, volume, area, problem solving etc. Learning and teaching involves teacher input, pupil investigation, carrying out a task and Active learning, where Maths is used in real life situations. Emphasis is on **understanding the processes** and being able to apply them in a variety of situations. Calculators are used throughout the levels but not in place of children learning how to set out formal sums or calculate mentally. Problem Solving allows pupils to put their learning into practice and to decide on the best strategy for solving a problem.

LANGUAGE/CÀNAN

The children are given a variety of ways to express themselves through language. Our language programme aims to develop listening, talking, reading and writing skills. Since language can only flourish in meaningful contexts, Big Books, a variety of authors' work, reference books, newspapers & magazines are all used to model the link between reading and writing. Other areas of the curriculum are also used as contexts for reading and writing to extend the pupils awareness of genre and fiction and non-fiction.

LISTENING/ÈISTEACHD



We aim to extend the pupils' span of listening concentration and to improve powers of aural discrimination. Listening is developed by group discussion, presentations, games, stories, music, videos, etc.

TALKING/LABHAIRT

We aim to develop fluency and clarity of expression and to extend vocabulary. This is done through reading aloud to peers, reporting, drama, presenting etc.

READING/LEUGHADH

Our aims are to develop the basic skills of word recognition and comprehension, to foster a love of reading, to develop the ability to read for information and to read to follow instructions.

Reading is taught in the English Medium using Literacy Links. The programme is supplemented with other resources such as Four Corners, which is used to teach reading for information and novels to give pupils experience in reading longer texts. The pupils are provided with homereaders and range of interactive activities to complete with their parents at home.

Gaelic medium also uses Literacy Links when teaching English.

The school has made a central library area where children can learn how to source required information using the Dewey system.

The library van visits the school on a three weekly basis and the school has strong links with the local library.

POETRY/BÀRDACHD

Listening to, writing and saying poetry is included in the pupils' learning experience in language. Pupils are introduced to a variety of styles and are encouraged to write their own poems. The Gaelic medium pupils recite Gaelic poems at the local mod each year.

FUNCTIONAL, IMAGINATIVE AND PERSONAL WRITING/

SGRÌOBHADH GNÌOMHAIL, CRUTHACHAIL AGUS PEARSANTA

Pupils have a weekly writing experience and writing is varied between functional, imaginative and personal. The children are given experience of a variety of genres and are taught how the language alters with each one. The children can work in groups or individually to produce a piece of writing. Writing tasks are also cross curricular and Science or Environmental reports and summaries are often produced.

EXPRESSIVE ARTS/NA H-EALAIN

Art/Ealan

The children learn skills according to the programme of study and as appropriate linked to the topic. The children will be taught drawing, painting, printing techniques, collage, clay modelling, etc. at their respective levels.

PHYSICAL EDUCATION/FOGHLAM CORPORA

PE: We cover PE by team teaching. Our PE expert (Mrs Stark) works with class groups and addresses all areas of the PE programme of study i.e.; games skills, dance, athletics, gymnastics. PE. takes place every week for 45 mins - one hour. Each class also receives a block of swimming lessons lasting at least six weeks. This involves traveling to Kyle and the children are out of school all morning. Other opportunities for physical activities are provided throughout the session in workshops, sports events sports day etc to enable the school to meet its requirement to provide the requisite amount of 2 hours PE per week.

The School and Community have won a **Gold Sports Award from SportScotland** for the large number of sporting activities available to children both in and out of school.

Music/Ceòl

The school participates in singing for a variety of purposes. A visiting teacher provides Chanter lessons weekly, which are optional and are paid for by pupils. A **Kodaly** teacher visits the infant class for an hour a time in blocks of 4 weeks.

Youth Music Initiative also input to our Music provision and P5-7 class has a block of 4-8 weeks where they learn Scottish songs, Gaelic songs & tin whistle

Drama/Dràma

The whole school is involved in performing a Pantomime during the Christmas term. Drama is brought into other areas of the curriculum using role – play, mime, stories, songs etc. Drama activities encourage speech form, linguistic ability and confidence. Pupils are given access to Drama Productions performed within the school. The Gaelic Medium class is also visited by groups who perform plays in Gaelic and also produce a Drama in Gaelic themselves.

RELIGIOUS EDUCATION/FOGHLAM CREIDEIMH

This subject must be taught in schools by law. Parents may, if they wish, withdraw their child from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and Other World Religions. These topics improve the child's understanding of different cultures and customs and also allow the child to see similarities between all the different religions. The school has a weekly assembly and chaplains, one Church of Scotland and one Scripture Union pastor who come along alternately and help to enhance the Religious and Moral policy of the school.

SOCIAL STUDIES /FOGHLAM ÀRAINNEACHD

Social Studies includes **People, past events and societies; People, place and environment;**

People in society, economy and business.

Younger pupils concentrate on their immediate environment, the 'Here and Now', 'My Family', 'My School' etc. Their learning and understanding comes from real experiences. The older pupils extend into the 'Then and There', studying their

heritage, the world outside etc. In this they are encouraged to observe and investigate, to interpret and record their findings. In the course of their work, they learn many skills; mapping, drawing diagrams, sketching, note taking, interpreting photos, plans and graphs etc.

The Social Studies Programme is based on a flexible cycle to ensure that each area of the Programme of study is covered in a balanced way. Three topics will be undertaken each session. **Science/Saidheans**

Science is linked to the Social Studies Topic where appropriate. The Curriculum for Excellence highlights the cross curricular links between all subjects. Topics from all areas of Science -Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science will be visited within each level of attainment.

HEALTH and WELL BEING / FOGHLAM SLÀINTE

Health education encompasses Physical and Emotional Health and include lessons on Healthy Diet, Exercise as part of keeping healthy, Sport, Bullying, Mediation, Feelings, Keeping Safe etc. Substance Misuse and Sex Education are also part of our Health Education programme and Parents' consent is required before the start of the block. Parents are welcome to view the resources used prior to teaching.



SUPPORT FOR LEARNING/TAIC IONNSACHAIDH

The established monitoring programme enables staff to track each child's progress and where a child is having difficulty or is excelling in a particular area, a referral is made to the learning support teacher. She will meet with the class teacher and design a programme of work to allow the child to progress at the correct pace. Where possible pupils will have an Individual Education Programme drawn up by the class teacher to ensure areas of need are met. There may be occasions where the teacher feels that input from outside agencies is required to support a child eg; Educational Psychologist, Social Work, School Nurse, Family Health worker etc. In this instance, parents will be consulted and School Liaison Group meetings arranged at regular intervals and all

interested parties are invited to attend. Info at <http://www.highland.gov.uk/info/886/schools - additional support needs/>

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.

GAELIC/GÀIDHLIG

Gaelic is taught to both English Medium classes in the same way on a weekly basis.

HOMEWORK/OBAIR DACHAIGH

Pupils will be given a variety of homework tasks covering various subjects. The most regular tasks will include Reading, Spelling and Maths throughout the school. Some Social Studies tasks will also be included. Pupils from P1-7 will have a homework diary in which the pupils have included a learning journal. This allows parents to see what homework tasks their child has and also to be informed of what their child has learned the previous day and how they felt they achieved in the tasks. The Learning Journal is an important home/school link and gives parents a clear idea of what happened that day and whether the child experienced any difficulties. Parents are encouraged to use the diary/journal as a simple means of communication with the teacher. Parents will be provided with a booklet on how best they can support their child at home which is full of fun ideas on how best to help their child in a variety of ways.

In the lower school Reading preparation is important but does not only involve practicing the written word but also discussing characters in the book, what the child thinks is going to happen next, talking about illustrations and clues that can be taken from them to aid understanding, making up an alternative ending etc. Pupils may have unfinished class work sent home to complete. Pupils may also be asked to complete a piece of research on a topic at home.

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:

As a seamless 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 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 was it 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 AND RECORDS/MEASADH AGUS CLÀRADH

Assessment policy within the school is aimed at:

- a) Supplying the pupils and parents with information about their child's/ children's progress
- b) Providing signposts for the direction of the next stage in learning
- c) Monitoring the school's success in achieving its educational aims.

- d) Encouraging pupils to take part in self and peer assessments to aid learning and teaching

The school has adopted Formative Assessment strategies, which ensures that work is not just marked 'right or wrong' but useful comments by the teacher or another pupil are written to help pupils see how to best improve their work. Any class tests are used to highlight weaknesses in the children's learning and next steps in learning are planned accordingly.

Pupils undertake a web- based assessment called 'InCas' in P3,5& 7. This assesses; Attitudes to School, Developed Ability, numeracy & literacy. Teachers use the results to inform next steps in learning, alongside their classroom assessments.

The assessment of pupils is a continuous process. Each pupil in the school has an individual Personal Learning Profile which follows him/her through the school. This folder contains examples of progression in areas of Literacy & Numeracy and information of current targets and personal achievements. PLPs are shared with Parents at the start of each term so parents know what their child will be learning and can see progress.

[Highland Curriculum for Excellence information](#)

ASSESSMENT FOR LEARNING/MEASADH AIRSON IONNSACHADH AND REPORTING ON YOUR CHILD'S PROGRESS:

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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.

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



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

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's class teacher and/or the Head Teacher.

The school uses 'Assessment is 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.

Additional Support Needs

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

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

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

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

SNSA ASSESSMENT:

Since 2017 the Scottish Government has introduced a 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 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.

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
- 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 Senior Management 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, Mr. Charlie Hill

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/>

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.

PARENTS' MEETINGS/COINNEAMHAN PHÀRANTAN

Parents' consultations are held twice a session in November and May where parents are invited to the school to view and discuss the pupils' work. Parents will be sent Progress Reports prior to the May consultation. Samples of the children's work and assessment records are kept to show and discuss with parents. In addition, staff may contact parents to discuss progress or a particular problem which may arise during the session. Parents may also contact the school to make an appointment to see a class teacher. These appointments should be made through the Head Teacher and a suitable time will be arranged.

SCHOOL DISCIPLINE/SMACHD SAN SGOIL

The school has an ethos of firm, fair control. Pupils are involved in making Golden Rules using 'Do' rather than 'Don't' statements. Lochcarron Primary uses an Award scheme within each class where good effort is rewarded. Children are encouraged to discuss inappropriate behaviour and how it affects others and are asked to suggest how any problem should be dealt with. When there is a persistent problem, parents will be contacted and asked to come to the school to discuss possible solutions with the parties involved. School rules are in place to ensure;

- a) Development of respect and consideration of others
- b) Pupils develop a sense of responsibility for property, equipment and materials.
- c) Pupils' safety at all times.

The school has an Anti – Bullying policy in operation. Should parents, pupils or staff suspect any form of bullying, they should immediately bring it to the attention of the Head Teacher who will implement the policy, which has been agreed by parents.

ATTENDANCE/FRITHEALADH

Good attendance is vital if pupils are to achieve their full potential. But if a child is absent from school, a parent or carer should phone the school on the first day of absence,

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

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

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

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

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

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. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live out with the school catchment area and their parents wish them to attend Lochcarron Primary School they can contact the **Head Teacher, Robert Gill** 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.

EMERGENCY ARRANGEMENTS/ÈIGINN

Parents are asked to supply the Head Teacher with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents cannot be contacted and there is no-one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

COLLECTION OF PUPILS DURING SCHOOL HOURS/A' TOGAIL SGOILEARAN RÈ ÀM NA SGOILE

Parents are asked to inform the Head Teacher if they intend to collect their child during the school day, eg doctor's appointment. When collecting a child, parents must inform a member of staff in person that the child is being taken from school.

WELFARE OF PUPILS/MATH NAN SGOILEARAN

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest confidence. The school has access to a team of health workers and Educational support workers who they can call upon should the need arise. These include an Educational Psychologist, Speech Therapist, Occupational Therapist, Family Liaison worker, Autism Outreach worker, Support for Learning Staff etc. The School Nurse

visits the school regularly and children in P1 and P7 receive a full health check. The nurse will also carry out hearing and eyesight checks at the school's request. Parents will always be consulted before any of these specialists see their child.

Staff do not administer any medicine eg, tablet for headaches. Parents who wish their child to take any medication during school hours, must fill in a form, obtainable from the school, with all the relevant details. Guidance on this issue is given to the parents. The Head Teacher may contact the school doctor, if she is concerned about any medication sent to school. Pupils with specific needs are integrated into the school as per Regional Guidelines.

ACCIDENT AND EMERGENCY TREATMENT/TUBAISTEAN AGUS ÈGINN

Small cuts and grazes are dealt with by staff according to guidelines issued. If there is a concern, parents are notified. If a child has a suspected fracture or if the HT is concerned in any way, parents are contacted and arrangements are made for the child to see a doctor. If the parents are unable to be contacted, the HT or nominated member of staff will accompany the child to the doctor's surgery.

FIRE DRILL/TEINE

Fire Drill is held at regular intervals. The signal is a long continuous blast of the siren. There is an informed Fire Drill to allow all children to become familiar with the procedure then future Fire Drills are unannounced.

TRANSFER TO SECONDARY/BUN-SGOIL GU ÀRD-SGOIL

P7 Pupils from Lochcarron Primary will transfer to Plockton High School. All P7 pupils receive a Plockton High School Prospectus in February which provides lots of information. During the third term, a support teacher from the High School will visit the school and meet the children who are due to transfer. At this time, pupils will be given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Plockton, following a timetable and helping to allay any fears and misgivings. The P7 pupils will travel on the Plockton High School bus during the designated week and no charge is made. Primary staff will meet with High school staff to pass on information about pupils, especially those with particular needs, so that any necessary arrangements can be in place at the start of term. Several sporting events are held throughout the year at Plockton High which include P7s from all the feeder schools. This allows pupils a chance to get to know their future classmates.

Plockton High School Contact Details can be obtained from Plockton High School Handbook

PARENT COUNCIL

Parents are readily asked for items to be placed on the agenda of any Parent Council meeting and are always welcome to attend all meetings.

Chair: Charles Hill

Secretary: Anita Pearce

Treasurer: Vacant

Contact numbers and E-Mail addresses are available from the school.

SOCIAL DEVELOPMENT/LEASACHADH SÒISEALTA

School offers the child the first major opportunity to socialise and, under guidance from staff, take the first steps towards becoming a social being and learn the rules which control a democratic society. Visitors to the school and trips out are also a good source of learning opportunities. Every child will get the opportunity to go outward bound in P5-7. This is an outstanding opportunity for the pupils and they benefit from so many ways by taking part eg self-confidence, working as part of a team etc. The school strongly urges parents to encourage their child to go.

As the pupils develop, more emphasis is put on involving the children in making decisions regarding the group. Our aim is to foster in children a sense of caring, sharing, co-operation, good relationships, care for the environment and a sense of respect for each other and others' attainment.

PUPIL COUNCIL

Class elections are held at the beginning of every session to decide the Pupil Council Representatives from every stage. The HT meets regularly with the Council to discuss school issues.

SCHOOL FUND/MAOIN NA SGOILE

The school usually hosts two main fundraising events a session, one around Christmas and the other in spring. The school requires funds as it has to pay for all sports transport, interior decoration and repairs and the budget does not allow for large decorating or repair bills. The fund is also used to pay for travel costs for trips out and any prizes or gifts that are required. Our fundraising events are supported by the Pupils, Parent Council and the community. The School Fund Account is placed in the Bank of Scotland in Kyle and the books are audited yearly by an independent person and a copy can be seen at any time by request.

SCHOOL AND THE COMMUNITY/AN SGOIL IS A' CHOIMHEARSNACHD

A school can provide a focal point in a community. At Lochcarron Primary we are very supported by the village community. We have a close, mutually beneficial bond with the local Old Folks at the Howard Doris Centre and groups of pupils visit regularly for a Beetle Drive and a chat. The school also contributes regularly to the Village Newsletter and the newspapers in the wider community. We welcome the

involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the children and involve the community in the work of the school. Any parent or member of the community involved with the children has a Disclosure Check before work commences. If you have a skill to offer do not hesitate to get in touch with the Head Teacher.

LOHCARRON PRIMARY SCHOOL WEBSITE AND PARENT/CARER FACEBOOK GROUP

These collectively contains all the school policies, School Handbook, Current Parent Summary Report, recent and good news events, dates of upcoming events, school calendar of holidays and inset days, severe weather contact numbers and websites links.

SCHOOL MEALS/BIADH NA SGOILE

Lohcarron Primary is A Health Promoting School and ensures that all dinners cooked on the premises, make up a healthy, balanced diet. Theme days are encouraged and the school works in partnership with the catering service to support these days.

Children in primary 1 to 3 are entitled to free school meals. Primary 4 to 7 pay £2.60 per meal per day

Free school meals forms for any children entitled to this service are available on request from the School or downloaded from Highland Council website. Please do get in contact with the Head Teacher if you do require any additional information concerning the guidelines for receiving a free school meal.

Payment for the whole week is made on a Monday morning. In emergencies, a meal may be purchased through the week.



SCHOOL MEALS - PACKED LUNCHES/BOGSAICHEAN BÌDH

Any pupils bringing a packed lunch should ensure that it does not consist of unhealthy foods or fizzy drinks. Ideas for a healthy packed lunch can be obtained from the school by request. The school does not allow sweets or crisps or fizzy drinks for breaks or lunch.

WATER IN CLASS/UISGE SA CHLAS

As part of Health Promotion, children are asked to bring a bottle of water to have on their desk daily, as it helps pupils to remain hydrated. Bottles can be refilled at the water fountain. No juice is permitted in class.

ECO SCHOOL

Lohcarron Primary has attained the Silver award and was well on the way to full Green Flag Status. This is currently on hold due to changes. Pupils are currently involved in reducing- re-using- recycling; growing plants; saving energy and water. The Eco Committee is made up of pupils, parents and members of the community.

SCHOOL LETS/AIR MÀL

The school is available to let in the evenings, subject to the approval of the Head Teacher and if necessary, the School Council. Application forms are available from the Head Teacher.

VALUABLES AND TOYS/RUDAN LUACHMOR IS DÈIDEAGAN

Children are discouraged from bringing unnecessary money and valuables to school. The school will not be responsible for any toys that pupils may bring.

LOST PROPERTY/AIR CHALL

Any items found are taken to the office and checked for identification. **All items of clothing should have the children's names marked on with permanent marker to make identification easy.** Items not claimed are stored and if not claimed by the end of the session will be given to a good cause.

HOW CAN PARENTS HELP?/PÀRANTAN A' CUIDEACHADH

Prior to sending children to school, parents should work with children to encourage them to master certain skills such as; tying shoe laces, doing up zips and buttons, dressing themselves and should be able to go to the toilet independently. Parents should spend time reading to their children and discussing pictures. Colours could also be taught. After a child has started school, parents should take time every day to discuss the child's school day. Further information on how best to support your child's learning can be obtained from the Head Teacher.

- **Where and how a parent can find out more about the school's curriculum at local and national level. Skills for life, the four capacities. *How is the school***

implementing Curriculum for Excellence? How are the Es and Os covered through the broad general education to the end of S3; progression through the curriculum levels and curriculum planning guidance. Schools may wish to signpost parents to national websites for some of this information including Education Scotland e.g. Parentzone and Skills Development Scotland. [Parent Zone](#)

CLOTHING/AODACH

Parents are asked to provide their children with warm, waterproof clothing and strong shoes or boots in the winter time. Children should have gym shoes and possibly slippers to change into if their feet get wet.

School Uniform:

White Polo shirt

School Sweatshirt (available from the school)

Appropriate trousers with no logos

PE Kit:

- School T-shirt (available from school)
- Blue Shorts (available from school)
- Gym shoes
- Parents will be informed of gym days at the start of the session.

Parents in receipt of Income Support, Family Credit (but not Working Tax Credit) or Income Based Job Seekers' allowance may apply for a clothing grant and forms are available from the Head Teacher. **To avoid confusion, please ensure that all clothing has the child's name marked on the label with a permanent marker.**

SCHOOL TERM/TEIRM NA SGOILE

Parents are advised of term dates and holidays, staff in-set days etc under separate cover.

EXTRA CURRICULAR ACTIVITIES/TAOBH A-MUIGH NA SGOILE

The school offers a range of activities such as Highland Dancing (Wednesday 3:15pm) in the school. Shinty, and Badminton are run out with school hours and more information is available from the Head teacher. Chanter and fiddle are also available.

CHILD PROTECTION/DÌON CHLOINNE

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 Procedures within Highland can be obtained from the Child Protection Development Officer.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, ***Mr. Robert Gill, 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 – Don Esson, The Fingal Centre, Viewfield Road, Portree. Telephone numbers - Portree: 01478613697 Fort William: 01397 707530 Mobile Number: 07557566426

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.

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.

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. 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.

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).

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** 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**, 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

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.

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

LOHCARRON PRIMARY SCHOOL CALENDAR

A copy of the Highland Council School calendar (below) is available for download from:

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

2020 – 2021 SESSION:

Highland School calendar 2020/21

Please note - Dates may be subject to change

August 2020							September 2020							October 2020							November 2020											
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						1	2	36		1	2	3	4	5	6	40					1	2	3	4	44							1
32	3	4	5	6	7	8	9	37	7	8	9	10	11	12	13	41	5	6	7	8	9	10	11	45	2	3	4	5	6	7	8	
33	10	11	12	13	14	15	16	38	14	15	16	17	18	19	20	42	12	13	14	15	16	17	18	46	9	10	11	12	13	14	15	
34	17	18	19	20	21	22	23	39	21	22	23	24	25	26	27	43	19	20	21	22	23	24	25	47	16	17	18	19	20	21	22	
35	24	25	26	27	28	29	30	40	28	29	30					44	26	27	28	29	30	31		48	23	24	25	26	27	28	29	
36	31																							49	30							

December 2020							January 2021							February 2021							March 2021											
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	5	6	1					1	2	3	6	1	2	3	4	5	6	7	10	1	2	3	4	5	6	7	
50	7	8	9	10	11	12	13	2		4	5	6	7	8	9	10	7	8	9	10	11	12	13	14	11	8	9	10	11	12	13	14
51	14	15	16	17	18	19	20	3	11	12	13	14	15	16	17	8	15	16	17	18	19	20	21	12	15	16	17	18	19	20	21	
52	21	22	23	24	25	26	27	4	18	19	20	21	22	23	24	9	22	23	24	25	26	27	28	13	22	23	24	25	26	27	28	
1	28	29	30	31				5	25	26	27	28	29	30	31									14	29	30	31					

April 2021							May 2021							June 2021							July 2021												
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	3	4	18						1	2	23		1	2	3	4	5	6	27					1	2	3	4
15	5	6	7	8	9	10	11	19	3	4	5	6	7	8	9	24	7	8	9	10	11	12	13	28	5	6	7	8	9	10	11		
16	12	13	14	15	16	17	18	20	10	11	12	13	14	15	16	25	14	15	16	17	18	19	20	29	12	13	14	15	16	17	18		
17	19	20	21	22	23	24	25	21	17	18	19	20	21	22	23	26	21	22	23	24	25	26	27	30	19	20	21	22	23	24	25		
18	26	27	28	29	30			22	24	25	26	27	28	29	30	27	28	29	30					31	26	27	28	29	30	31			
								23	31																								

School holidays	School days
In-service days	

2021 – 2022 SESSION:

Highland School calendar 2021/22

Please note - Dates may be subject to change

August 2021							September 2021							October 2021							November 2021										
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							1	36		1	2	3	4	5	6	40					1	2	3	45	1	2	3	4	5	6	7
32	2	3	4	5	6	7	8	37	6	7	8	9	10	11	12	41	4	5	6	7	8	9	10	46	8	9	10	11	12	13	14
33	9	10	11	12	13	14	15	38	13	14	15	16	17	18	19	42	11	12	13	14	15	16	17	47	15	16	17	18	19	20	21
34	16	17	18	19	20	21	22	39	20	21	22	23	24	25	26	43	18	19	20	21	22	23	24	48	22	23	24	25	26	27	28
35	23	24	25	26	27	28	29	40	27	28	29	30				44	25	26	27	28	29	30	31	49	29	30					
36	30	31																													

December 2021							January 2022							February 2022							March 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	
49			1	2	3	4	5	1						1	2	6		1	2	3	4	5	6	10		1	2	3	4	5	6	
50	6	7	8	9	10	11	12	2		3	4	5	6	7	8	9	7	7	8	9	10	11	12	13	11	7	8	9	10	11	12	13
51	13	14	15	16	17	18	19	3	10	11	12	13	14	15	16	8	14	15	16	17	18	19	20	12	14	15	16	17	18	19	20	
52	20	21	22	23	24	25	26	4	17	18	19	20	21	22	23	9	21	22	23	24	25	26	27	13	21	22	23	24	25	26	27	
1	27	28	29	30	31			5	24	25	26	27	28	29	30	10	28							14	28	29	30	31				

April 2022							May 2022							June 2022							July 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
14					1	2	3	18						1	2	23		1	2	3	4	5	6	27					1	2	3
15	4	5	6	7	8	9	10	19	2	3	4	5	6	7	8	24	6	7	8	9	10	11	12	28	4	5	6	7	8	9	10
16	11	12	13	14	15	16	17	20	9	10	11	12	13	14	15	25	13	14	15	16	17	18	19	29	11	12	13	14	15	16	17
17	18	19	20	21	22	23	24	21	16	17	18	19	20	21	22	26	20	21	22	23	24	25	26	30	18	19	20	21	22	23	24
18	25	26	27	28	29	30		22	23	24	25	26	27	28	29	27	27	28	29	30				31	25	26	27	28	29	30	31
								23	30	31																					

School holidays	School days
In-service days	

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.