

SCOURIE PRIMARY & EARLY YEARS

2022-2023



SCOURIE



North West Sutherland Schools

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

Contents

2. Contents
3. Welcome
4. General Info
5. Aims
6. Admission / High School
7. Transport/ Meals/ Uniform
8. Discipline/ home-school contacts/ Healthcare
9. Attendance / Parent Council
10. After School Clubs
11. Curriculum

18. Support for Learning
19. Homework / Reporting and assessment
20. Equal Opportunities / Data Protection / Complaints
21. Placing requests

Welcome to Scourie Primary & Early Years

This booklet has been designed to furnish you with the key information that you will need before your child starts school with us. If you find that there are questions which you still need answered please just ask. We will always do our very best to answer any queries.

Our school serves a catchment area which stretches from Unapool in the south to Laxford in the north and Achfary in the east. We currently have a role of 15 primary pupils and 5 nursery pupils.

The school has two classrooms, a canteen and a variety of smaller offices and work spaces. There are play areas in front of and behind the school which provide both tarmac and grass areas. We do not have a gym hall, but use the local village hall for our PE lessons.

Our staff are committed to providing the best possible education for our pupils. Curricular work is supplemented by a wide range of extra-curricular opportunities. It is our aim to make sure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

We hope that your children will be very happy and flourish within our learning environment.

Aileen MacDonald

Depute Head / Early Years Manager.

Scourie Primary School

Scourie
By Lairg
Sutherland
IV27 4TG

Telephone: 01971 502282

School e-mail: scourie.primary@highland.gov.uk

Staff

<i>Head Teacher</i>		Graeme Smart
<i>Depute Head / Early Years Manager</i>		Aileen MacDonald
<i>Depute Head</i>		Katy Lee
<i>Class teacher (Early Level Class)</i>		Karen Wade
<i>Class teacher (Early Level Class)</i>		Krysha Davis
<i>Class Teacher (P2-7)</i>		Sian Curley
<i>Support for Learning Teacher</i>	:	Gail Ross
<i>Art teacher (Thursday)</i>		Nicola Poole
<i>Early Years Practitioner</i>		Selena Campbell
<i>Violin Instructor (Wednesday)</i>		Anne Wood
<i>Clerical Assistant</i>		Margaret Meek
<i>Pupil Support Assistant</i>		Kathryn Barnes-Miller
<i>School Cook /Clerical Assistant</i>		Mandy Ross
<i>School Cleaner</i>		Lucy Pearce

	Early Years	P1-3	P4-7
Mon - Wed	Class begins 9am Snack 10.30am Lunch 12.30pm Snack 2.30pm Home 3.30pm	Class begins 9am Snack 10.30am Lunch 12.30pm -1pm Snack 2.30pm Home 3.30pm	Class begins 9am Snack 10.30am Lunch 12.30pm -1pm Home 3.30pm
Thurs (once COVID restrictions lift)	Class begins 9am Snack 10.30am Lunch 12.30pm Snack 2.30pm Home 3.30pm	Bus departs 8.30am Class begins 9am Break 10.45am – 11am Lunch 12.30pm – 1.15pm Bus departs 3pm Home 3.30pm	Bus departs 8.30am Class begins 9am Break 10.45am – 11am Lunch 12.30pm – 1.15pm Bus departs 3pm Home 3.30pm
Friday	Class begins @ woodland 9am Snack 10.30am Lunch 12.15pm Home 1pm	Class begins@ woodland 9am Break 10.30 – 10.45am Lunch 12.15pm Home 12.30pm	Class begins @ woodland 9am Break 10.30 – 10.45am Lunch 12.15pm Home 12.30pm

Holiday Dates 2022/23

Highland School calendar 2022/23

Please note - Dates may be subject to change

August 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
31							
32	1	2	3	4	5	6	7
33	8	9	10	11	12	13	14
34	15	16	17	18	19	20	21
35	22	23	24	25	26	27	28
36	29	30	31				

September 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
36				1	2	3	4
37	5	6	7	8	9	10	11
38	12	13	14	15	16	17	18
39	19	20	21	22	23	24	25
40	26	27	28	29	30		

October 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
40						1	2
41	3	4	5	6	7	8	9
42	10	11	12	13	14	15	16
43	17	18	19	20	21	22	23
44	24	25	26	27	28	29	30
45	31						

November 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
45		1	2	3	4	5	6
46	7	8	9	10	11	12	13
47	14	15	16	17	18	19	20
48	21	22	23	24	25	26	27
49	28	29	30				

December 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
49				1	2	3	4
50	5	6	7	8	9	10	11
51	12	13	14	15	16	17	18
52	19	20	21	22	23	24	25
1	26	27	28	29	30	31	

January 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
1							1
2	2	3	4	5	6	7	8
3	9	10	11	12	13	14	15
4	16	17	18	19	20	21	22
5	23	24	25	26	27	28	29
6	30	31					

February 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
6			1	2	3	4	5
7	6	7	8	9	10	11	12
8	13	14	15	16	17	18	19
9	20	21	22	23	24	25	26
10	27	28					

March 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
10			1	2	3	4	5
11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	19
13	20	21	22	23	24	25	26
14	27	28	29	30	31		

April 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
14						1	2
15	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16
17	17	18	19	20	21	22	23
18	24	25	26	27	28	29	30

May 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
19	1	2	3	4	5	6	7
20	8	9	10	11	12	13	14
21	15	16	17	18	19	20	21
22	22	23	24	25	26	27	28
23	29	30	31				

June 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
23				1	2	3	4
24	5	6	7	8	9	10	11
25	12	13	14	15	16	17	18
26	19	20	21	22	23	24	25
27	26	27	28	29	30		

July 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
27						1	2
28	3	4	5	6	7	8	9
29	10	11	12	13	14	15	16
30	17	18	19	20	21	22	23
31	24	25	26	27	28	29	30
32	31						

School holidays
In-service days

School days

School Aims

Scourie Primary & Early Years is a school where we endeavour to ensure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

- Every child is known and treated as an individual.
- Every child is helped and encouraged to reach their full potential.
- Children's differences are accepted and celebrated.
- Staff have high expectations for their pupils.
- Staff are committed to keeping their skills and methodology in line with current best practice.
- School, parents and the wider community are viewed as partners in providing the best possible education for our pupils.



Admission Arrangements (Early Years)

Since August 2019, Scourie Early Years is able to offer 1140 hours per year child care for eligible 3 & 4 year olds. This service is provided in our Early Level Class alongside our P1 pupils and staff. Any parents wishing to enrol their child into our Early Level Class should look out for details of enrolment in local press & posters. All forms are now available online, but anyone finding this difficult is welcome to contact the school office for advice & assistance.

Admission Arrangements (Primary pupils)

Dates for enrolling children in P1, usually in February, are posted in the press and in the nursery. Parents wishing to enrol a child in the school should do so on the given date. They will be issued with guidance regarding placement of a child in a school, the choice of school and information regarding this school. Parents of prospective pupils are welcome to view the school at any mutually convenient time

Secondary School: Kinlochberrie High School

The local secondary school for pupils to attend is Kinlochberrie High School. Close liaison has been built upon between the feeder primary schools and the High School ensuring a smooth transition between P7 and S1. Due to our unique all together Thursday arrangement, our pupils begin the transition process from early in their primary careers. However there are still many opportunities for P7s to prepare for high school through transition week, Goblin Car project, sports day and many other events.

Details regarding the school can be obtained from the head teacher:

Graeme Smart

Kinlochberrie High School

Manse Road, Kinlochberrie, Lairg, Sutherland.

Tel:01971 521767 Email:graeme.smart@highland.gov.uk

Getting to School

Transport is provided according to statutory requirements. Pupils aged eight or under living more than two miles, or more than three miles if over eight, from the school by the shortest route available are entitled to transport.

Pupils are expected to wait patiently for the school car and to behave in an orderly fashion when on it. Seat belts should be worn at all times & appropriate booster seats should be supplied.

Advice on travelling to school in adverse weather is issued at the onset of each winter. Whether the school car runs or not is at the discretion of the driver.

School Meals

School Meals are provided by Highland Catering and Cleaning Contract Services and are cooked on the premises. They currently cost £2.40 and money for the week should be paid to the cook on a Monday morning. The children can bring along the money in an envelope or a wallet/purse and they take it along to the kitchen.

Children choose from menus issued in advance and these include vegetarian options. Menus are varied and conform to a healthy diet. Yoghurt and fruit are available as an alternative to a hot pudding.

Pupils are eligible for free school meals if their parents are in receipt of Income Support. Forms of application are available in the school. Issue and return of these forms is confidential as is the number and names of those receiving free school meals. As part of a Scottish Government initiative, P1-3 pupils currently receive free school meals, regardless of their parents' income.

Pupils may also bring a packed lunch. These are eaten in the canteen with all the other pupils.

School Uniform

We encourage the wearing of uniform as we feel it helps develop a sense of pride in our school.

We have a school uniform that consists of a navy blue sweatshirt and a white polo shirt both with the Scourie Primary School logo. These can be ordered on-line and details will be provided at time of registration. For our altogether Thursdays (see page) there is a purple jumper with the North West Sutherland Schools logo available from the same supplier.

Along with this pupils are expected to wear black, dark grey or navy blue trousers or skirts. Footwear should be dark, self-coloured shoes or trainers. Children should change into suitable indoor footwear in school. All footwear and clothing should be clearly marked with your child's name. Earrings should be studs only and children are strongly discouraged from wearing chains and other jewellery which can get tangled and caught when children are playing in the playground or during P.E.

lessons. It is very much advisable for children with long hair to have it tied back. It is more practical and helps prevent any spread of head lice! Gym kit is T-shirt, shorts, socks, gym shoes and, for outdoor activities, a track suit. Children are expected to change fully for PE.

<http://www.schoolwearnadeeasy.com/badged-school-uniform/r-w/s/scourie-primary-school/>

<https://www.schoolwearnadeeasy.com/badged-school-uniform/m-p/n/north-west-sutherland-schools/>

Discipline

The school's positive behaviour policy is aimed at generating a secure, friendly atmosphere with an effective and safe learning environment. This is achieved through a variety of means from teaching styles, constructive relationships between staff and pupils, the structure of the curriculum and adherence to the SAFE philosophy of encouraging positive behaviour.

Children are expected to behave at all times with good manners and follow the common sense school rules. When needed, sanctions are verbal reprimand, following a course of positive behaviour rewards, detention during interval and withdrawal of privileges. In extreme cases exclusion would be considered.

The school has an anti-bullying policy and parents will be informed, and their support welcomed, in cases of protracted or severe in discipline.

Contact between Home and School

The school runs a very open policy on contact between parents and teachers and you are always welcome to make an appointment to come along to discuss your child's progress. Indeed you are welcome to come and have a look round just to see what is going on. There are two appointments per year when you can come to school and meet with your child's teacher. If we have any concerns, we will get in touch with you.

Parents are also encouraged to help, when specialised skills are required in connection with project work, e.g. baking, craft skills and for transport and supervision on outings.

Newsletters, which are issued frequently, keep you up to date with events, dates, schoolwork, changes or reminders to school policy, etc.

Parents are encouraged to contact the school if there are ever any issues that need to be discussed. Parents can phone the school and speak to the clerical assistant, teachers or the head teacher.

The school has a website which is updated regularly. Parents are encouraged to follow the page by registering their email address to receive notification of when the page has been updated.

<https://scourieprimary.wordpress.com/>

Health Care

We are a Health Promoting School achieved through various means ranging from offering a varied, healthy diet at lunchtime, healthy playtime snacks, promoting personal hygiene and teeth cleaning to creating a progressive attitude and environment in which pupils can learn positively about themselves and their life style. Parents are encouraged to make sure their children have adequate sleep .

We work in partnership with a variety of health professionals including the dental health practitioner, the school nurse and doctor and the Speech and Language Therapy (SALT) Service. When required, other agencies can also be involved such as Occupational Therapy & Educational Psychologist.

Attendance/Absence

Regular attendance is vital for your child to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on 01971 502282 by 9.30am. Contact can also be made by email or text message.

If it transpires your child is to be off for several days, please let us know as it helps with class planning.

If a pupil needs to leave during the school day for an appointment etc, parents should contact the school with details.

If a pupil falls ill during the school day, parents are contacted 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.

Shopping trips or family holidays taken during school time will be marked as unauthorised, as will any unexplained absence.

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

Termly attendance audits are carried out & will be available for you to see in your child's learning profile. We encourage pupils to maintain an attendance level of 90% as the very minimum.

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

Parent Council

As we function as North West Sutherland Schools, we have one parent council to cover all 4 schools. Every parent is a member of this parent council & welcome to attend the meetings which take place once each term.

The current office bearers are:

Chair : Sophie Beveridge

Secretary: Yvonne Macrae

Treasurer: Iona Shaw

Individual fund raising meetings are also held in each location, giving parents an opportunity to discuss subjects specific to their school.

Parental Assistance and Support

Parents have many responsibilities, but the following could be summed up as those directly linked to school.

1 – to show by their example that they support the school in striving for a high standard in all that it does.

2 – to ensure that their children come to school regularly, on time, refreshed, alert and correctly dressed for work.

3 – to take an active and supportive interest in their children's work and progress.

4 – to support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.

5 – to control the development of their children's leisure time.

In practical pursuit of the above, parents could:

- spend time talking to their children, discussing homework and schoolwork, emphasising their commitment to education
- encourage their children to read
- promote good home study habits: find a place away from TV and computers, use a work surface not the floor, concentrate and try not to daydream
- provide materials to stimulate interest – books and magazines, paint, paper, musical instruments, construction toys
- develop their children’s practical skills – shopping, counting change, writing letters, making telephone calls, helping with household chores
- encourage their children to join local clubs and take part in local events
- encourage their children to come to school prepared

SIRP

North West Sutherland’s School Improvement Report & Plan (for primaries & early years) is available on our website at: <https://scourieprimary.wordpress.com/> in both full & child-friendly versions.

Latest HMIE report:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ScouriePrimarySchoolHighland.asp>

Latest Care Inspectorate report:

<https://scourieprimary.files.wordpress.com/2018/11/document-inspection-documents-inspection-report-3248114.pdf>

Early Level Class

Since August 2017, Scourie has been able to provide an Early Level Class where 3 & 4 year old nursery pupils work alongside Primary 1 pupils in the same classroom. This is delivered by a class teacher and an early years practitioner.

The Early Level of Curriculum for Excellence encompasses most children's learning from 3 years old to the end of Primary 1. An Early Level Class combines ELC provision and Primary 1, in an environment where the emphasis is on early years' development through play and active learning. This ensures all of the children are able to access the appropriate stage of learning to meet their needs. The curriculum is delivered flexibly, providing learning opportunities through play along with more targeted learning for those who are ready to access it. A quality Early Level Class environment will include a wide range of resources to support learning through play, which takes place both indoors and outdoors across all areas of the curriculum. The Early Level Class may access school activities with P2-7 children and as a result, provide more seamless transitions.

Early Level Classes have been offered in Highland since 2014. In some rural schools the low numbers of children are such that taking an Early Level Class approach may be of more benefit to children educationally and socially. Early Level Classes support a developmentally appropriate approach in which children progress and reach their full potential. They may also offer a more economical model which supports the needs of the local community. Early Level Classes are staffed by a Class Teacher and at least one Early Years Practitioner.

Highland Council Guidance on Routines for Early Level Classes.

- Some classes will offer 1140 hours of ELC and settings will need to plan their day for the whole group of children accordingly.
- Routines will vary from setting to setting. They should include developmentally appropriate together times to share learning early in the day and review learning before the majority of children leave.
- The majority of the day should be spent playing and learning indoors and outside. Targeted learning opportunities to meet children's developmental needs will be offered to individuals and groups at appropriate times throughout the day.
- Children should join in whole school activities as appropriate.
- Staff time and skills will need to be used effectively, with due consideration of the numbers and needs of children that individual staff members are supporting throughout the day
- Settings will need to consider the best snack and school playtime routine for their mix of children.
- Settings will need to consider the best lunch routine for the attendance patterns of their children, staffing and accommodation.

Woodland & Outdoor Learning

Woodland learning is an important part of the way we deliver the curriculum in Scourie. Both classes visit the woodland at Scourie Lodge, courtesy of Angus & Elisabeth, each Friday morning where they participate in Literacy, Numeracy, Health & Wellbeing & Social Studies activities using natural materials in an outdoor environment.

Learning need not take place solely within educational buildings. The outdoor environment has massive potential for learning. We are extremely fortunate to have such rich rural environments on our doorsteps and our children and young people's learning experiences can be enhanced by maximising the potential of the outdoors. The Scottish Government is keen to see all our children and young people having positive learning experiences in a variety of settings. This is why we are investing in the production and promotion of guidance to support opportunities presented by the new school curriculum for learning in the outdoors. The guidance makes it clear that the outdoor environment offers motivating, exciting, different, relevant and easily accessible activities from pre-school years through to college.

Outdoor learning contributes to delivering the Scottish Government's overarching strategic objectives towards 'creating a more successful country':

Smarter – Outdoor learning encourages learners to understand the interplay and relationship between curriculum areas. This awareness promotes lifelong learning and develops critical thinking skills.

Healthier – Learning outdoors can lead to lifelong recreation. Activities such as walking and cycling which are ideal for physical and emotional wellbeing contribute to a healthier Scotland. Scots have a reputation for adventure activities such as mountaineering and have achieved international sporting success in canoeing, sailing and skiing.

Safer and stronger – Outdoor learning activities span social divisions and can help build stronger communities. Some organisations have therapeutic programmes where outdoor learning plays a central role. Children and young people have opportunities to develop skills to assess and manage risk when making decisions.

Greener – Frequent and regular outdoor learning encourages children and young people to engage with the natural and built heritage. Scotland's countryside and urban areas provide ideal settings for children and young people to understand the global significance of sustainability issues and inform personal decisions that contribute towards a greener Scotland.

Wealthier and fairer – The outdoors provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Becoming aware of such skills can fundamentally change personal, peer and staff perceptions and lead to profound changes in life expectations and success.

Some extra reading on the benefits of woodland learning.

https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2018/12/out-play-practical-guidance-creating-outdoor-play-experiences-children/documents/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare/govscot%3Adocument/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare.pdf?fbclid=IwAR39Bdaul9JaPZuj_mu7JVrCvmbzoM2Hbqg4VS0A8z0aAvaA3I9C2sU5OLo

https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf?fbclid=IwAR0bT_eUC-tL73X83x1yhtKkwcXiwIOWifmPh6QaX9ceHoY9hQ4vvVjDUyI

<https://education.gov.scot/improvement/learning-resources/Support%20for%20Professional%20Development%20in%20Outdoor%20Learning?fbclid=IwAR1JRx6kJ5JMsJXINxmqiQzAttin5bH6L4HopgZYPUnAHf8aSql2UVluRvs>

All together Thursdays

Each Thursday, we transport the primary pupils from Scourie & Durness to Kinlochbervie to spend the day with their peers in bigger classes according to their ages.

P1&2 work with Miss Maddocks & Ms Craggs in Kinlochbervie Primary, whilst P3&4 work in another classroom with Mrs Curley for the day. P5&6 have a variety of teachers and move between the high school & the primary school, whilst P7 spend their day in the high school, effectively having a year of transition Wednesdays. Subject areas covered on a Thursday include Literacy, Numeracy, Science, RME, PE and Spanish. The primary pupils sometimes join the secondary pupils for assemblies, fund raising events, guest speakers, sporting events and a wide variety of activities.

These together days give our pupils, who are usually based in small schools with multi-composite classes, the opportunity to socialize with peers from neighbouring villages, to be challenged with larger groups they are less comfortable with & to become familiar with the secondary building & staff before they transfer to high school.

Visiting chanter & fiddle tutors visit Kinlochbervie each Thursday, giving every age-appropriate pupil from across our group of schools, the opportunity to participate in instrumental instruction.

Curriculum

The curriculum in Scourie Primary School follows Scottish national guidelines - The Curriculum for Excellence.

We aim to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens with the young person at the centre of learning.

The curriculum is planned and delivered ensuring that the children receive a meaningful set of experiences and entitlements that prepare them for the 21st century.

All children receive personal support to help them to fulfil their potential and make the most of their opportunities. Our staff have a responsibility to look after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Every child is entitled to a broad and deep general education, whatever their level and ability.

All staff will be responsible for literacy, numeracy and health and wellbeing. A Curriculum for Excellence aims to achieve a coherent, more flexible and enriched curriculum for 3-18, firmly focussed on the needs of the child and designed to enable them to develop the 4 capacities, which are:

- Successful Learner
- Confident Individual
- Effective Contributor
- Responsible Citizen

Primary Curriculum Rationale

THE SEVEN PRINCIPLES

In constructing our curriculum we take full account of the seven principles of curriculum design. These apply at all stages of learning, with different emphases at different stages. They also apply to the curriculum at a strategic level, in the classroom and in other settings where children and young people are learners. When planning learning experiences our teaching staff ensure that the curriculum accords with the seven principles:

Challenge and Enjoyment

Learners 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 learners to sustain their effort.

We plan for challenge and enjoyment by:

- setting learners challenging goals
- making learners think hard about their learning
- ensuring that learning is active and engaging to motivate all learners.

Breadth

All learners 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

We plan for breadth by:

- using a variety of contexts through which to develop and demonstrate learning
- giving all pupils the opportunity to be involved in all aspects of school life.

NB: The final outcomes and experiences by design are intended to provide the overall breadth of the curriculum across all curricular areas.

Progression

Learners 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. Learners 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.

We plan for progression by:

- ensuring that all learners have the opportunity to achieve appropriate success
- sharing expectations and standards with learners
- reviewing and evaluating learners' progress
- providing timely, accurate verbal and written feedback on learning.

Depth

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

We plan for depth by:

- giving learners the opportunity to develop and apply greater intellectual rigour
- giving learners the opportunity to develop secure 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.

We plan for personalisation and choice by:

- taking account of their prior learning
- ensuring that all learners have ownership of the learning
- taking account of different learning styles.

Coherence

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

We plan for coherence by:

- helping learners see the links between different aspects of learning
- providing opportunities for learners to transfer and apply learning in different contexts.

Relevance

Learners 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.

We plan for relevance by:

- ensuring learners understand the purpose of the activity
- making links with learners' experiences, learning and interests within and beyond the school.

The following are the eight curricular areas. In Scourie Primary much of the work is carried out across several curricular areas:

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

Curriculum for Excellence details expectations of learning and progression through a series of levels – early to fourth. Within these levels the children are experiencing ways of developing their skills and attributes, to enhance their knowledge and understanding.

Early	The pre-school years and Pr. 1 or later for some
First	To the end of Pr. 4, but earlier or later for some
Second	To the end of Pr. 7, but earlier or later for some
Third and Fourth	S.1 to S.3, but earlier for some and the fourth level broadly equates to SCQF level 4

Languages

This curricular area consists of :-

Literacy and English –listening and talking, reading and writing

Modern languages - French & Spanish

Language is a key aspect of our culture and literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities through all aspects of life. Our school provides a broad range of learning opportunities which will contribute to the development of Literacy and English. Literacy is taught through all subjects, not just during English lessons.

We teach Literacy and English through relevant, real-life, enjoyable contexts often building on the children's own experiences. It may be taught through play and other planned activities. Children are encouraged to work collaboratively – with partners- as well as on their own. Pupils often communicate their work to others eg online, to other schools and classes, to a wider audience. ICT is widely used throughout all Literacy and English work.

Throughout all the levels teachers plan to enable their learners to develop their skills with increasing depth.

Scots language studies are very much included in their English work. Scottish texts are used to help develop an appreciation of Scotland's vibrant literary heritage.

There are some lessons which encourage an understanding of our **Gaelic** heritage.

We encourage Gaelic speakers to visit the school and staff have enough experience of the Gaelic language and can teach the children some of the basics.

French is taught to Pr. 2-7. Learning other languages enables children to make connections with different people and their cultures. Much of this learning is through songs and games and children are encouraged to join in and have fun and learn at the same time.

As part of the 2+1 languages initiative, P5-7 receives **Spanish** lessons on a Thursday.

Mathematics

Mathematics consists of studies in:

- Number, money and measure
- Shape, position and movement
- Information Handling

We recognise that maths is important in our everyday life. It allows us to make sense of the world around us and to manage our lives. Maths plays an important role in other subject areas like science or technologies. We aim to make all our maths lessons rich and stimulating and to engage all our learners from Pr. 1 to Pr. 7.

All children are encouraged, through experiencing success in maths, to develop their confidence in taking risks, asking questions and exploring alternate solutions to problems without fear of being wrong. They will work collaboratively – with partners- to help them to reason logically and creatively through discussion of maths ideas and concepts.

Teachers use active learning situations in the class& outdoors to provide opportunities for all the children to observe, explore, investigate, experiment, play, discuss and reflect. Children are helped to develop their mental agility. There is appropriate use of technology.

Expressive Arts

The areas of the curriculum which we describe as the Expressive Arts include music, art and design & drama. Expressive Arts aims to promote pupils development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity.

The Expressive Arts, is an essential part of the pupil's curriculum and develops and provides outlets for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Chanter & Fiddle instruction is available as an option, usually from P4. The instructors comes weekly. This normally leads on to bagpipe playing in secondary school.

Health and Wellbeing

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions. We have a comprehensive Health Programme that considers the 3 above dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks, providing drinking water, sporting activities and promoting citizenship.

The children receive swimming lessons in Ullapool. All children have a block of four lessons each year. All children, both boys and girls, participate in all aspects of PE. Most PE lessons take place in the village hall, which is situated 5 minutes from the school. Outdoor activities take place on the village playing field. The major sporting event of the year is the Northwest Sutherland Schools Sports, held in May, either in Durness, Scourie or Kinlochbervie. We participate in a number of events throughout the year.

The school works closely with the local Countryside Ranger who is involved in various outdoor activities and in the maintenance of the school garden. We have a poly tunnel in the school grounds which is used for many activities including gardening club.

All senior pupils have the chance to experience a residential trip away for several days fieldwork. Trips in recent years have been on a rotational basis between Orkney & Ridgways Outdoor Adventure School.

Religious and Moral Education

Religious Education in Scourie School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories, the moral values and attitudes of Christianity and other world religions. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes.

We have weekly assemblies which are conducted by members of staff and our own classes.

Moral issues are dealt with in a sensitive way in a the classroom or at assemblies.

We have Personal and Social Development Policy in which our aims are:

- To help the pupils have an appropriately positive regard for self, and for others and their needs
- To develop life skills to enable them to participate effectively and safely in society
- To identify values held by pupils and society and how they affect thoughts and actions
- To encourage increasing responsibility for their own lives

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present, that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a whole variety of tasks which allows them to develop important skills to become creative, inventive and enterprising adults.

Learning in science is organised in the following areas:-

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science
- Through teaching science our school aims to:-

- Develop a curiosity and understanding of their environment and their place in the world
- Help them to demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques

Technologies

The technologies curriculum aims to provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. Children will have experiences which can be applied in business, computing science, food, textiles, craft and design.

We have excellent Information Communication Technology resources including Chromebooks, laptops & iPads with access to the Internet, Scanners, Digital Cameras, Interactive White Board and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

The children have opportunities for cooking and baking. We have very good resources to enable them to design and make items using textiles and other craft materials.

Support for Learning

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

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

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

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

- 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

Homework

Some families love it & some families hate it! Guidelines of homework will be supplied by the class teacher, but will usually consist of a reading book (personal choice or core reader), spelling activity, Maths activity and possibly other topic linked activities. The main purpose of homework is to reinforce & practice what has been taught in school; to share learning with parents & to encourage self-study within pupils.

Reporting and Assessment

School reports are given out once a year. A report is issued in May which indicates each child's progress through the levels of work in a Curriculum for Excellence. Assessment is continuously monitored throughout the year and progress is recorded in personal progress folders which are updated every term. These folders include Key assessment tasks, learners conversations, attendance audits amongst other information about your child's learning. Folders will come home each term & we would appreciate you signing them appropriately, then returning to school. Opportunities are given in the year when parents are invited to come in to look at the work being done and to have an interview with the class teacher. Parents are encouraged to come in at other times if they want to meet with the teachers. It's a good idea to come along and have a look at your child's work – they always value your positive input and encouragement.

School Improvement

This year, because of the pandemic, all schools in Highland are focusing on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Child Protection

All staff are trained in child protection. Policy across Highland is that the named person for each primary pupil is the head teacher of the school they attend, whilst the named person for nursery pupils is the health visitor.

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Ms Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN Telephone (01463) 703483, Email: Pene.Rowe@highland.gov.uk

Equal Opportunities

Scourie Primary School is an Equal Opportunities School and :

- has an Equal Opportunities Policy
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices
- promotes understanding and respect of other people's cultural identity and beliefs;
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997).
- actively discourages bullying whilst promoting positive relationships.

There is an authority –wide requirement for schools to have an Equality and Diversity Policy by 2017.

Data Protection

Any information you supply or any information gathered from or about your child will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Data protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

If you have any concerns about the ScotXed data collections, you can email the Head of Schools Analysis, Mick Wilson, at: mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

ParentLine Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year.

The number is: **08000 28 22 33** or email: parentlinescotland@children1st.org.uk

Complaints Procedures

If a parent has any concerns they should contact their child's Named Person in the first instance. This will be the Head Teacher in a primary school.

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 the Area Education Manager, Mrs Alison Donald.

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.

Placing requests – parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Mrs Alison Donald. Placing request forms can be obtained from: <http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Disclaimer

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.

