



Poolewe Primary

2021 – 2022 Handbook



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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POOLEWE PRIMARY SCHOOL

Our Vision Statement

At Poolewe Primary School we aim to create an environment where pupils and staff achieve their best, work hard, feel happy and valued at all times.

What we value

We value the environmental work we do as a school

We value and celebrate all forms of achievements and success in and out of school

Aims

The aims of Poolewe Primary School are :

- To provide a safe and stimulating environment in which our children learn positive attitudes, develop good self-esteem and become confident individuals.
- To develop active learning styles throughout the curriculum with an emphasis on outdoor and co-operative learning
- Ensure that children have an active part in learning and achieve their potential
- To make informed decisions about our mental, emotional, social and physical wellbeing
- To be responsible citizens, showing respect for everyone and ownership and pride in our school and community.

- To strengthen links and work co-operatively with other primaries and High School, parents and the community to share good practice and ensure smooth transitions and relevant curriculum.

Date of last review of aims: June 18 (next reviewed by Jan 2022)

Aims developed by, and shared with, staff, pupil council, all pupils and parents

SCHOOL INFORMATION

Address

Poolewe Primary School

Poolewe

Ross-shire

IV22 2LA

Telephone: 01445 781340

Email: poolewe.primary@highland.gov.uk

Website:

[https://sites.google.com/highlandschools.net/pooleweprimary/
home](https://sites.google.com/highlandschools.net/pooleweprimary/home)

Twitter: @pooleweprimary

<u>Staff</u>	<u>Post</u>
Mrs Natalie White	Head Teacher
Mrs J MacIver	Principal Teacher
Miss M MacRae	Teacher
Miss J Harrison	Teacher
Mrs N MacLellan	Clerical Assistant
Miss S MacDonald	Pupil Support
Mrs F Gorman	Pupil Support
Mrs Hardman	Catering
Mrs Robertson	Catering
Vacant	Piping Instructor
Mr D McIntosh	Drumming Tutor
Mrs J Stephen	Cleaning
Mrs Robertson	Facilities Management

Poolewe Primary

Poolewe Primary School is a rural school set beside the beautiful River Ewe in the village of Poolewe. The school has a pleasant outlook, with a small playing field and wildlife area to the north. The playground at the back is tarred and has been marked with playground games.

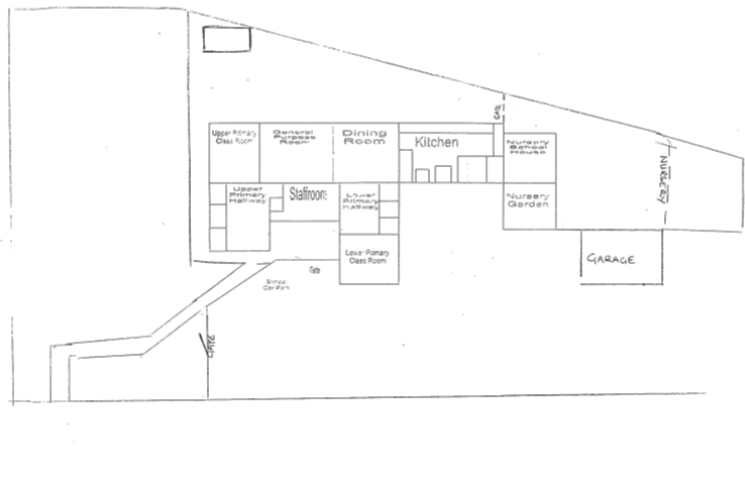
The catchment area for the school is from Poolewe to Cove. The School consists of two classrooms, a general-purpose area used for Drama, PE and other activities and a dining room.

Parents wishing to pick children up can park opposite the church and walk up the steps to the school.

The Nursery is housed in the old school house attached to the school and has its own entrance. The nursery has its own sensory garden and grass area. The nursery children use the tarred area at the back of the school as well.

At present there are 19 children in the school in 2 classes – River (P1-3) and Pond (P4-7). In January 2022 the nursery will re-open with 2 children.

Plan of school



School Hours

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.

Opening	08.50
Morning Interval	10.30 – 10.50
Lunch	12.30 – 13.15
Dismissed	15.20 (finish 13.15 Friday only)
Nursery Hours	08.50 – 3:15 Monday-Thursday
	08.50 – 13.15 Friday

The School Year 2021 - 2022

OPEN

CLOSE

2021 Monday 16th August (staff only)

2021 Tuesday 17th August Friday 8th October

2021 Monday 25th October Wednesday 22nd December

2022 Thursday 6th January Friday 1st April

2022 Tuesday 19th April Thursday 30th June

Mid-Term Break

21st and 22nd February 2022

May-Day Holiday

2nd May 2022

In-service Days

Monday 16th August 2021

Monday 13th September and Tuesday 14th September 2021

Wednesday 17th February 2022

Thursday 5th May 2022

Enrolment

Parents wishing to enrol a child should contact the Head Teacher. Annual infant enrolment takes place in late January.

Arrangements are made for P1 induction from Jan - June.
Intake for the nursery depends on the age of your child. Nursery enrolment takes place in February.

Placing Requests

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 Don Esson, Area Care & Learning Manager (West)

Wester Ross, Skye, Lochalsh & Lochaber, Area Education Office,
Fingal Centre, Viewfield Road, Portree, Isle of Skye. IV51 9ES

Placing request forms can be obtained from:-

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live outwith the school catchment area and their parents wish them to attend Poolewe Primary they should contact the Head Teacher to arrange a visit.

Transport

Children under age 8 are eligible for transport if they live 2 or more miles from their designated school by the shortest available route. This distance is increased to 3 or more miles when the child is aged 8 or over. An application form can be found on the Highland Council website :-

http://www.highland.gov.uk/info/878/schools/12/school_transport

Alternatively you can request a form from the school office. All pupils who have been accepted on to school transport must carry a bus pass. A pupil whose home address changes will have to reapply for school transport in order to get an updated pass. The Highland Council charge for concessionary places on school transport . Part-week concessionary passes may also be available. Pupils who are entitled to free school meals are exempt from the charge.

High School

Pupils normally transfer to Gairloch High School at the end of Primary 7. High school teachers visit the local primaries and there are opportunities for both parents and pupils to visit the school. Contact details are:- Gairloch High School, Gairloch, Ross-shire. IV21 2BP Tel. 01445 712275

Uniform

All pupils are actively encouraged to wear school uniform to assist pupils in identifying positively with their school. Parents have offered their support for the following policy.

Pupils should wear school uniform on a daily basis. The uniform is designed to be smart, yet practical and economical. It comprises a combination of the following:

Royal blue school sweatshirt/hoodie with embroidered badge*

Dark trousers / skirt / shorts/ pinafore

Royal blue or white T-shirt or polo shirt with embroidered badge*

Fleece with embroidered badge* (optional)

*These items are available from our supplier and an order form is issued in the summer term so that uniform can be ordered for the start of the new school year.

For indoor use only, pupils will also require to have a pair of indoor gym shoes.

PE kit consists of a change of T-shirt, shorts and trainers or gym shoes. Please note that tops which advertise are discouraged in school.

Clothing Grants

Clothing grants are available towards the cost of school uniform. These forms are available on the Highland council website . Parents can be assured of confidentiality.

School Tuck Shop

The pupils can purchase fruit, toast, oatcakes, scones and milk from the school kitchen at break time. Please note that no sweets or chocolate are allowed in school. Teachers will organise treats for special days such as Halloween and Christmas. The following prices have been set for the tuck shop:

[Morning Break at Poolewe Primary](#)

Pots of mixed Fresh Fruit/ Fruit	15p
Slice of Toast	15p
Scone (plain or fruit)	25p
Oatcakes	20p
Glass of Milk	20p

School Lunch

School Lunches are made on the premises. A four week menu is sent home but the children make their choice at the start of each school day. Primary 1-3 pupils receive free school lunches. Meals cost £2.30 a day for P4-7 pupils. Payment is made for the week on a Monday. Cheques can be made payable to 'Highland Council'.

Free meals are available depending on family circumstances and application forms are available online on the Highland Council website.

If your child requires a special diet for health reasons such as allergies, intolerances, diabetes or other reason, please request a 'Special Diet Request Form' from the office. The request will be considered in consultation with the school meals service and where appropriate they will seek the advice of a dietician. If you are requesting a diet for health reasons but this has not been prescribed by a dietician or doctor, we recommend that you inform your GP so that they are aware of the situation and they can provide any necessary supervision or advice.

Packed Lunches

Pupils taking packed lunch are supervised in the dining hall. The Education authority has issued some advice regarding packed lunches.

- All food is to be carried in a semi-rigid container with a secure lid and should be separate from school books.
- Glass bottles or containers and vacuum flasks containing hot food or liquid or fizzy drinks are not permissible in school.

How Parents can Support the School/be involved with the school

Our school values, and welcomes the help of parents and family members with school activities and events and also the support that can be offered to the management of the school.

Can you help on a regular basis during the day?

- With art or drama activities
- Running a lunchtime club
- Walking children to out of school activities such as swimming lessons
- General help in the class for example with reading

Do you want to help more formally?

- Join the parent council
- Share ideas with the class teacher or head teacher
- Join an advisory group that may discuss a specific topic
- Take on a project

Do you have a skill to share?

- Gardening in the school grounds

- Painting for example scenery for the school play or help with a frieze or sculpture
- Storytelling either to a whole group or one to one
- Cooking for special occasions or life skills
- Sports to further develop skills and abilities or just for fun

Could you talk about your life or work?

- Languages – teach the children a few words in another language, tell them about another culture
- Older members of the community can talk about their experiences growing up.
- Talk about your work, how you use numeracy and literacy and what other skills you developed to make you successful in your role

Just be there!

- Helping or transporting children on school trips
- Support special events

Whatever you can do and whatever level you would like to get involved at, we would like to welcome you to our school.

Poolewe Parent Council

A parent council is a group of parents in a school who represent the views of all parents and work in partnership with the pupils, staff, head teacher and local authority to achieve the best for the pupils at the school.

The objectives of Poolewe Parent Forum are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of the parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- To raise funds, apply for and receive grants, and accept gifts for the benefit of the school.

Poolewe Primary Parent Council meets termly with the HT to continue to support the school and to carry forward the objectives. All parents are welcome at these meetings. Email : Poolewe Primary <pooleweppc@gmail.com>

Parents/Guardians/Carers as Partners

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep the parents informed regarding their child's progress and any key decisions being made about their education. This includes:

In the autumn term, usually November, when your child is relatively new into the school year. This is a verbal update report letting parents know how their child is settling in and performing in the new session.

1. P1-7 have their final teacher/parent interview in March . This is so that any concerns can be addressed before transition or the end of the school year.
2. The children invite parents to an open afternoon each term where children will share their work with parents, giving an opportunity to self-evaluate and talk about the work they feel has improved in the last two terms.
3. In the summer term when your child is about to move into a new year or is transferring to High School, an annual written report is sent home with a feedback form for parents to make a written comment about the report.
4. During the year parents also receive copies of key assessment tasks to help inform them of their child's progress on an ongoing basis .We seek parental feedback on these tasks to further aid and encourage your child's learning.

Progress

Parents wishing to enquire about a pupil's progress at other times are invited to make an appointment with the class teacher.

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

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

Parental information is obtained from questionnaires, at Parent evenings and from Parent Forums.

The Head Teacher can be contacted easily to discuss any issues.

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/>

Parent Workshops and Forums

Parent meetings will be held in school during term time to inform parents about important aspects of the curriculum. Parents will have a chance to discuss changes, new methods and issues of concern within the curriculum involving school, regional and national priorities.

School Newsletter

We have recently moved this to the school website:

<https://sites.google.com/highlandschools.net/pooleweprimary/home>

We also send home letters and emails with relevant information.

Open Door Policy

Parents are welcome to call at the school by prior appointment with the Head Teacher or class teacher, to discuss any problems, complaints etc. Where appropriate, matters raised will be treated in strict confidence.

School boards

Pupil Council, Eco Committee, Global Guardians and Junior Road Safety Officers.

Each school year the pupils nominate themselves to be a representative on one of the school boards. The boards meet fortnightly throughout the year with the Head Teacher. Representatives are encouraged to raise issues of concern amongst fellow pupils and help to improve the school / environment, to think of others through charity work and make the school a better and happier place for everyone involved. More information can be found on the school website.

How best to support your children

There are many ways to support children's learning at home and this is by no means an exhaustive list. Please meet with your child's teacher if you would like further ideas about how to support your child.

Numeracy

Numeracy is a vital skill and is important in everyday life. Families can support children by providing them with opportunities and experiences which allow them to apply their skills. At home:

Time – Encourage your child to use a watch or clock both analogue and digital. Younger children can use rhymes for days of the week, seasons and months of the year. When a little older, children can read timetables, TV schedules. Ask them to work out durations, length of programmes. Let your child use a calendar. Ask them how many days are in a month, or how many weeks until their birthday etc.

Money – Let your child become familiar with coins, or add using money. Older children can think about best deals and budgeting.

Estimating – Let them become familiar with metric measurements and for older children the equivalences in imperial measurements. Ask them to estimate how long something is, how much time something will take or how much something holds. For example what length of paper to wrap a present, or how many cups will this bottle fill?

Logical thinking – ask your child to explain their thinking, consider consequences, draw conclusion, sequence actions. Use newspapers, activities, magazines, TV or internet as a stimulus for discussion.

Literacy

Help develop the skills to be able to read and write accurately, to listen carefully and to talk clearly about their ideas. You play a crucial role.

Read to your child every day. If your child is in the upper school read a book that is slightly more difficult to develop listening skills and increase their vocabulary and develop their imagination. Encourage the children to read a wide variety of material – books, blogs, papers or magazines, the back of the cereal packet. Discuss with your child what they are reading; ask them questions about their thoughts on a character and why they think that way. What they think might happen next.

Teach your child nursery rhymes, rhyming poems and stories so that they recognise the patterns in language.

Make sure they form their letters correctly, that capitals are in the correct place, encourage them to join their writing. Ask them to keep a holiday diary, write a letter or email to a friend or relative, make an invite, review a computer game.

Encourage them to discuss topics which come up in the family or from the news. Ask them to offer opinions and to be able to justify them.

Learning and Teaching

Each learner should feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The teacher has a central role to play and should develop and maintain good working relationships with pupils, as a class and as individuals if successful learning is to take place. They should engage with the key principles below to inform learning and teaching:

Engagement

Learners need motivation. Children should feel positive about being involved and although learning brings its own emotional or intellectual rewards sometimes learners require an external incentive or recognition such as certificates.

Participation

Learners should be active and take as much responsibility as possible for their own learning. They should lead whenever

possible. They should be aware of their learning styles and confident enough to seek help, whatever form it takes.

Dialogue

Learners should talk through their learning regularly with their teachers and peers.

Thinking

Learners should be positively critical: questioning, investigating, testing, seeking after the truth about themselves and others and the world in which they live.

An excellent learning experience will include many aspects of the following, most of the time:

- People welcoming other people, enjoying each other's company and having fun through challenge and hard work
- Learners reviewing prior work, making choices and agreeing what needs to be done, how it is to be done, where and when and using appropriate resources.
- Learners leading – asking each other meaningful questions which require thought, engaging in dialogue as a class and in groups, modelling processes and demonstrating knowledge and skills to each other and audiences.
- Learners understanding and sharing of standards, self and peer assessing, receiving meaningful feedback about what has been achieved and agreeing next steps to improve.

The Curriculum for Excellence

The emphasis will be on seeing the whole child and recognising achievement both in and out of school, raising standards in learning and teaching and improving our children's life chances.

It aims to provide:

- Engaging learning opportunities
- Greater choice for pupils
- A single coherent curriculum for all young people aged 3-18.

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways. It also poses challenges for learning and teaching.

Curriculum for Excellence aims to:

- focus classroom practice upon the child and around the four capacities of education:
 - successful learners
 - confident individuals
 - responsible citizens
 - effective contributors
- simplify and prioritise the curriculum
- encourage more learning through experiences

- create a single framework for the curriculum and assessment 3-18.

The intention is to alter the balance between a curriculum that is heavily dependent on content, to one where we have learning and teaching approaches that improve pupils' understanding of what is being taught and to make learning active.

Principles for curriculum design

We focus on the following principles as we try to take the curriculum forward.

Challenge and enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

Breadth

All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety

of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Parents can access more information on Curriculum for Excellence and the four capacities on the Education Scotland Website :- <http://www.educationscotland.gov.uk>

Assessment

'Building the Curriculum 5' states that, ' Assessment approaches should help learners to show their progress through levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning'.

We aim to do this by showing a breadth of learning, showing children can meet the challenges set out in the experiences and outcomes and can apply what they learn in new situations.

The expectations about progression through the curriculum levels are shown in the table below

Early	The pre-school years and P1 or later for some
First	The end of P4, but earlier or later for some
Second	The end of P7, but earlier or later for some
Third / Forth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior	S4 – S6 and college or other means of study

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

Teachers will use the assessment process as evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets. Tracking of progress is ongoing throughout the school year. Diagnostic assessment using a range of approaches is also ongoing throughout the year as and when required.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a

supportive school. Pupils should make use of feedback, in all forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son's or daughter's progress through pupil reports and through discussion.

Highland Schools have in place systems which assure the quality of their summative assessment. All staff involved in teaching share standards at regular meetings throughout the year. They meet to discuss and cross mark children's work; they build examples from pupils who carry out work with no support or a minimum of teacher support. This gives a truer picture of the child's attainment. They compare these examples anonymously with examples from other schools within the Gairloch Associated School Group (ASG) and national examples which are provided for teachers online.

The School Curriculum

The following information breaks down the curriculum and gives a brief outline of our current practice. We review the curricular areas on a regular basis to help us aim towards best practice.

A copy of the school's latest Standards and Quality Report and School Improvement Plan is on our website and it contains further details about our strengths and development priorities.

Literacy

Language covers: Listening and Talking, Reading, Writing and Modern Languages. To provide learning experiences in these areas, teachers use a wide range of methods and contexts. At times skills may be taught separately or integrated through other curricular areas; writing reports is a necessary part of a science project, discussing books, experiences or news and media develops talking and listening skills, taking part in music, art, drama helps to develop listening skills.

Writing

This involves imaginative writing, personal writing, functional writing and poetry. In writing we use a variety of approaches supported by schemes and initiatives such as 'Talk for Writing,' and the 'Highland Literacy Approach'. Writing is also shared at class level or at assembly.

Reading

We try to provide for the children a full range of purposeful reading tasks in as meaningful a context as possible. In the Nursery class the children are encouraged to become familiar with books through listening to stories, role-play and the provision of story sacks. The school uses the Oxford Reading Tree scheme, Oxford Phonic readers, Treetops, Kingscourt fiction and

non fiction and Collins Big Cats. In Primary 1 your child will begin by bringing home a storybook and extended version of the same story for the parent to read to the child. Once children have the mechanics of reading the emphasis is then on higher order reading skills: for example; selecting the main idea, inference, and prediction, skimming and scanning. They are also helped to use reference material in books, posters, tables and from the internet. Children are given many opportunities to read for pleasure. We aim to foster a love of books.

The mobile library visits the school every three weeks on a Tuesday afternoon. Responsibility for books borrowed from the mobile library rests with the parents.

Talking and Listening

Talking and listening is encouraged throughout the curriculum. Younger children are encouraged to talk about their experiences, while older children are asked to present prepared talks to their classmates and to debate and discuss ideas and issues in class. The children are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers.

Modern Languages

In Poolewe Primary all pupils learn Gaelic and sign language. The children will concentrate on simple conversation covering topics such as the weather, birthdays, clothes, food, classroom objects festivals, the body, animals etc.

Mathematics

The school uses a progressive maths programme which covers all outcomes in a Curriculum for Excellence.

We use a variety of resources to support the teaching of Maths from ICT based activities such as Sumdog to resources and approaches from Highland Numeracy and activities drawn from a range of schemes such as Scottish Heinemann Maths, Teejay Maths, Active Maths.

Most concepts are developed through practical activity and interactive lessons. Every attempt is made to ensure that pupils are given work appropriate to their needs and diagnostic assessments are utilised regularly to ensure that learning is planned at the correct level for each group.

Interactive mental maths is taught throughout the school. Children enjoy these sessions where they use a variety of approaches to increase their confidence in mental calculations.

Social Studies, Science and Technology

This includes History, Geography and Modern Studies, Science, ICT and Technology.

Poolewe Primary has developed a cyclic plan, which provides a progression of skills, and a balance of topics which develop knowledge and understanding and concepts. The learning is

planned in an interdisciplinary format where learning from several areas is covered within one topic.

[Digital Literacy](#)

This is described as the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Our curriculum is based on a progressive approach to learning called Digital Footsteps encompassing technical skills as well as safe use of the Internet.. Pupils have individual chromebooks to support their work in this area.

[Health and Wellbeing](#)

Health and wellbeing is a core curricular area. Physical, emotional and social health are all covered. We have created a progressive curriculum in Health and Wellbeing to ensure all aspects are covered throughout a child's primary career.

An effective programme of education about Relationships and Sexual Health is best built on parents and school working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow. Parents will be offered a chance to preview the programme of work if they wish.

In Personal and Social Education the children will consider the relationships within the school. It is important in creating a happy and caring atmosphere in the school. The children are

helped to acquire self-discipline, self-efficacy, self-esteem and the consideration of others. We expect to give children increasing responsibility as they get older to help develop a positive and responsible attitude towards their work, peers, school and the community.

Religious and Moral Education

The multicultural nature of the world is examined in stories and in project work and every effort is made to help the children to understand different cultures and the needs of people in different parts of the world. Christian education and religious observance are both part of the curriculum and local religious groups and occasional charity people are invited in to talk to the children. The children also investigate and understand the responses which religious and non - religious views can offer to questions about the nature and meaning of life. Children are helped to develop moral values such as honesty, justice, freedom and fairness for others and involvement with charities.

Assembly

Assemblies are held on a weekly basis. They provide a valuable opportunity for the whole school to meet and to share in news of events going on in and around the school. We have one religious observance assembly each month. Star Pupil awards are presented to a pupil from each class as a celebration of achievement. Pupils are encouraged to share out of school

successes at assembly for example swimming badges or certificates or a new tune they have learned to play on their instruments.

[Religious Observance, Withdrawal](#)

Parents have the legal right to withdraw children from religious lessons/ observance if they wish. Parents are asked to inform the head teacher in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

[Expressive Arts](#)

In the Primary School, expressive arts fall into four categories, music, art and craft and design, physical education and drama. The school aims to give pupils as wide an opportunity as possible to experience and explore these areas of creativity.

[Music](#)

P5-7 receive 6 lesson per session from Feis Rois on traditional Scottish music and song. Each class participates in music making and singing with their class teachers usually linked to their class topics. We have visiting instructors in piping, drumming and fiddle.

[Art and Design](#)

The main areas for development are drawing, painting, collage and three-dimensional work. Learning experiences in the use of

different techniques and the appreciation of the work of others is encouraged.

PE

Class teachers provide a well-balanced range of activities for all pupils. Children have a block of swimming lessons at our local pool. The school also has a school sports day and takes part in local and county sports events.

Drama

The school offers regular opportunity to take part in drama activities. These activities help to develop self-confidence and audience awareness. They help children through role-play and exploring emotions and situations.

Visits outwith School

To broaden children's experiences and to support learning, the children can be taken out of school on trips. These trips will enhance an area of the curriculum such as social studies, science or P.E., or allow for competition. Some trips are purely for the enjoyment of the children such as beach day where we encourage the children to interact and mix socially. We do not require parental permission for all local trips. All trips further afield require parental permission and children will not be able to take part in trips without it.

Personal Learning Profiles

Research shows that effective personal learning planning helps to raise achievement by increasing motivation, encouraging learners to take greater responsibility for their own learning and by providing a focus for a learning partnership involving the learner, teacher and parent/carer.

Children will add to their personal learning profile during the year and will share with parents.

Talking about learning at home will help children to

- Think about what they are good at
- Identify how they can improve
- Set learning targets, which will help them to do well in class
- Set personal targets, which will help them to get along with others

Additional Support Needs

The class teacher usually identifies learning difficulties in the first instance.

Where difficulties cannot be easily identified, the school, with the consent of parents will consult outside agencies such as the speech therapist or educational psychologist; this may result in a full assessment or alternatively a solution focused meeting.

Children with additional needs will be accommodated within the class and a child's plan may be put into place to outline an action plan to help organise, monitor and review a child's progress.

Education authorities are expected to meet the individual needs of children who require additional support and schools have a responsibility to ensure that pupils with disabilities have access to an appropriate education and that they are given the necessary support. More information about the Highland Council model for child plans can be found at:

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated supportplan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated%20supportplan)

A children's service worker may work with a child at the school or at home

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

Pupils with disabilities should normally be included in classes, on school excursions or other activities. Educational authorities and schools may need time to prepare and implement physical changes and support mechanisms to ensure that they are

meeting the needs of the child. Please ensure that the school or local authority has all the necessary information well in advance so that everything can be in place for your child starting school.

Organizations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

1. Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
2. Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

Legal Information

Information about the 2009 Additional Support for Learning Act
2009 Additional Support for Learning Act:

<http://www.legislation.gov.uk/asp/2009/7/contents>

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional support for Learning) (Scotland) act 2009 and it came into force on 14th. November 2010

What does this mean for pupils and parents?

The new act doesn't change the basic purpose of the 2004 act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or at a school. The 2009 Act changes this to include support that is given out of school but that helps the child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education

authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision(within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on

request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

Listed below is information on organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people 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

Attendance / Absence

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, on the school number 01445 781340. When returning to school

after an absence, the parent or guardian must give written reason for the time absent.

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. 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 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.

School Policies

Our school policies are available to read on request. Please contact the school.

Protection of Children

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

In terms of Highland Council 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 the Education Service Staff.

Copies of child protection policy guidelines are available from school or online at

[http://www.highland.gov.uk/info/1361/childcare and family care/438/child protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

A Free Helpline, Email and Web-Chat Service, For Anyone Concerned About a Child. Use the **Parentline** Service to Get Free Advice on a Range of Parenting Topics. **Parentline:**

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Emergency Closure

In exceptional circumstances e.g. as a result of severe weather, a power or mains water failure, it may be necessary to send children home early. When the parents cannot be reached at home, the school will telephone the emergency contact supplied by parents to arrange pick up of the children. In the event that no contact is made with either the parents or emergency contact, the child will be kept in school until he /she

is collected. This is not a desirable outcome and parents are strongly advised to ensure that the names of the emergency contacts are kept up to date.

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

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

You can also access the highland school closure website on: <http://www.highland.gov.uk> for school closure information.

To use the service dial:-

Emergency Closure Number: 0870 054 6999

School's pin number 042800



Promoting Positive Behaviour Policy

Effective learning and teaching is dependent on a positive relationship established at school and classroom level through inter-actions between staff and pupil and between pupils themselves. Positive behaviour is achieved in two ways:

1. Prevention – preventative strategies which encourage each pupil to develop a sense of personal self-discipline
2. Management – when negative behaviour occurs we need to be able to respond positively and effectively.

It is the responsibility of staff, pupils and parents to ensure that the standards of behaviour are met within the school.

School expectations:

- All members of the school community are expected to respect each other
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones, personal C.D.s as they can cause distractions in classrooms or can get damaged or lost (phones needed to contact parents after school should be given to the class teacher for safe keeping during the school day)
- Pupils are expected to bring in an explanatory note from his/her parents /guardian after every absence
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school.

Positive Behaviour strategies:

- Awarding of class points, Citizenship awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour.
- Classroom Economy
- Achievements shared in class and assembly.
- Discussing whole school behaviour issues in Class and Pupil Council meetings
- Appointment of playground monitors / playground friends from P5-7 class who have some responsibility to support school rules and deal with minor altercations within the school
- Whole school assemblies on moral and social issues
- Discussion and implementation of Sustainable Development Goals and the UN Convention for the Rights of the Child embedded in school day
- Use of 'buddying' system within the school with new pupils and P1 pupils and P7 pupils.

- Active and supportive transition from nursery into school and to High school.
- Staff using authentic praise as a sincere and prompt response to positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour.

Sanctions used for negative behaviour:

1. Discussion and reinforcement of correct course of action by member of teaching/auxiliary Staff
2. In discussion with pupil action plan to rectify the situation ie a positive action which is related to the negative action.
3. Pupil discussion with Head Teacher
4. Record of incident in writing
5. Notice to parents of unacceptable behaviour
6. Interview requested with parents and pupil
7. Individual Targeted Behaviour programme and/or home – school diary set up
8. Advice is sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers
9. Possible exclusion

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 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 Act 1998

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 the Data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from www.scotxed.net

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.

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

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.

[Your Data Protection Rights](#)

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This 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 (www.scotxed.net).

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 the relevant colleagues and individuals within and without Scottish Government. At all times pupils' rights under the Data Protection Act and other 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.

Health Care

Our school Nurse supports the school on a regular basis. Her role includes health screening and provides a link for communication between children, parents, teachers, GP's, and a variety of other health care professionals.

With parental consent all P1 pupils are seen for health screening in the second or third term. This includes recording, weight, height, hearing, vision [only if this has not been completed by the orthoptist in nursery] and sometimes a few simple fine and gross motor skill exercises. Parents are very welcome to attend the above session. Following contacts for screening, a letter is sent home with your child in order to inform you of the results. If your child needs a review, for instance of hearing, this information will be included in the above letter. When the review has been completed, again a letter will be sent to parents. If a referral is required, this will be in discussion, and with consent of the child's parent or carer.

Screening is not necessarily repeated unless requested by parents, pupils or teachers. Please do not hesitate to make contact if you have any concerns about aspects of your child's health.

Children are usually seen again in P7 or S1. This may include issues around transition, and general health screening.

Health Promotion is provided depending on the level of need/as requested.

Confidentiality: School Nurses follow strict guidelines in order to provide a confidential service.

Child Protection: School Nurses follow strict guidelines and work closely with the multiagency team in order to protect children.

At present, [and periodically] the school nurse role is reviewed, therefore there may be changes to the above.

Illness

Pupils feeling unwell should not be sent to school.

Pupils should not return to school for 48 hours following any sickness or diarrhoea. If a pupil becomes ill during the school day the parent will be contacted and the child sent home or into care of the emergency contact. The school must be informed of any medical condition that may put the pupil at risk in any school activity.

First Aid

Minor cuts and bruises, bleeding noses or upsets through squabbles between pupils will be dealt with by a member of staff, but where an injury causes greater concern, parents are immediately contacted. If parents are unavailable the emergency contact will be asked to take responsibility for the child. In certain cases a member of staff will take the child to the doctor without the parents present if it is deemed necessary for the safety of the child.

[Administration of Medicine](#)

Guidelines laid out by Highland Council are set out below:

1. As a general principle, school staff should not be expected to deal with a child suffering from an acute infection, as such children should not be attending school.
2. Children who require medicine during school hours will usually be suffering from non-infectious chronic conditions.
3. Medicines should normally be administered only if **clear written instructions and permission** are given.

Request for the administration or monitoring of medicine should be made to the Head Teacher in writing only. Upon approval, medicines (clearly labelled with the name of the child, medication, dosage and times of administration) should be given to the child's class teacher for safekeeping.

[Head Lice](#)

Head Lice are most often discovered after school holidays. Parents are advised to check their child and family's hair on a regular basis. If head lice are discovered, hair combing with a fine-tooth comb every day will stop the lice from becoming established. These combs are available from the school nurse, Shona Golby. Alternatively your health visitor or GP will advise

which lotion to buy. This treatment will only work when lice are present. They will not prevent them. Close contacts will also need their hair checked – brother, sisters, mum and dads. Please do not automatically treat the whole family, only those with head lice. If your child has head lice please inform the school and keep them at home until the lice have been treated.

Complaints and Requests for Services

If a parent has any concerns they should contact their child's Head Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager:- Don Esson, Wester Ross, Skye and Lochalsh Area Education Office, Fingal Centre, Viewfield Road, Portree, Isle of Skye. IV51 9ES

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Office,

<http://www.highland.gov.uk/info/878/schools/12/school-transport>

Phone no : 01397 709037

Equality and Diversity

For up- to-date information please see:

[http://www.highland.gov.uk/info/751/equality diversity and citizenship/313/equal opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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

Eliminate unlawful discrimination, advance equality of opportunity, 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, marriage and civil partnership.

Bullying

In Poolewe we are aware that various forms of bullying can take place. All adults working with pupils need to challenge behaviour and attitudes which lead to bullying, before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken. Poolewe Primary follows the guidelines issued by Highland Council, Education, Culture and Sport Service to all schools in Highland. The policy is entitled Positive Relationships and Bullying Prevention Policy.

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals.

Bullying can be expressed through physical, verbal or intimidating behaviour or in the form of marginalisation.

People can be bullied on the grounds of:

age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

However, it can also occur for no apparent reason.

Bullying can be subtle or it can be overt.

It can cause short-term suffering for the victim or it can have long-term effects.

It is always damaging and it must always be taken seriously and addressed.

All incidents will be investigated and action taken.

Parents will be informed and incidents will be recorded and a copy of the form will be sent to the Area Education Office in Skye.

Our Vision Statement

At Poolewe Primary School we aim to create an environment where pupils and staff achieve their best, work hard, feel happy and valued at all times.

What we value

We value the environmental work we do as a school

We value and celebrate all forms of achievements and success in and out of school

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes after the time of publication may impact on the accuracy of the information.