

Dingwall Primary School Handbook



January 2022

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Please note:

The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information about Coronavirus and its impact on education and children.

Welcome to Dingwall Primary School

Fàilte gu Bun-Sgoil Inbhir Pheofharain

Dear Parent/Carer

On behalf of all the pupils and staff at Dingwall Primary I would like to welcome you to our school.

The information contained in this handbook is aimed at introducing you to Dingwall Primary, its educational provision and any information you may require in relation to the welfare of your child whilst at school. We are in a very exciting time in Scottish Education with the curriculum, which all our children follow. The aim of this curriculum is to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. However, we recognise that you play the most significant role in your child/ren's learning and we look forward to working together with you to provide the highest quality of education possible.

No doubt there may be some questions left unanswered about what the school has to offer but this handbook is not meant to replace personal contact, so please, if you have anything you wish to discuss further do not hesitate to contact me.

We hope that your child/ren will be very happy at Dingwall Primary School.

Yours sincerely

Kevin Raistrick

Head Teacher

Ceannard-na-Sgoile

Dingwall Primary School, Ross Avenue, Dingwall, IV15 9UU
Telephone: 01349 862081

Email: Dingwall.primary@highland.gov.uk

www.dingwallprimaryschool.wordpress.com

Ethos

Our School Aims -

- To plan and deliver an appropriate and effective curriculum using a variety of learning and teaching strategies for all pupils.
- To improve the standard of attainment within the school by enabling each pupil to work to the best of his/her ability.
- To improve the quality of education service to all pupils through the professional development of the staff team.
- To improve the quality of learning and teaching experiences for all pupils through effective management of resources.
- To work together to provide a positive, safe and tolerant learning environment, which takes account of different cultural and social backgrounds, and in which each pupil is valued and supported.
- To work in partnership with pupils, parents and the wider community for the benefit of all.
- To work with parents to equip pupils with the foundation skills, attitudes and expectations to prosper in a changing society and to encourage creativity, ambition and healthy living.
- To create an ethos of achievement to celebrate success and to encourage a sense of identity, fairness, pride and good morale in the school.

Our Values

Following a recent review of our values with staff, children and parents, we have decided that our school is built using four pillars, which underpin and support everything about being a part of Dingwall Primary School. These pillars are:

Pride

Positivity

Perseverance

Participation

We are proud of our school. Recent consultation with the children in P4-7 has revealed exactly what they are proud of:

Our school trips, including Loch Eil
 Winning sporting events
 Good sportsmanship
 Being the biggest school in the highlands
 Good listening
 Being nice to visitors
 Walking in with no lines
 Kind teachers
 Good manners

Respectfulness
Kindness,
Being responsible with chrome books
Trusting each other
Fundraising
Community events
After school clubs
Activity Afternoons
Outdoor learning
Our Nursery

Positive Relationships

We expect all pupils in Dingwall Primary School to behave in a responsible and courteous manner. We acknowledge that some children are still developing the necessary skills to enable them to behave in a positive way and for these pupils we have mechanisms in place to support them as they acquire these skills.

All staff work together in a consistent and positive way to encourage good behaviour and ensure that any child who does step out of line is dealt with fairly. All classes use Circle Time as part of our Personal and Social Development programme. Pupils are encouraged to take responsibility for their own actions and discuss ways in which their behaviour can be improved.

We encourage positive behaviour through incentive schemes in the classroom, Quality Time and a House Points System, with rewards for good work and behaviour given out at assembly.

The school's Promoting Positive Relationships policy can be viewed on the school website.

Key Information

Description of the school

Dingwall Primary is currently the largest primary school in Highland region, with approximately 460 children in Primary 1-7 and 45 in the nursery. We have English medium and Gaelic medium education in the school. There are presently 14 English medium classes and a further 4 classes taught in the medium of Gaelic. The Highland Deaf Education Service is based at the school and so we have several children deaf children in mainstream classes supported by teachers or pupil support assistants.



Our school occupies an attractive woodland site to the North of the Burgh of Dingwall. Although the building dates from 1970, it is in good decorative order and has recently benefitted from the installation of a biomass heating system and a refurbishment of the canteen. The classrooms are of generous size and contribute to a stimulating learning environment for the pupils.

The single storey east wing is occupied by P1-3 classes, with classrooms grouped round communal areas for each year group. The central portion of the complex contains the school kitchen, extensive dining area and the hall/gym. This connects with the two storey building which houses most P4-7 classes and the main school office.

The school has a tarred play area and an extensive grassed play area including an adventure playground.

Our Nursery is situated next to the school buildings in demountable huts with a superb garden space for developing outdoor play.

Staff

Head Teacher Mr K. Raistrick

Depute Head Teacher Mrs S. Nesbitt

Principal Teachers Mrs R. Clark Mrs C. Macdonald Mrs S. MacAskill
Mrs J. MacSween (Gaelic Medium)

English medium teachers

Miss R. Anderson

Mrs D. Davidson

	Miss L. Forbes	Miss L Hutchens
	Mr S. Lee	Mrs S. Kelt
	Mrs J. MacDougall	Mrs C. Mack
	Mrs L. Mackay	Mrs E. Mellon
	Mrs J. Milne	Miss I. Munoz
	Mrs S. Noble	Miss L. Walker
Gaelic medium teachers	Mrs C. Gaikwad Mr S. Maclver	Miss R. Mackenzie Miss R. Urquhart
Additional Support Needs Teachers	Mrs L. Cleland	Mrs N. Milne
Teacher of the Deaf	Ms C. Clough	
Clerical Assistants	Mrs J. Cushnie	Mrs H. Docherty
Senior Early Years Practitioner	Ms M. Matheson	
Early Years Practitioners	Mrs N. MacLennan Mrs P. Macpherson Mrs L. Gillespie	Mrs A. Cronie Mrs D. Fraser
Early Years Support Assistants	Miss C. Mackenzie Miss C. MacDonald	Mrs V. Sutherland
Pupil Support Assistants	Mrs A. Bellshaw Mrs C. Coli Mrs P. Fraser Mrs K. Ivory Mrs M. Laidlaw Miss L. MacGregor Miss K. Macdonald Mrs F. Reid Ms J. Smith	Miss L. Campbell Ms J. Fraser Mrs K. Gray Ms. C. Kisiel Mrs J. Lemmon Mrs E. MacDonald Mrs A Matheson Mrs J. Ross Mrs S. Symonds

Janitor

Mr A. Dubanowski

Gaelic Education / Foghlam tro Mheadhan na Gàidhlig

Gaelic medium education (GME) is an important part of Dingwall Primary School, with 4 composite classes and 79 children currently being taught in Gaelic. The aim of GME is to bring children to fluency in both Gaelic and English before they leave primary school. Children in GME follow the same curriculum and are taught the same subjects as English medium, the difference being that most of their learning is through Gaelic. Learning about, and being involved in the wider aspects of Gaelic culture is a crucial part of GME.

GME is available to children from Gaelic and non-Gaelic speaking homes, with the early years of primary school spent learning through “immersion” – with the children only being taught in Gaelic. Reading and writing in English is usually introduced in Primary 3 or 4, with Gaelic remaining the first language of the classroom.

Children entering GME greatly benefit from attending GME pre-school. This is available at the Cròileagan in Dingwall.

Please contact us if you would like to discuss further any aspect of Gaelic Medium Education at Dingwall Primary School.

‘Se pàirt chudthromach de Bun-sgoil Inbhir Pheofharain a th’ ann am Foghlam tro Mheadhan na Gàidhlig, le, an dràsta, 79 sgoilearan air an teagasg ann an 4 clasaichean co-dhèanta. ‘Se gum bi gach sgoilear fileanta ann an dà chuid Gàidhlig agus Beurla mus tèid iad dhan àrd-sgoil, prìomh amas Foghlam tro Mheadhan na Gàidhlig. Tha clann ann an Foghlam tro Mheadhan na Gàidhlig a’ leantainn an aon churricèalam agus ag ionnsachadh mu dheidhinn na h-aon cuspairean sa tha clann ann am Beurla, ach gu bheil a mhòr-chuid den ionnsachadh aca ann an Gàidhlig. Ann am Foghlam tro Mheadhan na Gàidhlig tha tòrr cuideam air a chur air ionnsachadh mu dheidhinn an cultar Gaidhealach, a bharrachd air a bhith a’ gabhail pàirt ann an tachartasan cultarachd san fhairsaingeachd.

Tha Foghlam tro Mheadhan na Gàidhlig ri fhaotainn do chlann ann an teaghlaichean far nach eil Gàidhlig air a bhruidhinn, a bharrachd air iadsan aig a bheil Gàidhlig. Anns na tràth ìrean, suas gu Clas 3, tha an ionnsachadh aca air am bogadh ann an Gàidhlig. Tòisichidh iad air ionnsachadh Leughadh agus Sgrìobhadh sa Bheurla aig deireadh Clas 3 neo toiseach Clas 4, ach leis an cuideam fhathast air Gàidhlig a bhith air a bhruidhinn sa chlas.

Tha clann a tha a’ dol tro Foghlam tro Mheadhan na Gàidhlig a buannachadh gu mòr le a bhith a’ frithealadh ro-sgoil, a tha ri fhaighinn anns a’ Chròileagan ann an Inbhir Pheofharain.

Ma tha sibh airson fiosrachadh a bharrachd mu dheidhinn Foghlam tro Mheadhan na Gàidhlig fhaighinn a-mach, cuiribh fios chun an sgoil.

Nursery

The aim of the Nursery is to encourage the development of every child in as complete a manner as possible. To accomplish this, the staff provide varied and stimulating play that is appropriate to the under fives, so that children can learn in their own way, and develop as individuals at their own speed.

A funded place is only made available to a child in the term after their third birthday. Please contact the head teacher for further details.

The Nursery is open from 9am to 3pm, with parents having flexibility over when they would like their children to attend.

The School Day

	Primary 1-3	Primary 4-7
	9.00am – 10.45am	9.00am – 10.45am
Break	10.45 – 11.00am	10.45 – 11.00am
	11.00am – 12.15pm	11.00am – 12.45pm
Lunch	12.15pm – 1.30pm	12.45pm – 1.30pm
	1.30pm – 3.00pm	1.30pm – 3.00pm

Dates for the 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								40								45							
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	

Enrolment Procedures

Parents will be advised by press advertisement and the school newsletter of the date of the enrolment week for session 2022/2023. Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Council Offices, High Street, Dingwall. Placing request applications are made online at: https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Attendance

It is very important that pupils arrive on time to start the school day at 9.00am. Lateness causes pupils to miss an important part of the day with regard to the organisation of the activities for the day. Regular attendance at school is very important if a pupil is to make the best use of the resources available at Dingwall Primary School.

If your child is going to be absent, then please inform the school by 9.15am on the first day of absence. If your child is absent and we have not been informed then we will contact you to establish the reason for absence. Pupils should bring a note of explanation when returning after a period of absence. 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 we need to know the whereabouts of absent pupils.

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.

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 carer. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

Holidays taken outwith the normal school holiday period:

When considering whether or not to exercise your right to remove your children from school for a family holiday, please 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.

If you do decide to make holiday arrangements during term, you should confirm this in writing to the head teacher.

Should a pupil be late or absent from school on a regular basis or absent without good reason, then the school will contact you so that we can discuss the problem.

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

Emergency Contacts

It is important that parents provide emergency contact details for their child(ren) in the event of illness etc. during parents' absence from home. Parents should explain alternative arrangements to their child(ren).

This information will be updated every August, **but please inform the school immediately in the event of any changes.**

School clothing

The school is proud of its smart uniform and pupils are expected to wear most, if not all of the main items. All items are available from a range of local shops, National Schoolwear in Inverness or can be ordered directly from the school.

Following a lead from the Parent Council, and having gauged parent opinion, uniform is now a standard requirement for all pupils. Those pupils consistently not wearing uniform will have letters sent to their parents asking why they are not following the school's dress code.

Navy/ Grey Sweater or Cardigan
 School Tie
 Light Blue, Grey or White Shirt or Blouse
 School Polo Shirt – Navy, Red or White
 Grey or Navy Trousers, Skirt or Plain Jogging Bottoms
 Red or Navy School Sweatshirt with Badge
 Suitable Outdoor Jacket or Fleece

Football shirts and shorts may be worn for PE lessons but should not be worn at other times in school.

Lost property

Parents should ensure that all items of clothing and footwear brought to school are clearly labelled. This is extremely helpful when there is uncertainty about who owns an item of clothing etc. Children should not take money or valuable items to school, nor should money or valuable items be left in coat pockets, school bags or left lying around. The school cannot accept responsibility for items lost unless they have been given to a member of staff for safekeeping. Nevertheless, every effort will be made to trace any missing items.

School meals and packed lunches

School Meals are provided within the school canteen, which is managed by Highland Council. A cashless system is in operation and parents may pay into this using a variety of methods. Details of this are available from the canteen

Menus for the year are sent home with all pupils. All P1-3 pupils have the option to receive a free meal each day. For those in P4-7 not in receipt of free school meals the cost each day is currently £2.30.

All meals are cooked on the premises and give pupils a wide choice. There are two sittings for lunch, with P1-3 eating separately from P4-7.

An area in the canteen is set aside for those pupils wishing to take their own packed lunch to school. For further information on school meals please visit

https://www.highland.gov.uk/info/878/schools/9/school_meals

Extra curricular activities

We are fortunate to have a range of extra-curricular activities for pupils run by staff, parents and friends of the school. These run at different times of the year and are for different age groups. They often include football, shinty, rugby, running, choir, board games, dancing, and many others. We also have a weekly activities afternoon, held during school time, which runs for six weeks in the

summer term. Pupils from P4-7 are given the opportunity to take part in an activity of their choice ranging from board games to line dancing.

During Primary 7 the children have the opportunity to attend a residential outdoor activity week.

Health care

It is expected that parents or carers will inform the head teacher of any relevant information relating to the need to administer medication to their child(ren). The head teacher will need to agree with parents or carers exactly what support the school can provide for a child with health care needs. Where there is concern about whether the school can meet a pupil's health care needs, or where it may not be possible to meet parents or carers expectations, the head teacher will seek advice from NHS staff and, if appropriate, from the education authority.

Medicines at School

Sometimes doctors give prescriptions which require medicines to be taken during the day. Any such medicines should be handed to the school office and appropriate paperwork completed.

Other Professional Services

Selective medical examinations are carried out in Primary 1 by the medical staff and parents are invited to attend. Thereafter the School Nurse carries out periodic checks on eyesight and hearing. Parents are informed if there are any difficulties found.

Periodic dental inspections are carried out by the Area Dental officer, who will advise if treatment should be carried out. Parents make their own arrangements to have this done. The Area Dental Officer will not carry out any treatment.

Head Lice

Head lice are a reality of life today. The School Nurse no longer routinely examines children's hair. Parents are asked to be very careful in examining their children's hair for head lice, and inform the school if they find them. Further information about the treatment for head lice is available from the school nurse or from your doctor.

First Aid, Accidents and Illness at School

Basic First Aid assistance is available in the school. Minor cuts and bruises are usually treated by the school staff. There will be occasions when a doctor's opinion or help is required. If it is at all possible parents will be informed before a child is given medical attention at the school or health centre.

If pupils become unwell at school parents are contacted and requested to collect their child(ren), therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils. Pupils will not be sent home unaccompanied or to an empty house. Parents should not send their child to school if he/she is unwell. The school must be informed if a pupil has a medical condition which might put other pupils at risk.

It is important that the school is informed about any medical condition or disability which may cause problems eg. asthma, epilepsy. This information will be treated as confidential.

Adverse weather and school closure

Each October the school issues all parents with details of what to do if weather conditions are such that there may be doubt as to whether the school will be open.

Due to the fact that very few pupils come to school by bus or taxi, it is only on very rare occasions that we have to consider closing the school because of the weather.

The final decision as to whether a pupil should travel to school in adverse weather conditions lies with the parents. The local radio stations broadcast details of weather, traffic and road conditions and will also give details of any school closures. Parents are therefore requested to “tune in” to one of the Local stations to be aware of ongoing road and school information updates.

The Council has installed a schools information line so that parents can enquire about school closures in times of adverse weather. Dial **0800 564 2272** followed by Dingwall Primary PIN Number **04 1870**. This will allow you access to closure information and other non-urgent school information. The council website www.highland.gov.uk gives immediate information about which schools in the Highland Area are open or closed on any particular day.

Child Protection

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service Staff must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation. 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 http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Major Incident in School

If a major incident occurred in school (e.g. a fire) the children would be evacuated to the school playground in order that we could check if all could be accounted for. Everyone would then go to Dingwall Leisure Centre to wait for someone to come for them. The Education Office would endeavour to get in touch with parents by telephone. Hopefully, we will not have to face such an event.

Fire practices are held at regular intervals.

Visitors to the school

In the interests of security all visitors to the school must report first to the secretary's office, which is situated next to the main entrance. At any time a visitor may be asked to identify themselves by a member of staff. We are sure parents will be aware of the need for such measures.

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

[https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

Please get in touch with the Head Teacher if you have any concerns.

Comments and complaints

We hope you will enjoy your child's time at Dingwall Primary School and we welcome comments or suggestions, which could help us to improve our service.

If you have any concerns about your child's education then you should contact your child's teacher in the first instance. However, we are aware that difficulties can occur from time to time and if you feel you have reason to complain, then please follow the procedure outlined below.

You should contact the school by letter or telephone outlining the concern. If you prefer you can make an appointment to speak to the head teacher. Your concern will be investigated and the head teacher will get back to you within a week, if possible.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Care and Learning Manager, who will decide what the next steps should be. Parents will be kept fully informed at all stages and will be invited to attend any meetings held.

Care and Learning Manager (Mid-Area)
Care and Learning Services
Council Offices
High Street
Dingwall
IV15 9QN

Tel: 01349 868532

Data Policy

(From the Scottish Government)

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

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why the Scottish Government needs this information, how they use it and what they do to protect the information supplied to them. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

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

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Liaison with Parents

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

We firmly believe that the teachers and parents are partners in helping each child to achieve his/her potential. It is recognised that parents play a huge part in the education of the child and in school we hope to build further on what each child has learned.

The school holds parents' afternoon/evening sessions twice a year, once in Autumn and again in Spring, when parents can discuss their child's progress with the class teacher, on an appointment basis.

However, should any parent wish to discuss their child's progress out with these times, they should contact the school to arrange a suitable time with the teacher and/or the Head Teacher. Such discussions are always welcome.

If the class teacher is concerned about some aspect of a child's progress he/she will contact the parents to arrange a convenient time for a discussion to take place.

These discussions are informal and are designed to find out how school and home can work together to help the child.

All children in the school have a "learning profile". This is a constantly updated selection of individual learning targets, evidence of attainment and a collection of achievements and learning experiences. This is held in a secure web based format known as "SeeSaw". Parents have access to their own children's folders and are instantly informed whenever a new post is uploaded for their child. Within SeeSaw the children have attainment folders which clearly document learning that has taken place but also the next steps or areas for improvement. Pupils also set targets and state how they will achieve these targets – in this way parents are aware of how to support their child. This is an excellent way for parents to be in touch with their child's experiences and developments in school.

Towards the end of each session (usually June) each child will be given a report as to how well they have progressed during the year. Your child will also bring home their own report, where they have commented upon the progress made in their learning and their achievements. Including your child's view in the reporting process is recognition of the fact that his/her opinion matters.

From time to time the school will hold afternoon/evening meetings to explain various aspects of school work to which all parents are invited to attend. This is to help parents to understand what we are doing with the children in school.

There is a weekly newsletter to keep you informed of activities and developments in the school.

Parent Council

Dingwall Primary has an active Parent Council, which is very supportive of the school and is always looking for extra helpers. The role of the Parent Council is varied including collaborating with developments and improvements within the school, providing a voice to represent the parents, as well as fundraising for extra resources for the school. Please speak to the school office for contact details.

Support for Parents

Parents can receive independent support and advice from the organisation Parentline:
<https://www.children1st.org.uk/help-for-families/parentline-scotland/> or by phoning 08000282233

Homework

All pupils in Dingwall Primary will be given Homework on a regular basis.

Homework will usually back up and revise work already carried out in school. It may consist of reading, spelling, written language, some maths revision or topic work and should not usually take more than 30 minutes for any pupil to complete.

Please remember that children often work best in a quiet, calm atmosphere away from any distraction like television.

Curriculum

Introduction

We aim to offer our children a wide programme of work which we hope will act as a very firm foundation for future learning.

‘Curriculum for Excellence’ covers the eight main subjects offered by most Scottish Schools: Languages and Literacy; Mathematics and Numeracy; Social Studies; Sciences; Expressive Arts; Religious and Moral Education; Health and Wellbeing; Technologies.

The curricular guidelines offer a range of experiences and outcomes which children should meet at various stages in the primary school.

There are five levels (Early, First, Second, Third and Fourth) which are a progression in attainment and experience within each curricular area.

The experiences and outcomes within the Early Level should be attainable in the course of Nursery and P1 by almost all pupils.

The experiences and outcomes within the First Level should be attainable in the course of P2, 3 and 4 by almost all pupils.

The experiences and outcomes within the Second Level should be attainable in the course of P5, 6 and 7 by most pupils.

The experiences and outcomes within the Third and Fourth Levels should be attainable in the course of Secondary years 1, 2 and 3 by most pupils.

How our learning is structured

Our learning at Dingwall Primary School enables children to develop into well rounded young people. Learning can take many forms and may involve a child working on their own writing at a desk, working in a group for a joint outcome, performing in a concert, representing the school at a sporting event, working with others to improve the school garden, and many other varied experiences which allow a child to reach their full potential.

At Dingwall our learning time is split into six broad categories:

a) Learning projects

This happens where two or more subjects are linked together, helping children see connections between subjects and be more engaged in their learning. These projects may last anywhere from one day to 6 weeks. They may be planned a long way in advance (e.g. "The Vikings") or they may be in response to a world wide or local event (e.g. a recent natural disaster).

b) "Stand alone" lessons

There are times when subjects are taught on their own and not as a part of a learning project. This is known as a "stand alone" lesson. This may involve any subject in the curriculum.

c) Being a good citizen

Time is spent teaching school behaviour routines, respect for self, others and our community. We also give time to discussing and developing informed views, opinions and values regarding personal, local, national or international issues. This time also includes Golden Time which supports positive behaviour in the school.

d) Helping to improve our school and community

This includes time spent taking part in school groups (e.g. pupil council, eco group, junior road safety officers), working in smaller groups to solve challenges, attending assemblies and contributing to whole school performances

e) Thinking and reflecting

It is very important that children have the time to reflect on their work and think about their next steps. This may for example include discussing their understanding in mathematics, assessing their own and each other's writing, or thinking about what they have learned that week.

f) Opportunities for personal achievement

This may for example include enabling attendance at sporting or music events.

Languages and Literacy

In Language the children are offered a range of activities which will help to develop skills in Listening, Talking, Reading and Writing.

In the early years (P 1-3) the children will be involved in a lot of "play" activities such as:- the home corner; water; sand; jigsaws; junk modelling; plasticene; construction etc. All of these activities are designed to help the children develop a variety of skills in language (as well as the other areas of the curriculum) particularly talking and listening. The teacher will also encourage the children to read by showing them a variety of words and writing them underneath their drawings and paintings. In fact, it is often the children's own paintings and drawings which are used as their first books. When the teacher feels that the child is ready a printed book will be discussed with the child and sent home to be shared with the parents. This will not happen straight away nor will it happen every night. The teacher will be developing reading in other ways during the school day. As the child progresses through the school the reading will be more challenging and

greater use of novels will be encouraged. The children will be encouraged to read a range of books, fact and fiction, and discuss them with the teacher and each other.

Once the reading has been discussed with the teacher it will be sent home for the child to practise his/her skills.

In writing, the child at Pr. 1 will be encouraged to express ideas in simple drawings where the teacher writes what the child says. This continues until the child can control the pencil and write each letter correctly.

As the child gets older he/she is asked to write stories, poems, accounts of visits, reports, notes etc. Very often he/she will work on one piece of writing for a week trying to improve upon it after discussion with the teacher.

As well as the content of the children's writing the teachers will be developing the handwriting, spelling and grammar.

At early stages much of the time will be taken up by talking and listening but even at Pr. 7 the child is expected to spend a lot of time in this area of language as it is considered vital for modern day living.

In Pr.6 and 7 the children are taught French. We are now beginning to extend the teaching of French to the rest of the school.

Mathematics

During their time in primary school we hope that our children will be able to add, subtract, multiply and divide. However, mathematics is much more than that. The children will work with shapes, graphs, money, measurement etc.

We teach the children using a lot of practical materials such as blocks, counters, protractors, metre sticks, money etc. This is to help the children understand what they are doing. Where possible the maths is related to the local environment and the children's lifestyles.

The children will be encouraged to memorise number facts, in order to help develop both their written and mental numeracy skills.

The teachers will encourage the children to discover mathematical rules for themselves as this will help the children to retain the information. Often they will be set problems which they must try to solve on their own and with other children. Use will be made of calculators to aid the children in solving various problems.

Expressive Arts

The Expressive Arts involves the children in Art and Design, Drama, Dance and Music. These subjects are very important for a child's whole development through which the children can express their feeling and emotions by using a range of skills. They will learn, also, to appreciate their own work and that of experts.

Social Studies

Social Studies is a combination of history, geography, and modern studies. In primary school we often teach these subjects through a theme or project e.g. World War II, Scotland, Toys and Games, etc.

We hope that the children will learn to appreciate and respect their environment by having a greater understanding of it.

This means that the child will work on a theme and find out as much as they can by using a range of skills such as listening, observing, reading, experimenting, recording etc.

In fact, the emphasis will be on developing these skills as opposed to gaining a lot of knowledge as the child can use these skills in a variety of situations to acquire more knowledge and greater understanding.

It would be usual to start with what the child knows and work from there using the local environment as much as possible.

Religious and Moral Education

In Religious and Moral Education we aim to offer the children opportunities to: develop a knowledge and understanding of various religions; investigate and understand the questions and answers that religions can offer about the nature and meaning of life; develop their own beliefs, attitudes and moral values.

As the culture and heritage of our society is traditionally Christian a major part of this area of the curriculum is the study of Bible stories not with a view to promoting Christianity, but providing them with experiences upon which they can make informed choices.

To fulfil our aims further we spend time studying some of the world's other religions. This has the added value of preparing our children for life in a multi-cultural society by helping them to understand why different peoples do different things. By adopting this approach we hope that children will form their own beliefs but be tolerant of others.

Running alongside this the children are engaged in a range of activities which help them to appreciate moral values such as honesty, liberty, justice, fairness and concern for others.

Children attend assemblies regularly in order that we can meet together as a whole school and consider various religious and moral issues. Occasionally we sing a hymn.

Parents who do not wish their child to participate in religious observance are asked to let the school know. That child will be given other work during this time which will be supervised by an adult.

Health and Wellbeing

Through our health education and PE programmes we will encourage children to think about their physical, emotional and social health. The children will study a range of issues e.g. diet, fitness, hygiene, dental health, personal and interpersonal skills, sex education, drug education, road safety, etc.

Our aim is to develop knowledge and understanding of the issues so that each child will be able to make informed decisions about the various issues connected with health. Parents will be informed when children are going to be studying sex education and will be given an opportunity to look at the resources used to support the topic.

Schools have a responsibility to help each child to develop personally and socially. This is an aspect of education which we believe to be extremely important.

We hope that the children will: have a positive regard for the needs of self and others; develop skills to enable them to participate effectively and safely in society; take increasing responsibility for their own lives; identify and evaluate the values they and society hold and recognise that these affect thoughts and actions.

We try to develop a high self-esteem in each child which is so important if pupils are to benefit fully from their time in school. We attempt to achieve this by being positive with the children and praising their efforts and achievements.

The children are encouraged to take a pride in themselves and their work as this helps them to develop in other ways.

Along with the development of high self-esteem we try and help the children to form good relationships with each other as it is so important in the society of which they are part.

The children are given increasing responsibility as they progress through the school such as getting various pieces of equipment for themselves, helping with the younger children, etc.

Technologies

The technologies curriculum offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, which have real applications. Children will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children are to play a major part in the global economy and embrace technological developments in the 21st century.

All children in Primary 6 and 7 are given a Chrome Book each which is used in school and at home. This supports their learning across all aspects of their curriculum. The other classes in the school all have at least 5 Chrome Books to support learning. We have many of the Primary 6 and 7 children who are trained as digital leaders, who support staff and children with any technical issues.

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Assessment

Teachers are constantly monitoring the children's progress as they work in their classes. We are also looking at a variety of ways to record this information to pass on to the next teacher and to parents.

Some children may also be given several standardised tests during the time they are in Primary School. These compare performance against a national bank of data, which allows the school to monitor individual progress. Some children may also be tested by the Additional Support Staff to identify the most suitable teaching approach to take. Parents will be informed of any long-term involvement with learning support.

Additional Support Needs

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

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 in Dingwall Primary is the head teacher. 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/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

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

There are also Information sheets available at: www.chipplus.org.uk click on Education.

In Dingwall Primary, Mrs Lesley Cleland and Mrs Nicola Milne coordinate the support throughout the school and organise all meetings with parents and professionals to try to ensure all our pupils' needs are met.

We try to work in partnership with parents at all times, but if you have a concern about additional needs which you don't feel is being addressed, then you should contact the head teacher in the first instance. If your concerns were to continue there are a number of means of resolving difficulties and disputes and information on this can be found at: [Support for Learners Website](#)

Advice, support and further information for parents of children with additional support needs can be found at:

- (a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- (d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

School Improvement

Standards and Quality Report

Each year every school in Scotland is required to produce a Standards and Quality Report. The report summarises the strengths of the school and what needs to improve. The information is gathered throughout the year in a variety of ways so the report is as accurate as possible. A copy of the report is available from the school office on request and can also be viewed on the school website.

One of the areas covered in the report is the overall school performance at curriculum for excellence levels. As a whole school the majority (74 %) of children are achieving the national standard in numeracy, the majority

(70%) are achieving the national standard in reading and the (68%) are achieving the national standard in writing.

School Improvement Plan

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)

Further details of these can be seen in the School Improvement Plan which is available from the school office on request and can also be viewed on the school website.

