



**School Handbook**  
**2022/2023**



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

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# Welcome to Edderton Primary School!

**Our address is:**

Edderton Primary School  
Edderton  
By Tain  
Ross-Shire  
IV19 1LF

**We can be contacted on:**

Tel: 01862 821 260

Email: [edderon.primary@highland.gov.uk](mailto:edderon.primary@highland.gov.uk)  
Website: [www.edderonprimary.wordpress.com](http://www.edderonprimary.wordpress.com)



Mr Lawrence Bews is our Acting Head Teacher.  
He is also the Acting Head Teacher for our cluster school, Gledfield Primary.

We have an open door policy and if you need to speak with Mr Bews, you may be able to see him, unless he is in class or in a meeting. If he is unable to speak with you immediately he will respond to you as quickly as possible.

We greatly value the support from all our parents, and enjoy working in partnership with you, to provide positive learning experiences for our pupils.

We actively encourage parents to join in with as many areas of school life as they can. If you are interested in coming in to help, in any way, please contact the school.

# Our Vision and Values

Dear Parents,

This handbook has been planned to give a comprehensive description of the educational provision at our school and also to provide any information required for the welfare of your child.

At Edderton Primary we respect each other and value everyone's contributions and qualities. We include everyone in our school and listen to what they have to say, encouraging them at all times. We aim to move forward in a positive way, striving to do the best we can.

Our clear vision and values encompass our aims which are to:

- ❖ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ❖ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ❖ Provide high quality teaching and learning experiences that promote active learning.
- ❖ Encourage and support the development of positive life styles and attitudes with a particular focus on health and wellbeing.
- ❖ Encourage everyone to respect other people's views and lifestyle ensuring no bias due to race, religion, disability or gender.
- ❖ Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- ❖ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

Mr L Bews  
Acting Head Teacher

## Promoting Positive Behaviour

School rules are made for the safety of pupils and discipline exists in the school to ensure that pupils learn in a positive atmosphere. Rules are made through discussion with the pupils and are based on praise and encouragement. Self-discipline and co-operation are encouraged and also the development of a caring attitude towards others. Good behaviour is acknowledged through our Golden Time system. Sanctions for unacceptable behaviour include missing golden time, time out and detention. Where there is a constant problem, parents will be involved in an interview with the pupil, Head Teacher and outside agencies if appropriate.

Our school rules are:-

1. Children must stay within the bounds of the playground at all times during the day.
2. Pupils should enter and leave the school grounds by the small gates only. The wide entrance is for vehicles only.
3. Footwear should be changed when indoors.
4. Valuables should not be brought to school, as we cannot accept responsibility for them.
5. All school property (i.e. buildings, furniture, books and equipment) must be properly cared for.
6. A note must be brought if the child has been absent from school. This is requested by Highland Council to check on unauthorised absence and truancy.
7. Litter should be put into the bins.
8. There will be no swearing. Offenders will be reported to parents.
9. Violence and bullying will not be tolerated. An Anti- bullying Policy has been created by pupils, parents and staff.

Please click the following link to see our Bullying and Positive Relationships Policy and the Council's anti-bullying policy:

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

# School Improvement

We are proud of our achievements and share them regularly with you in our newsletters. For more detailed information, a copy of our School Improvement Plan can be requested from the school.

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)

Our current key strengths are:

## **Improvements through Self – Evaluation**

Staff work together effectively, to encourage reflection and to help foster the sharing of good practice across the cluster and wider. Staff are genuinely motivated and committed to improving our curriculum.

## **Improvements in Performance**

We use a more detailed system to record our tracking of individual pupil progress which ensures there is continuity of learning and reflection on progress across the levels. In recent years we have used Pupil Equity Funding to close the equity gap for children by focusing improvements on literacy and numeracy.

## **Learners' Experiences**

We provide high quality learning experiences for all our pupils within contexts which are challenging, enjoyable and enterprising. Our pupils are effective contributors within our school community.

## **The Curriculum**

Our curriculum promotes opportunities for our pupils to develop as successful learners, confident individuals, effective contributors and responsible citizens. We are developing a range of skills required for the world of work.

## **Meeting Learning Needs**

Staff plan learning activities that are suitably differentiated to meet learning needs. We aim to promote inclusion and diversity, fostering a climate of safety and well-being in our school.

We believe it is important to involve all in the decision-making process of the school, and the vision of the school. Parents' views and opinions are very important. The more views we can collect, the more we can do to improve and build on our successes.



# School Building

Edderton is a typical Highland rural school, housed in an old stone-built building, which dates back to 1874. The main building consists of infant classroom, upper stage classroom, office, toilet-block and general purpose room, which is used for games, drama, T.V. room, and as a canteen at meal times. The schoolhouse accommodation consists of a Nursery, Nursery Office, resource area, staff-room and kitchen.



## STANDARDS AND QUALITY REPORT

Edderton Primary's Standard and Quality report is available on our website at:

From this document our key strengths are:

- Well behaved confident and caring children who enjoy being at school. They have strong, positive relationships.
- All staff are committed to the school and willingly take on additional responsibility.
- Edderton Primary School is at the heart of the village of Edderton. The local community support children's learning well.

Latest HMIE report: [here](#)



# Staff at Edderton Primary

**Acting Head Teacher:** Mr Lawrence Bews

**Class Teachers**

P1 to 7 Mrs Maureen Simpson

**CCR Teachers**

Mrs Sheila Gollan (PE)

**Pupil Support Assistant**

Miss Ebony Robbins

**Instrumental Instructors**

Mrs Louise Douglas (Violin)

Ms Lynsey Bolton (Woodwind)

Mr Callum MacDougall (Chanter)

Mr Hamilton (Drums)

**School Secretary:**

Ms Stacey Wheelen

**School Cook:**

Mrs Cath Pearson



## School Information

**Denominational Status:** Multi denominational – this mean that children of any religion or cultural background may enrol

**Co-educational Status:** The school is co-educational

**Associated Secondary School:** Tain Royal Academy

**Stages:** P1 to P7 Present roll: 14

<b>School hours:</b>	Schools begins	9am
	Morning break	10.40 – 10.55 am
	Lunch break	12.30 – 1.15 pm
	School finishes	2.30pm (for P1-3) 3pm (for P4-7)

❖ There is no supervision of pupils prior to 8.50 a.m. or after their respective finishing time.

### Term dates and holidays 2022/23

Staff Inset Day Monday 15<sup>th</sup> August (school open to staff, closed to pupils)

School Opens Tuesday 16<sup>th</sup> August

Staff Inset Days Monday 12<sup>th</sup> and Tuesday 13<sup>th</sup> September

October Holiday Monday 10<sup>th</sup> to Friday 21<sup>st</sup> October  
(school opens Monday 24<sup>th</sup>)

Christmas Holiday Friday 23<sup>rd</sup> December to Friday 6<sup>th</sup> January  
(school opens Monday 9<sup>th</sup>)

Mid Term Holiday Monday 20<sup>th</sup> and Tuesday 21<sup>st</sup> February

Staff Inset Day Wednesday 23<sup>rd</sup> February

Easter Holidays Monday 3<sup>rd</sup> April to Friday 14<sup>th</sup> April  
(school opens Monday 17<sup>th</sup>)

May Holiday Monday 1<sup>st</sup> May

Staff Inset Day Monday 5<sup>th</sup> June

Summer Holidays Friday 30<sup>th</sup> June  
(school closes Thursday 29<sup>th</sup>)

# School Information

## Absences/Attendances

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, before 9.15 a.m. When returning to school after an absence, pupils must bring a note dated and signed by a parent or guardian giving the reason for the time absent.



If a pupil needs to leave during the school day for an appointment, pupils need to bring with them a note from a parent or guardian. Where at all possible, medical and dental appointments should be made out with school hours.

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

*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.*

## Uniform

Pupils are encouraged to be clean and tidily dressed. There is a school uniform which all pupils are required to wear every day. Blue sweatshirts, cardigans and white polo shirts with the school badge are available to order from [www.higland-embroidery.com](http://www.higland-embroidery.com). School trousers and/or skirts complete the uniform. The wearing of school uniform is encouraged as it helps the children identify with, and feel proud of the school. **We prefer that the pupils and staff do not wear denims to school.**

A P.E. kit of gym shoes, shorts and T-shirt is required every P.E. day, which will be intimated at the start of each session. Pupils must also have a change of shoes for indoor wear. Painting covers (old shirts or aprons) are requested for art lessons.

**All clothing MUST be clearly labelled with the pupil's name.**



## Transport

Transport to and from school is provided for pupils under eight years of age who live more than two miles from the school and for those over eight years of age who live more than three miles from the school.

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



## School meals

A hot school meal is available every day and is delivered from Bonar Bridge canteen. It costs **£2.30** a day, payable on Monday. Please ensure all dinner money is placed in an envelope with your child's name clearly written on it. You can apply for Free School Meals through this link: [https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals).

Pupils may bring a packed lunch but any drink must be in a shatter-proof container.

All pupils are supervised at lunchtime in the canteen and the playground.

Parents are responsible for pupils who decided to go out with school grounds at lunch time.

## Transitions

Transitions from Nursery to P1 and P7 to secondary school are made as smooth as possible through our transition programmes. Pupils are given opportunities to visit schools and work on transition projects within their new school setting.

Request for transfer to Secondary Schools outwith our catchment area must be made in writing to the Area Manager, Education Offices, Dingwall.

## Health Care

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government and can be found here: <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters

affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

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

As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

### **Minor injuries**

Schools will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

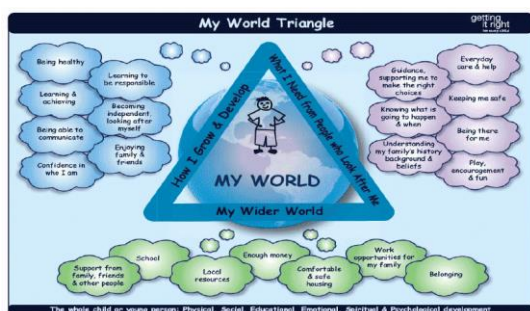
### **Mental Health and Wellbeing**

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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Regular visits are made by the dentist, nurse and dental educationist.



## Child Protection



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 the Child Protection Development Officer; Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463 703483– Fax 01463 713237

## 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 your child's named person or the Head Teacher if you have any concerns.

## **Parent Council**

Parent Council meetings are held once a term and any issues you wish raised at them should be passed to either the Chair or the Secretary, who will arrange to have them added to the agenda. Parent representatives are elected at the beginning of every new school year and detailed in our monthly newsletters. New members are always welcome at any time. Contact details for the Parent Council can be found on the Parent Council page of the school website.

[www.eddertonprimary.wordpress.com](http://www.eddertonprimary.wordpress.com)

## **School Policies**

All school policies are available to view on the Highland Council Website: <https://www.highland.gov.uk/info/893/schools> -



[general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools-general_information/29/school_policies_procedures_and_guidelines)

## **Concerns and Complaints**

Complaints should initially be brought to the attention of the class teacher or 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, the matter can be raised with the Parent Council or ultimately the Area Education Manager:

Mr Derek Martin  
Area Education Office  
Castle Street  
Dingwall  
IV15 9HU

Parentline Scotland contact details    email: [parentlinescotland@child1st.org.uk](mailto:parentlinescotland@child1st.org.uk)  
Phone number: 08000 25 22 33

## **Placing requests – Parental choice**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager Mr Derek Martin. Placing request forms can be obtained from [http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

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

If pupils live out with the school catchment area and their parents wish them to attend Edderton Primary School they can contact Mr Bews to arrange a visit.

## Pupil Groups

The views and opinions of our pupils are very important and we have an active Pupil Council, Eco Committee and Junior Road Safety Officer group. The groups meet regularly to work collaboratively on group projects and share their work and progress through assemblies and class discussions. Each group is supported by a member of staff.



## Emergency/Early Closure Procedure

During periods of heavy snow, parents should listen to Moray Firth Radio, which will be informed of closures or phone the school telephone messaging service on 0800 5642272, pin number 04 1980. There is also a website, [www.schoolclosures.highlandschools.org.uk](http://www.schoolclosures.highlandschools.org.uk). Click on the relevant geographical area for local school information.

Parents living in outlying areas should contact the school or collect their children early if they become anxious about worsening conditions.



# The Curriculum

## Curriculum for Excellence (CfE)

At Edderton Primary we aim to ensure that all our pupils develop the knowledge and understanding, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. Curriculum for Excellence (CfE) provides a coherent, flexible and enriched curriculum for our pupils.

The Curriculum encompasses learning through:

- the ethos and life of the school
- curriculum areas
- interdisciplinary projects
- opportunities for personal achievement

The eight curricular areas in a Curriculum for Excellence (CfE) are:

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

A Curriculum for Excellence (CfE) encourages schools and parents to work together to help all children become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

## Curriculum for Excellence (CfE) Levels of Achievement

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4 but, earlier or later for some
Second	To the end of P7 but, earlier or later for some
Third and Fourth	S1 – S3 but earlier for some The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
Senior Phase	S4 to S6 and college or other means of study

## Literacy and Languages

Literacy and Languages comprises of:

- Reading
- Writing
- Talking and Listening
- Modern Languages



### Reading

We use strategies from the Highland Literacy Project (HLP) to develop the basic skills of word recognition and comprehension, foster a love of reading and develop the ability to read for information or to follow instructions and become aware of the purposes of reading.

We endeavour to give the children as wide an experience of books/reading materials as possible through a variety of resources.

### Writing

We use strategies from “Big Writing” to develop the necessary skills of writing, including grammar, punctuation and neat handwriting.

The types of writing we teach are:

- Functional / Personal writing  
E.g. instructions, recount, letter, diary entry, explanation, newspaper report/journalistic writing, non-chronological report, for/against discussion and persuasive writing
- Imaginative / Personal writing  
E.g. imaginative story, characterisation, creating setting, continuing a story and poetry

### Listening and Talking

Listening and talking skills are developed across all areas of learning through group and class discussion work. Good talking and listening skills are essential to enable pupils to work co-operatively together on collaborative projects throughout their school experience.

### Modern Languages

Learning other languages enables children to make connections with different people and their cultures and encourages them to become global citizens. Through topic work pupils at any stage may learn basic vocabulary for any language. With a view to learning French in the Academy, pupils in P6/7 follow a structured French Language Programme.



## Numeracy and Mathematics

We provide a mathematically rich environment for all our pupils, and use a range of active and written numerical strategies to ensure all pupils have the necessary mental ability to solve a range of numerical problems. We do this through the following Numeracy and Mathematics areas of learning and development:

- Number, money and measure
  - Estimation and rounding
  - Number and number processes
  - Multiples, factors and primes
  - Powers and roots
  - Fractions, decimal fractions and percentages
  - Money
  - Time
  - Measurement
  - Mathematics – its impact on the world, past, present and future
  - Patterns and relationships
  - Expressions and equations
- Shape, position and movement
  - Properties of 2D shapes and 3D objects
  - Angle, symmetry and transformation
- Information Handling
  - Data and analysis
  - Ideas of chance and uncertainty



## Health and Wellbeing

Good health and wellbeing is essential to effective learning and preparation for successful independent living. At Edderton Primary we provide a happy, safe and nurturing learning environment, where all pupils are respected and included in the life of the school. We help pupils achieve good health and wellbeing through learning in the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships



## Sciences

Our pupils are actively encouraged to engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising. Through learning in the Sciences, our pupils develop their interest in, and understanding of, the living, material and physical world. They do this through the following areas of learning:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science



## Social Studies

Through social studies, our pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. The three main areas of study are:

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

Pupils choose their class topics and are actively involved in planning what and how they will learn. We adopt an interdisciplinary approach to planning topics which will encompass many, if not all, areas of the curriculum. This is essential in ensuring pupils make links and connections across all areas of learning.

We involve parents and people of the local community in developing knowledge and understanding of topics, by actively encouraging them to visit the school and speak to the children about topics for all areas of learning.

## Religious and Moral Education



Religious and Moral Education makes an important contribution to the curriculum in helping pupils gain knowledge and understanding of different religions to reflect the school community and Scotland at large.

Religious and Moral Education is undertaken throughout the school by the teaching staff and is supplemented by visits from the school chaplain from The Church of Scotland.

Areas of study include:

- Christianity
- World Religions
- Development of beliefs and values

We appreciate the implications which local, cultural, religious practices may have on the planning of our programme and in our participation in religious festivals. We respect the wishes of parents in allowing children to participate, or not, in our programme.

## Expressive Arts

The expressive arts are:

- Art and design
- Dance
- Drama
- Music

The expressive arts play a vital role in enabling children to enhance their creative talents, develop their artistic skills and express themselves in different ways. Learning through the arts develops confidence, self-esteem and a good ability to work co-operatively with others.

From P4 onwards, pupils have the opportunity to take up chanter or violin tuition from our visiting specialists.



## Technologies



Learning in the area of technologies enables children to be informed, skilled, adaptable and enterprising citizens who understand the impact of technology in society.

Children will gain skills and confidence to use technologies and become capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues.

We develop knowledge, understanding and skills through the following areas:

- Technological and developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

## Assessment

Assessment shows if the child is ready for the next stage of work, if there are any gaps in knowledge, and if the teaching method has been successful.

We operate a policy of continuous assessment, where the child's progress is constantly monitored and recorded.

Each pupil has a Personal Learning Profile (PLP). Records of assessment, next steps in learning, personal achievements and snap shots of learning are recorded and kept in the PLP. The PLP is an integral part of the children's learning and development and is available for parents to view at any time they wish.

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

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 emailing the Chairperson at [edddertonprimarypc@gmail.com](mailto:edddertonprimarypc@gmail.com)>

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



## Reporting

Parent appointments are held in Term 1 and in Term 3. Open afternoons, where parents can view their child's work, are held throughout the year. Pupil Progress Reports are sent home in Term 4. If you wish to discuss your child's progress at any time, please phone to make an appointment with the class teacher.



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

## 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/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

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

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

- 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 Mr Bews, If your concerns continue, there are a number of means of resolving difficulties and disputes and information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 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)

And also at: <https://enquire.org.uk/>.

## Homework

Children are given a weekly homework sheet to follow. Activities and tasks will vary from week to week. Homework is given out on a Monday and should be completed for Friday. Parents are asked to support their child with homework and sign the weekly homework sheet.



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## Data policy

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

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

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

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](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](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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**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.**