

North Kessock Primary School



School Handbook
2022-2023



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Welcome to North Kessock Primary School

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](#).

Letter from the Head teacher

Dear Parent/Carer,

At North Kessock Primary School, we take great pride in ensuring that we offer a warm welcome to all pupils, parents /carers and members of the local and wider community. If your child is to join us for the first time we welcome you and look forward to a happy and successful association over the coming years. If you already have a child here, we are pleased to renew the links between us. If you are in the process of choosing a school for your child, please feel free to contact me directly to arrange a visit and tour of the school.

Education at North Kessock Primary School is a team effort. Our dedicated team is made up of teachers and support staff who work in partnership with parents and the community to enable our children to become successful learners, confident individuals, effective contributors and responsible citizens.

We enjoy our active role in the community and value all of our community links. We work closely with the Parent Council who provide a huge support to the school. This close collaboration results in support with school improvement issues in addition to fundraising which is invaluable to the school. We value all opinions and enjoy feedback on issues relating to school improvements. We have successfully involved many parents and carers in our self-evaluation as we continue our journey to excellence. We look forward to having you on board!

The aim of this handbook is to give you a flavour of life at North Kessock where we hope your child will flourish.

If you require further information or ever have any concerns regarding the education or welfare of your child in the future, please contact me directly, I will be happy to help.

Yours faithfully,

Miriam Mackay
Head Teacher



Letter from the Parent Council

Dear Parent/Guardian,

The Parent Council warmly welcomes you to North Kessock Primary School. I hope that your child/children and you will quickly settle happily into the school community and am sure you will be made to feel very welcome by everyone at the School.

We are fortunate at North Kessock to have a very proactive parent body with lots of volunteers who help with and provide a wide variety of activities to benefit the school; everything from helping out with school trips to running clubs and activities both within and after school.

The role of the Parent Council is to support the school in any way we can. Given the budgetary & resource pressures in the current economic climate, we do as much fundraising as we are able and in recent times have paid for a variety of things; educational resources, school trips, sports kit, sports equipment to name but a few.

We are also closely involved with the Education Department of Highland Council in recruitment matters and also in discussion groups when the school underwent HMIE & Care Inspectorate Inspections. We continue to meet with local councillors to lobby about the proposed Highland Council Budget Cuts and their likely effect on education.

With a vibrant community, we would really appreciate you becoming involved in whatever way you feel able, as fresh faces and ideas are always welcomed. There are undoubtedly challenging financial times ahead and the school really needs our help in order to be able to offer our children the best and widest variety of experiences possible for their education.

Everyone as members of the Parent Forum is welcome at parent council meetings and we look forward to seeing you in the future.

If you would like to become involved or have any comments or suggestions, please feel free to phone or email.

Parent Council

Email: northkessockprimary.primary@highlandpc.co.uk



Staff Members

Head Teacher

Miss M Mackay

Teachers

Miss S Scarr (Acting Principal Teacher)

Mrs V Carmichael

Mrs H Inman

Miss C Rostock

Miss C McLaughlin

Miss K Glass

Mrs C Mackenzie

Mr F Haldane

Mrs P McArdle

Mrs R Urquhart

Nursery Staff

Mrs L Brown

Miss N Kinnaird

Mrs L Toye

Miss A MacArthur

Mrs E Imlack

Miss L Foster

Mrs K Lesnicka

Visiting Teachers:

P.E.

Miss K Cleland

Additional Support Needs

Mrs A Murdoch

Active School Coordinators

Mrs C Bale & Miss D Lundie

Ancillary Staff:

Instructor - Strings

Mrs J Anderson

Instructor - Bagpipes

Mr J Macgregor

Instructor - Snare Drum

Mr A Caldwell

Clerical Assistant

Mrs C MacRae

Pupil Support Assistants

Mrs P Mackay, Mrs J Simpson, Mrs L Philip,



Mrs E Duff, Mrs V Macpherson

Kitchen

Ms C Ferguson, Mrs C Chisholm,
Mrs V Bicknell, Mrs E Siegel

School Chaplain

Rev Renwick & Rev Cord

Area Education Manager

Mr Derek Martin
Area Education Office
Highland Council Offices
High Street
DINGWALL
IV15 9QN

School Address:

North Kessock Primary School
Ferry Brae
North Kessock
Inverness
IV1 3WX

TEL: 01463 731667

E-mail: northkessock.primary@highland.gov.uk

Head teacher e-mail: miriam.mackay@highland.gov.uk

Website: <https://sites.google.com/fortroseacademy.org.uk/nkps>

About North Kessock Primary School

North Kessock School is a busy, happy environment where we actively encourage home/school/community links. We have a very active, supportive Parent Council and parent body. We currently have 139 children enrolled in school and 38 in the nursery.

The school is non-denominational and caters for children from the areas of North Kessock, Artafallie, Kilmuir, Caldwell, Craigrory and Coulmore.

Children from outwith these areas also attend the school. If you live outwith the catchment area, an application (placing request) to send your child to North Kessock must be directed through the Area Education Office in Dingwall. If there is any uncertainty about the catchment area please do not hesitate to get in touch with the school.

We are extremely fortunate to have very good facilities, equipment and accommodation in our school. The school has 9 classrooms (2 of which are in a demountable building) which house the mainstream classes. As of 2021-22, we have a new purpose built Nursery that is adjacent to the school. We also have a large hall equipped with PE and staging facilities and an additional canteen space for our Nursery children. The school is set in pleasant surroundings in the heart of the community.



Our main method of communicating with parents is through emails and school bag mail. Please keep an eye out on each for any letters sent home. For a whole school letter we will only send to the only or oldest in each family.

Nursery Class

Our Nursery offers flexible hours for children. The Nursery is open from 9.00am until 3.00pm. Each child is eligible to 30 free hours per week of Nursery provision. The Nursery is open to pupils who are in their pre-school year (4 years old before the end of February) and are due to start primary school the following August and pre-pre-school pupils who are 3 years old before the end of February. A separate handbook on the nursery is available, giving further information.

Class Organisation

School classes are set by the number of pupils on the school roll. At present all of classes are straight classes: we have a Primary 1, Primary 2, Primary 3, Primary 4, Primary 5, Primary 6 and Primary 7 class.

Breakfast/After School Club

The Red Kites after school club which is held in our school's old Nursery room and caters for children after school. The after school club runs from 2.45 - 6.00pm. It is run by CaLA - the Care and Learning Alliance. A parent welcome pack is available from the school office. The breakfast club is run by the school and is also held in our school's old Nursery room. This runs from 8.00 - 9.00am and you can find out more about this service by contacting the school office.

School Hours

Times	Activity	Contact time
9.00 - 10.45am	Teaching Time	1 hour 45 minutes
10.45 - 11:00	Interval	15 minutes
11:00 - 12:30 (until 12:00 for P1/P2 & 12:15 for P3)	Teaching Time	1 hour 30 minutes (1 hour/ 1 hour 15 minutes)
12:00 - 13:00 for P1 and P2 12:15 - 13:15 for P3 12:30 - 13.:30 for P4 - P7	Lunch Interval*	1 hour (45 minutes)
13:00 - 14:45 (P1-P2) 13:15 - 14:45 (P3)	Teaching Time	1 hour 45 minutes 1 hour 30 minutes



13.15 - 15.00 (P4 - P7)		1 hour 45 minutes
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*Parents are responsible for pupils at lunchtime if they are taken home for lunch

School Term Time Dates

Autumn term starts - 16 August 2022	Autumn term ends - 7 October 2022
Winter term starts - 24 October 2022	Winter term ends - 22 December 2022
Spring term starts - 9 January 2023	Spring term ends - 31 March 2023
Mid- term break - 20, 21 and 22 February 2023	
Summer term begins - 17 April 2023	Summer term ends - 29 June 2023

Public holidays

May Day - 1 May 2023

In-service days

The first day back after summer - Monday 15 August 2022

Monday 12 September and Tuesday 13 September 2022

One day following the February mid-term break - Wednesday 22 February 2023

Monday 5 June 2023



School Meals and Snack

We are fortunate in having our own school kitchen. The standard of food served in school is high and the staff do everything in their power to offer as wide a variety of healthy meals as possible.

Two hot meals and a sandwich alternative are offered daily. The meals are payable on Mondays in advance to the cook. Cheques should be made payable to Highland Council. The present cost of a school meal is £2.30 per day. The teaching staff have no responsibility for the meals service but the children are supervised by a member of the teaching staff. If your child has special dietary needs, please inform the school.

Children with packed lunches eat with the school meals children in the hall. Packed lunches must be carried in an appropriate container and for health and safety reasons no hot food and drinks, glass containers or cans are permitted in school. The Authority cannot be held responsible for any loss or damage to packed lunches or their containers.

Notes of guidance for parents:

1. All food must be carried in a semi-rigid container with a secure lid e.g. tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil.
2. Glass bottles or containers are not permitted under the Health and Safety Regulations.
3. Vacuum flasks containing hot liquids are not permitted because of the danger of scalding.
4. Aerated drinks in cans and bottles are not permissible because of the obvious dangers these present.
5. We encourage children to have waste free packed lunches in order to support our ECO School.

If you think your child may be entitled to a free school meal, please click on the following link. :
https://www.highland.gov.uk/info/878/schools/9/school_meals



School Uniform

We encourage children to wear school uniform at all times and this is well supported by our parents. We hope that this encourages a sense of purpose and corporate identity among the pupils. On the last Friday of every month we have a no uniform day. This was established by the Pupil Council as a fun day and a fundraiser. If the children wish to have a day in school without uniform they may bring in £1. All proceeds go to charity.

Our school uniform is navy blue. A navy blue top and black/grey trousers or skirt may be worn. Plain jogging trousers can be worn but, please, no jeans.

During the autumn and winter the playground and playing field can get very muddy. It is a good idea to provide your child with a change of clothing or waterproof trousers for playtimes in inclement weather as pupils can sometimes slip in the mud.

Children should come dressed for P.E on the days their class has a P.E session. Please avoid shorts and t-shirts that are better suited to the beach or disco, team football strips and clothes with designer logos on them. With many P.E sessions being outdoors, it is advised that the children wear jogging bottoms and a sweatshirt as well as trainers.

If you think your child may be entitled to a free school meal, please click on the following link:
https://www.highland.gov.uk/info/878/schools/9/school_meals

Shoes

Please ensure that your child has a pair of soft indoor shoes to change into for school as we want to look after our carpet floors. They will also need a pair of non-slip gym shoes for P.E. in the hall. Black gym shoes are ideal.

Property

It is very helpful to us if all belongings are clearly marked with the child's name. Many items of school uniform are often misplaced and items without a name are obviously very difficult to reunite with their correct owner. This is especially important for items which are similar e.g. sweatshirts and gym shoes. Should anything go missing in school please report this promptly. Items which remain unclaimed in classrooms or cloakrooms are kept in our lost property box. Children should be discouraged from bringing items of value to school, as this often leads to upset if they are lost or broken.



Attendance

Good attendance is vital if pupils are to achieve their full potential.

If your child is absent from school for any reason, please notify us, either in writing/ email or by telephoning us on: 01464 731667 in the first instance, so that we can then formally record the absence. We are required by law to keep records of all attendances and absences over the school year. If your child does not appear in school then we will try to contact you to find the reason. Please inform the school by telephone if your child is going to be absent on that day. Please confirm in writing/ email the reasons for your child's absence on or before their return to school.

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

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

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

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

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

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

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

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

Parents have a legal requirement to ensure their child's attendance at school.

The Head teacher cannot give a parent permission to keep their child off school.



This must be a parental decision.

Early Closure Arrangements

If at any time the school has to be dismissed early the following procedures will be put into action.

1. Planned early closures: Parents are notified by letter.
2. Unplanned early closure e.g. bad weather, electricity and water interruptions:
Parents or Emergency contacts are advised of the closure by telephone.

Please note that the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or by foot rests with the parents. While accepting that their education should be interrupted as little as possible, the Education Authority wish that in severe weather conditions the safety of the pupils come first.

If the school has to be closed for any reason this will be announced on the Highland Council School Information Telephone Service and parents should check this in the first instance (see below). It may also be announced on Moray Firth Radio. During severe weather we will try as far as possible to keep schools open for children within walking distance, but we must also think of the safety of the teachers travelling to and from their own homes. All parents should use the Highland Council Telephone Messaging Service to access information.

How to use the Highland Council School Telephone Information service:

Dial Highland Council's access number - **0800 564 2272**

Now enter your own school's pin number **04 2740**

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.

You will now hear the school's name. Ensure that this is correct before going on.

You will now be taken to the MAIN MENU where you will be given 4 options:

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

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

Although we do try to give everyone as much notice as possible, sometimes we hold off making a decision until we see how the weather is progressing. It is up to parents to make the ultimate decision as to whether it is safe for their children to travel to school.



Mobile Phones in school

Whilst we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, we discourage pupils from bringing mobile phones to school due to potential issues that could arise.

When a child needs to bring a phone to school, they must hand it in to the class teacher who will keep it in a safe place in the classroom. It must be handed in at the start of the school day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone.

Parents are advised that North Kessock Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

A full mobile phone policy is available at school.

Child Protection

Protection of Children from Abuse

In terms of its child protection guidelines the authority imposes a duty on schools and staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

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 any incident which may cause concern to Social Work or the Police.

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 Services staff.

More information about Child Protection Procedures within Highland can be obtained from:

Child Protection Development Officer

Pene Rowe

Highland Child Protection Committee

Kinmylies Building

Leachkin Road

Inverness, IV3 8NN

Telephone (01463) 703421 - Fax (01463) 713237

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection



School Transport

If your child is under 8 years of age and lives more than two miles from the school or if your child is over 8 and lives more than 3 miles from the school, then free transport will be provided. All pupils travelling on school transport need to have completed the relevant form which is sent to the Area Education Office. Any parent wishing to discuss transport needs should contact the school. Frasers of Munloch currently holds the contract to transport children to and from school. Please inform the bus company if your child will not be needing transport for that day due to illness, appointments etc. The contact number is 01463 811219.

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.

Behaviour on the transport must be acceptable. Any child whose behaviour is found to be distracting the driver and causing a problem may be excluded from the bus for a period of time.

SCHOOL PLACING REQUESTS - PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Derek Martin. Placing request applications are made online at: https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

If pupils live outwith the school catchment area and their parents wish them to attend North Kessock Primary School they can contact the head teacher (Miss M Mackay) to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.



Behaviour

At North Kessock Primary we pride ourselves on the excellent behaviour of our pupils. We achieve this by setting high expectations of all our pupils and promoting positive behaviour. We have many ways in which we promote positive behaviour.

We have a whole school house point system. Every child is allocated a house which they will belong to for the duration of their time here at North Kessock. Our 3 houses are named after local mountains: Coulmore, Drumderfit and Lettoch. Pupils can earn house points for good behaviour and any member of staff can award them. The house with the most class points at the end of the week are rewarded with an additional 'dress down' day.

Each class also receives class stars to promote whole class positive behaviour and team work. The class with the most class stars each week (the Champion Class) are rewarded with 15 minutes of additional playtime. The winning class is announced during our weekly Celebration Assembly at which each class also awards a Merit Certificate to one pupil who has been outstanding within the class that week.

Each class also has its own 'peg chart.' This allows children who have completed their work well or demonstrated positive behaviour to move up the chart and become 'Star of the Day' as well as allowing pupils who demonstrate negative behaviour to take responsibility and correct this, leading to his/ her peg being moved back up. Children earn raffle tickets for being at the top of the peg chart and prizes are drawn for this every Friday after assembly.

Another method of promoting positive behaviour is giving our pupils Golden Time. Every week each pupil is given 30 minutes of Golden Time which usually takes place in the classroom on a Friday afternoon. This is free time for the children to relax and play. Golden time is a privilege for working hard and behaving well all week. Golden Time can be lost if pupils do not behave well or do not treat others with kindness and respect.

We take allegations of bullying very seriously and aim to deal with any incidents of bad behaviour very quickly. Restorative and solution focused approaches underpin our practice when resolving any disputes. For serious incidents parents are informed immediately by the Head Teacher and they are invited to be part of the restorative process which ultimately aims to ensure that the problem doesn't happen again. All parents are encouraged to inform the school immediately if they are aware of any problems their child may be having.

Working in partnership with parents we clearly state expected behaviours and values. Our Golden Rules, which are **consistently** and **fairly** applied by staff and pupils and supported by parents, are at the core of the school.



Our Golden Rules

We tell the truth

We are kind and helpful

We listen

We take care of each other

We look after property

We always try our best

Sanctions

If a child is breaking a Golden Rule the following procedures may be applied.

In the first instance, a class teacher moves the pupil down the 'peg chart' to provide the pupil with the opportunity to correct the negative behaviour and move back up the chart.

If the negative behaviour persists, the child may move down the peg chart again which would result in missing 5 minutes of Goldentime.

In the case of a more serious incident or persistent misbehaviour, the child may miss his/ her playtime over lunchtime.

Where poor behaviour continues to occur, the class teacher or head teacher would contact parents to discuss strategies to put in place, such as a report card or a behaviour chart to support the pupil in improving his/ her behaviour.

All behaviour incidents are dealt with promptly by staff and the Head Teacher, with parents being kept fully informed of more serious incidents.

If you have any concerns about your child's behaviour or the behaviour of other children towards your child please report this to the class teacher or Head Teacher immediately. We are committed to providing an environment where all members of our school community feel safe, respected and valued, and where bullying - type behaviours cannot flourish.

A link to our 'Promoting Positive Behaviour' policy:

<https://sites.google.com/fortroseacademy.org.uk/nkps/school-handbooks>

A link to the Highland Council's anti-bullying guidance:

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools



Celebrating Achievement

At North Kessock Primary we like to celebrate all achievements both in and out of school. Every child has a Learning Log, which contains snapshots of their learning at several points during the year in addition to a class achievement wall. We have Celebration Assemblies each week which allow good work and behaviour to be shared. We also have two awards that we give out termly. The pupils and staff vote to award the Flint Award for Good Citizenship to a pupil who they feel has been a good citizen. They are awarded the Flint Award in memory of Shani and Kieran Flint. The Tawonashe Trophy is awarded by staff to a child/ children who have stood out in an area of Expressive Arts (drama/ dance/ art). It is awarded in memory of Tawonashe Mudzamiri, a former pupil. Our large Achievement Wall charts the special achievements throughout the year. We also have good community links, including with both the Free Church Minister and the Church of Scotland Minister, and utilise the expertise of local groups such as Aigas and the local Bowling Club etc. We have many visitors from the community visit to enrich the children's learning.

Extra Curricular Activities

The school offers some after-school clubs run voluntarily by parents and staff. All pupils of the appropriate age are welcome to attend. Currently, there is a Saturday football club available. Due to the ongoing pandemic, we are unable to offer the range of clubs we have done previously nor participate in inter-school competitions. Hopefully, these events will resume in the future.

Health

The school nurse will visit the school periodically to check hearing and sight. You will be informed and invited to attend if your child is required to have a full medical in either P1 or P7. Please feel free to contact the school if you wish to speak with the nurse about anything. The school also has the service of a visiting speech therapist.



Medicine For Pupils

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <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



School 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 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.

Employment of Children

The employment of children bylaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

School Improvement Plan

- **This year, because of the ongoing pandemic, all schools in Highland are focusing on certain key priorities as listed below:**
 1. Health and wellbeing
 2. Recovery of learning, teaching and assessment
 3. Attainment in session 2021/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Every year we produce a Standards and Quality Report detailing the strengths of the school and areas for development. We are also required to produce a School Improvement Plan which details our priorities for the current school session. A copy of both of these documents can be requested from the school office and are also available on the school website at: <https://sites.google.com/fortroseacademy.org.uk/nkps>



Primary 7 Residential Trip

This has become an annual event in the school calendar. Each year the P7 pupils are offered the opportunity to attend a week long residential trip to an outdoor centre (Loch Insh). This session we are teaming up with Culbokie, Tore, Resolis, Munloch and Cromarty Primary Schools who are other feeder schools to Fortrose Academy. The trip helps the children to develop independence, team work and social skills. It is also a fantastic transition opportunity as the P7 pupils prepare to move up to the academy. It allows them to establish new friendships with pupils from another school before they all join together in the academy

Contributions to the Ethos and Life of the School

To encourage leadership and citizenship through-out the school all children carry out duties within their responsible roles. These range from Junior Road Safety Officers, Eco Reps, House Captains, Pupil Council Representatives, Playground Leaders and responsible roles within the class such as star pupils and messengers. Currently, due to the restrictions of the pandemic, we are not able to offer citizenship groups and look forward to returning to running these groups again very soon.

North Kessock Primary School Vision, Values and Aims

Our school vision and aims have been created through consultation with pupils, staff and parents. This is to ensure that they represent our wishes for all our pupils at North Kessock Primary.

Our School Vision

Learn daily, laugh often and be the best that you can be.

Our Values - the 3 Bs

- Be safe
- Be a learner
- Be caring

Our Aims - we aim to ensure that all children:

- ✓ are safe
- ✓ are happy
- ✓ demonstrate good attitudes to learning



✓ care for themselves and each other

Religious Observance - withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Homework

At North Kessock Primary we value the extra work that the children can undertake at home in order to underpin and reinforce their learning that takes place in school. We are also aware of the commitments that many pupils have after school in the many clubs and extra-curricular groups that they attend. When creating this policy we have considered both of the above in order to ensure that homework will be a positive experience for both children and parents.

The Homework

All children have access to their class's Google Classroom via their own Google log in details and Gmail address. All homework is posted on a termly basis on the Google Classroom and there is a table of suggested activities relating to literacy, numeracy, topic work and seasonal fun tasks. Many of the tasks set are games activities, either online or provided by the teacher. Reading books are sent home separately by class teachers and changed regularly.

The Curriculum

Many things have changed since we were children and school is no exception! A different kind of world requires a different kind of education. A good deal of our teacher's time and effort is being directed to making sure that the education your child receives is relevant for the world today and tomorrow.



The Curriculum for Excellence provides learning experiences and outcomes to enable the pupils of today to gain the right skills to be the citizens and workers of tomorrow (skills for life, learning and work).

The curriculum contains core skills that were contained in the 5-14, however they are delivered in a more active and engaging way. The children are offered more personalisation and choice in their learning to allow them to become actively involved in their own learning. The Four Capacities in the boxes on the left are the



core principles which make the Curriculum for Excellence.

We aim to deliver a curriculum that gives the pupils knowledge and skills to become all of the above. Curriculum for Excellence aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. It enables teachers to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life. Teachers plan under the 4 Contexts for Learning: Discrete subjects, Interdisciplinary Learning (IDL), Opportunities for Achievement and Contributions to the Ethos and Life of the School as well as focussing on skills for life, learning and work (Super Six Skills).

There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

The Curriculum for Excellence contains experiences and outcomes that are to be delivered to the children. We deliver them by using progressive programmes and tracking the pupils' learning.

Ultimately, Curriculum for Excellence aims to improve our children's life choices, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Principles for Curriculum Design

There are seven key principles behind the design of the curriculum 3-18:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



3-18 Curriculum Levels are set as follows:

	Stage
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

The areas covered by a curriculum for excellence are:

Expressive Arts
Health and Wellbeing
Languages
Mathematics
Religious and Moral Education
Sciences
Social Subjects
Technologies

Expressive Arts

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that as a school and a community we look for opportunities to foster partnerships with professional arts companies, creative adults and cultural organisations. If you feel you could add anything to our pupils' expressive arts experiences please contact the school and come and speak to a member of staff.

Art and Design encourages the pupils to develop their capacity to invent, create and interpret images and objects, design and make and then evaluate their work and gain insight into technological processes.

Drama builds on the natural process of using imaginative play to explore, order and make sense of the world around us.

Music can enrich the lives of pupils through providing opportunities for music making involving a variety of instruments as well as voices, listening and responding to music of varying kinds and learning musical skills. All pupils from P5-7 (depending on places vacant) are given the opportunity to learn to play a brass instrument which is taught by our visiting instructors: chanter with Mr Macgregor, violin with Mrs Anderson or drumming with Mr Caldwell.



Through **Dance** learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education and physical activity. Pupils have the opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity as well as evaluation of their own work and that of their peers.

Health & Wellbeing

Learning in health & wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Health and wellbeing is seen as fundamental to the education process.

Our Health Education programme takes account of the stage of growth, development and maturity of each individual, and the social and community context and covers the following areas:

Mental, emotional, social and physical wellbeing (Decider Skills)

Planning for choices and changes

Physical education, physical activity and sport

Food and health

Substance misuse

Relationships, sexual health & parenthood

Physical Education, Physical Activity and Sport covers the main areas of gymnastics, games, team sports and athletics. Physical activity is essential to the growth and development of children. PE offers opportunities for the development of physical and social skills, fitness and a healthy lifestyle. Every child must receive 2 hours of physical activity each week and each year our Primary 6 pupils receive a block of swimming.

In addition to regular health education lessons in each class, we have a range of additional health related activities such as Health Weeks and visiting sports coaches.

We aim to assist pupils to make informed decisions which will enable them to become healthy and responsible citizens. The school as a community has an influence on the health and wellbeing of each pupil. By creating a warm, caring, supportive atmosphere in school we try to help everyone involved know that they are valued.

Children will learn through:

- a planned programme of health topics
- circle time
- opportunities for achievement
- daily access to healthy meals, fruit, milk and water



- taking part in contributing to the ethos and life of the school.
- **Languages**

Language is at the heart of a child's learning and is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

The four areas of Language work in school, listening, talking, reading and writing cannot be taught in isolation. They are all linked together in the various activities that the teachers plan for their pupils. Pupils are taught the skills they need to successfully develop their reading, writing, talking and listening skills co-operatively. All these skills are reinforced across the curriculum.

Reading

This has always been regarded as one of the most important areas of the curriculum. Our pupils and staff fully embrace the Highland Literacy Project. This is an initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

In School

In P1-3 children will be practising their reading every day in school. In P1 pupils will receive five daily sessions and P2-3 four sessions of core reading which includes reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities.

They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions. The core reading scheme at the early stages is ORT which offers the children a variety of different story types, broadening their reading experience. Phonics schemes are structured and reinforced in class through oral and written activities.



Moving into P4-7, children work on consolidating and improving their reading skills during three main group reading sessions per week. These sessions encourage development of the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They will also be looking at the author's craft such as style, character analysis, development of settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

Real books are used in P4 - P7 and the children are encouraged to engage with the texts through higher order questioning and HLP Literacy strategies. Children are taught how to handle and use a dictionary correctly to find the meaning of words and how to answer specific questions in their reading.

The use of a thesaurus is also taught. Spelling and grammar are taught systematically throughout the school, supplemented with a wide variety of resources, including the use of Wraparound Spelling in P3 upwards. Children are encouraged to borrow library books to take home.

In addition, a further weekly whole class lesson will be focusing on writing using the Talk for Writing strategies. Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios with the opportunity to master a variety of roles.

At Home

In P1-3, whilst in the process of learning to read, children need to be given as much practise as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include:

Reading the book **to** your child and talking about it
Reading the book **with** your child (at the same time)
Listening to your child read. Remember to praise them.

*** Please note *** Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.

*Most pupils in P4 - P7 no longer take their group reading books home to practise. Research has shown that by this age, children need to have a **choice** in what is read at home, how much is read as well as when and where reading takes place, otherwise there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader. Pupils do however bring home separate books that they have chosen themselves.

Listening and talking have been recognised as vital communication skills. We try to teach the pupils to listen - to stories, to instructions and most importantly, to other people's views. Classrooms may seem noisy at times but there is valuable work going on.



Writing

Written skills need to be highly developed to meet the demands of the increasingly complex society in which we live. When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - **the secretarial skills** - and the other is what the child is trying to communicate through his writing - **the composing skills**. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing.

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At other times children may write something for an external audience, intended to be read by someone outwith the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

Early handwriting skills are developed using Nelson Writing. Creative writing is developed using 'Talk for Writing' strategies. Creative writing may be aided by the use of computers/ chromebooks which allows pupils to concentrate on content rather than being concerned about presentation.

Pupils' spelling is developed using the teaching of phonics (and use of 'Phonics Bug' program), the Highland Literacy Project high frequency word lists and, from P3 upwards, the Wraparound spelling programme.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Pupils are also encouraged to peer and self-assess their own work and set personal targets for their next piece of writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

Parents can help with writing

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has the child communicated his ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the 'secretarial skills' should be thoughtfully and tactfully dealt with.



Modern Languages

Pupils in P1 upwards receive regular lessons in conversational French and P6 and P7 also receive additional German lessons.

Mathematics

Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

The main areas covered are:

Money, Number and Measure
Shape, Position and Movement
Information Handling
Problem Solving and Enquiry

Children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy. At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has been taught before.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change and checking that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.



Religious and Moral Education

Religious education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life.

The main areas covered are:

Christianity

Other World Religions

The development of values and beliefs.

Pupils should also be encouraged to develop understanding and respect for people of other faiths and people who adopt a non-religious stance. When planning for religious and moral education, we take account of our community and the context in which the children and young people live.

Once a month one of our school ministers; Mrs Susan Cord leads our assembly. We also have regular visits to classes from Mr Renwick, also a school minister. Our other assemblies are a mixture of class assemblies, Head Teacher assemblies and Celebration assemblies.

Parents have a right to withdraw their children from Religious Education if they so wish, after consultation with the school.

Sciences

Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment.

The science outcomes are:

Planet Earth

Energy

Communication

Forces and Motion

Life and Cells

Materials

Tropical Science

At North Kessock Primary pupils will experience science, social subjects and health and wellbeing through interdisciplinary learning (projects), which is when links are encouraged with other areas of the curriculum to provide learners with a deeper, more enjoyable and active experience. Where possible speakers/visits to places of interest are arranged to enhance pupils' learning. At times they are also taught as discrete subjects (stand alone) depending on the content being taught. Projects are carefully planned to take account of the knowledge and experience already gained by the pupils and we aim to build on this at each level, raising the pupil's awareness of their surroundings, not only locally but in global terms.



Social Studies

The experiences and outcomes are designed to stimulate the interest and motivation of pupils to become involved in their local community and in the wider world.

The areas covered are:

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

Through social studies, children and young people 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 of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

As our pupils participate in social studies they will:

- develop their understanding of history, heritage, culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further a field
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise
- establish firm foundations for lifelong learning and for further specialised study and careers



Technologies

Opportunities for our pupils to develop their understanding and use of technologies will be sought in all areas of learning and teaching and will involve the following areas:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to your child's age and stage of development. At North Kessock School we aim to equip our pupils with the learning and employability skills required for the 21st Century.

Our overall aim of the ICT curriculum is 'to develop in young people knowledge, skills and informed attitudes in relation to information and communications technology'. In developing ICT capability pupils are encouraged to:-

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society



Assessment, Tracking and Reporting

Assessment is an important and integral part of the learning and teaching process. It is part of the process of planning, when account is taken of the pupils' previous experience; and part of teaching, as the teacher and pupil constantly monitor the effectiveness of learning and teaching. In North Kessock Primary School we encourage the active involvement of pupils in their own learning from entering School in P1 to moving on to the Academy at the end of P7.

At the start of lessons teachers share the learning intentions and the success criteria with pupils. Skills that are being learned in the lesson are also discussed, using the 'Super Six' skills. This gives pupils the knowledge of what they are about to learn and what is required to complete the given task as well as what skills are being developed. The concluding plenary session allows pupils to reflect on the success of their learning and their next steps. Opportunities for self, peer and group assessment are provided. This encourages pupils to be actively involved in their learning, identifying and setting their own targets and evaluating their own successes.

Formative assessment is an important aspect of the classroom. Pupils are increasingly likely to have "talking partners" or "elbow partners" - someone with whom they can discuss solutions or ideas about different aspects within the curriculum. There may be a "no hands up" policy from time to time in the classroom - whereby the teacher will ask pupils to answer or to explain to the rest of the class the process by which they achieved their answer. It can be quite demoralising for pupils to be sitting next to someone who always gets an answer quickly and throws up their hand to answer, especially those who announce "I've got it" in a loud voice! Having enough time to think through an answer without distractions is very important. Research shows that pupils remember things better when they are explained by other members of the class, so this is becoming more of a feature in classes today.

Assessment of children is on-going, and each child will work at a level which is suitable to his/her stage of development, as seen by the school. During the year, parents will be given opportunities to discuss their child/children's progress with Staff. During the school session all children will be involved in both formal and informal assessment across the curriculum. Pupils are being continually assessed by their teachers in order to make sure that every child is working to his/her full potential.

When planning his/her work, the class teacher takes account of individual differences and plans accordingly. S/he also keeps records of work, recording how well the children are managing the work demanded of them. Assessments must constantly be made by the teacher to ascertain the progress a child has made, to diagnose his/her difficulties, and to discover his/her capabilities, so that s/he may plan a programme for him/her which is appropriate to his needs

Staff conduct regular observations which lead to next steps in learning and their plans are responsive to the pupils' needs.



Teachers track progress using the progress codes that measure achievement in the yearly written report to parents which go out during our last term. Every term we like to share progress with parents:

Term One - Parents' Evenings

Term Two - Open Afternoon - sharing of Learning Logs

Term Three - Parents' Evenings

Term Four - Written Summary Report/ Open Afternoon (sharing of Learning Logs)

The ongoing pandemic has affected the way in which we are able to engage with parents - currently parents' evening appointments take place virtually and we are unable to invite parents into school for Open Afternoons. However, we are sending Learning Logs home more frequently for parents to view their child's progress.

We have Learning Logs throughout the school from Nursery up to Primary 7. Each pupil has a book, which contains snapshots of their learning and records of their achievements both in and out of school. These will be shared with parents on the Open Afternoon and at both of our Parents' Evenings and we encourage you to share in your child's progress and comment upon it. Each key assessment task included in a child's learning log contains a section for parents and we value all your feedback and comments.

We encourage all parents to contact either the head teacher or the class teacher immediately for an appointment at any other time if they have concerns about their child's education or well-being.

Tests

Children may undergo tests or diagnostic tasks as part of the Assessment Programme. Such tests may be commercially produced and may be administered to an individual group or class of children at any or at a particular time of year. These tests may be administered by the Class Teacher, Management Team or Support for Learning Staff. All children in Highland Council undertake the SNSA assessments at the end of Primary 1, 4 and 7.

For more information on assessment, please go to:

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



Support For Learners

Staff in school are part of a multi-agency approach to ensure that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected and Included. North Kessock Primary School is an inclusive school catering for a wide range of educational needs. In the case of educational needs relating to behavioural and/or learning difficulties, the class teacher and members of the Support for Learning Team provide support. Support staff and Class Teachers work in close co-operation with children of all abilities across the curriculum.

All pupils in school have a Named Person who has the overall picture of pupil progress (usually the Head teacher). If you think that your child has additional support needs, please contact either Miss Mackay (Head teacher) or Mrs Murdoch (ASN teacher). You can also access additional information by going to the Support for Learners' website by clicking on the following link: [Support for Learners Website](#)

The role of the Support for Learning Staff is to provide support for children of all abilities and this help may be short/long term. The Additional Support Needs Teacher may work in a team teaching situation with Class Teachers and have contact with a number of pupils within the class. Support for Learning Staff may also, on occasion, work with individual children. At some time during their time in school all children will see Support for Learning Staff in the class areas and perhaps work with them.

Where a child's needs cannot be met by school staff alone discussions are held with partner agencies such as Health, Educational Psychologist, Speech Therapist or Social Work as appropriate. A single shared assessment is carried out (see below The Highland Practice Model) to ensure the child's needs are met. Before consultation with other agencies can take place parents are fully consulted. Solution Focused meetings are held to which parents and children are invited. Parents are consulted and kept fully informed. There is regular monitoring of support programmes and liaison meetings.

For more advice, further information about or support for the parents with ASN:

- (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



Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/ or Head teacher (01463 731667). If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at: http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

The Highland Practice Model

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

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher.

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/info/886/schools_-_additional_support_needs/1/support_for_learners

<http://enquire.org.uk/>

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

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

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

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



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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

<http://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>

Equality and inclusion

For up-to-date information please see:

<http://www.highland.gov.uk/info/751/equality diversity and citizenship/313/equal opportunities>

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Working in Partnership 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.

The majority of a child's learning comes from the home and the education of your child is a joint responsibility. We need to work together to provide the best we can for your child. Research shows that children are more likely to do well at school if their parents support them. Parental interest really does make the difference. Parents can help by encouraging their child to discuss experiences of every kind - television programmes, visits to the supermarket, trip to see relatives, the birds in the garden and so on. Children should be encouraged to wonder why things are as they are and to think about solutions to problems.

All experiences bring learning possibilities. You can point out plants, birds, insects, shapes, colours and many other things. Parents can draw their children's attention to what is around them, to look in detail and discuss what they see.



We encourage parents to become involved in the life of the school through attending Open Afternoons where by your child/children will showcase their learning. Also we keep parents updated in the life and the work of the school through regular newsletters, letters, emails, the school website/ Twitter pages as well as community events and shows. We are always looking for parents to become involved in the school through helping out with curricular activities and events. If you think you can help please contact the school. We regularly seek parent views in many ways and use this information to inform our School Improvement Planning.

There are also workshops and information evenings whereby we update parents on how we are addressing the Curriculum for Excellence, School Improvement Planning, new ways of working and provide information on how to support your child's learning at home. These evenings aim to help parents support their children's learning.

Everything we, the parents and teachers can do to help our children will enable them to take their places as responsible, educated members of our society.

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

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

'Open door' Policy to Parents

We like to operate an 'Open Door' policy here at North Kessock Primary School. Parents are always welcome to call in whether it is to speak to the Head Teacher or teaching staff. Please be advised it may be necessary to make an appointment due to class commitment. However, parents can be assured one will be made as soon as possible for both parties.

Our school office is staffed by our clerical assistant Mrs Macrae from 8.30 until 2.45pm each day.

POLICIES

The school holds a variety of policies within the school which are reviewed and updated. Some of the policies which are available in the school for inspection:

- Child Protection
- Administration of Medicines
- Health and Safety
- Behaviour
- Emergency Planning Procedures
- Learning and Teaching
- Homework
- Highland Education Positive Education Positive Relationships and bullying prevention policy

A full list of Highland Council polices can be found here:

http://www.highland.gov.uk/info/893/schools__general_information/29/school_policies_procedures_and_guidelines



Parent Council

A Parent Council supports the work of North Kessock School. The Council has a number of functions and duties, some of which include promoting contact between the school, parents and the community, ascertaining the parents' views and reporting on the Council's activities to parents. Other duties include participating in the selection of senior promoted staff.

As parents of a pupil in North Kessock you are automatically a member of the Parent Forum. The Parent Council has drawn up a Constitution which has enabled it to have a standing body of parents who hold regular meetings to reflect the views of all parents, so please do not hesitate to make your views known to them. Documents relating to the Parent Council meetings and discussions are available for inspection at the school and meetings are open to all who wish to attend.

If any parent is interested in contacting the Parent Council members, please contact the school where we will give you the appropriate contact phone number.

Parent Council Objectives:

- To promote a strong working relationship of pupils, their parents, staff and local community.
- To promote a learning environment that is safe, inclusive and tolerant.
- To promote and develop activities that supports the education and welfare of pupils.
- To represent the views of parents on general matters concerning the education and welfare of pupils.
- To support the school and parents in fundraising activities, to raise funds, apply for and receive grants and accept gifts for the general benefit of the school and pupils.
- To report to and consult with the Parent Forum on a regular basis.
- To represent the Parent Forum in the appointment of the Head Teacher to the school.

Membership

The Council will have a minimum of three and a maximum of eight members from the Parent Forum, with the staff of the school choosing one representative.

The Head Teacher attends all meetings and the local councillor has a right to attend all meetings.

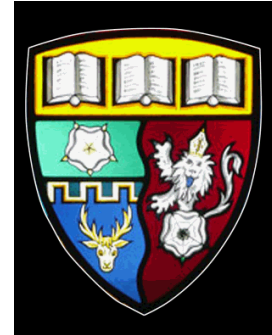
A copy of the full Parent Council Constitution can be obtained from a Council member.



Transfer to Secondary School

According to the Parents Charter, parents have the choice of Secondary Schools to which they may wish to send their children. The feeder Secondary School for North Kessock Primary is:-

Fortrose Academy
Academy Street,
Fortrose.
IV10 8 TW
Tel: 01381620310
Head Teacher: Mr. G. Maclean



Moving on - From P7 to S1

To ensure that the move from Primary School to Secondary School is not looked on as a major hurdle, regular contacts are made between the Secondary School and the associated Primary Schools which help make the transition as smooth as possible.

The Guidance Departments of Fortrose Academy visit North Kessock Primary in May/June to meet with the pupils and discuss any worries. For those with additional support needs a meeting is set up in term 3 to discuss their needs and enhanced transition.

Fortrose Academy arranges a week long induction to Secondary life during June.

If parents decide to choose any other school as their choice of Secondary school then they must provide their own transport for their child to and from the school.

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 we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

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

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.

Equality and Inclusion

For up-to-date information please see:

https://www.highland.gov.uk/downloads/file/11627/promoting_diversity_and_equality_policy

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.



Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2022/2023 pupils born between 1 March 2003 and 30 September 2006 can receive payments from August 2022. Pupils born between 1 October 2006 and 28 February 2007 can receive payments from January 2023. Further information on full eligibility criteria and the online application process can be obtained from the school or at:

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

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

Please get in touch with your child's named person or the Head Teacher if you have any concerns.



Complaints

If a parent has any concerns they should contact their child's class teacher in the first instance, or the Head Teacher for more serious issues.

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 Area Education Manager:

Mr D Martin
Highland Council Offices
High Street
DINGWALL
IV15 9QN

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

For further information about reporting concerns, please go to Parentline:
<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Conclusion

We hope that this handbook provides you with an understanding of our school, our aims and how we endeavour to achieve these. Should you wish to visit the school you will be made most welcome. We look forward to having a happy and successful partnership with you and your child.

From Miss Mackay and the North Kessock Primary School Team.

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.