

Ben Wyvis Primary School

Handbook 2023 – 2024



Head Teacher: Mrs C. McDowall

Depute Head Teacher: Mrs E. Dalseme

The school address is:
Ben Wyvis Primary School,
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Ben Wyvis Primary School

Welcome to our School Handbook. On behalf of all the staff, I am delighted to welcome you to Ben Wyvis Primary and hope that you and your child will have a long and happy learning journey through primary school. We strive to create a stimulating, caring and positive environment that will enable your child to develop and be their best self.

We hope that you will find the information in the handbook useful, however if there is anything you are uncertain about, then please do not hesitate to contact the school.

The staff are all enthusiastic and we work together to bring excitement, challenge and fun into learning. We also believe that a strong and supportive partnership between home and school is essential to the health and well-being of our children. Therefore, if at any time, you have any suggestions or wish to discuss something about your child's education or wellbeing, please do not hesitate to contact us through our school office.

We are proud of our school and of our school community. The aims of the school support our children through the Broad General Education from Nursery to Primary 7 and beyond.

At Ben Wyvis Primary, we are proud to work as a team, where:

Together **E**veryone **A**chieves **M**ore.

We look forward to working in partnership with you and getting to know your child.

Yours sincerely,

Catriona McDowall
Head Teacher

Holiday Dates 2023-2024

Autumn Term

Autumn term begins 15th August 2023

Autumn term ends 6th October 2023

Winter Term

Winter term begins 23rd October 2023

Winter term ends 22nd December 2023

Spring Term

Spring term begins 8th January 2024

Midterm holiday 19th & 20th February 2024

Spring term ends 28th March 2024

Summer Term

Summer term begins 15th April 2024

May Bank Holiday 6th May 2024

Summer term ends 27th June 2024

In Service Days

14th August 2023

11th & 12th September 2023

21st February 2024

2nd May 2024

OUR SCHOOL VALUES AND AIMS

Our school community worked together to create the vision and values for Ben Wyvis Primary School.



Together we would like to strive to be:

- Caring
- Courageous
- Curious
- Connected

As a school we aim to do this by consistently following our positive behaviour policy and working together as a school community, "Growing together and inspiring each other."

Our motto suggested by the pupils, "**Be Your Best Self**," is our hope for all of the Ben Wyvis community. We have a school mascot, Wyvis the Wise Owl, created and voted for by the pupils who is also a reminder of our school motto.

OUR EDUCATIONAL AIMS

Working within `Curriculum for Excellence` we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the contemporary world. We fully support the development of skills for life-long learning and work.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

We are committed to setting high expectations for behaviour and attainment within a positive ethos which celebrates success and achievement in all its forms.

We continue to develop and promote positive partnership with parents/carers, professional agencies, visitors, partner centres and the wider community.

We aim for our pupils to become:

Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Ben Wyvis Primary



Ben Wyvis Primary stands proudly on the edge of Conon Bridge village, within the scenic backdrop of the majestic Ben Wyvis. The school is located three miles from Dingwall, the main town of Ross-shire. The pupils who attend our school are from the catchment area of Conon Bridge and Maryburgh. We are part of the Dingwall Area School Group and P.7 pupils transfer to Dingwall Academy at the end of their Primary education.

As a non-denominational and equal opportunity school, we oppose all forms of prejudice and discrimination. We will always promote an understanding and respect for our pupils cultural identity and beliefs.

Ben Wyvis Primary, which opened in October 2012, is a modern school building with 14 classrooms accommodating P1 to P7. It has a large school library, double PE hall, MUGA pitch, community facilities and dance studio. A recent extension to the school provides 2 new Nursery rooms, and a multi-purpose hall supporting the Early Years and Childcare service that runs from 8.10am - 5.45pm daily. This session the roll is 282 pupils and 70 Nursery children.

Leanaig Centre at Ben Wyvis Primary School

Situated within Ben Wyvis Primary School, Conon Bridge, The Leanaig Centre is a community facility in the Ross-shire area. There are a wide range of activities on offer including Children's term time and holiday activities, Group Fitness classes, and Community activities, such as Highland Dancing and Taekwando, and you can come and participate in various activities in a friendly and customer focused facility.

The Leanaig Centre comprises a 2 court games hall (shared with the school), a dance studio/ community room with a kitchen and an all-weather games pitch (shared with the school). Please contact Highlife Highland if you wish to hire any of the areas for activities or community events on (01349) 860950.

User groups include Highland Dancing, Taekwando, Badminton, Scouts and Brownies.

The local church ministers of Conon Bridge (Ferintosh Church) and Maryburgh, Rev. S. MacDonald and Rev. A. Stewart, both have close connections with the school pupils and deliver assemblies throughout the session as well as support whole school events.



Staff at Ben Wyvis Primary

Mrs C. McDowall	Head Teacher
Mrs E. Dalseme	Depute Head Teacher
Mrs. N Ghee	Acting Principal Teacher
Mrs D. Morrison	Acting Principal Teacher
Miss H. Lauchlan	P1 Teacher
Miss S. Mackinnon	P1/2 Teacher
Mrs L. Aston	P2 Teacher
Mrs S. Ross	P3R Teacher
Miss R. Mitchell	P3M Teacher
Mrs A. Stirling	P4 Teacher
Miss S. Dougan	P4/5 Teacher
Mrs D. Morrison	P5 Teacher
Mrs L. Morrish	P6 Teacher
Mrs J. Inglis	P6/7 Teacher
Mrs L. Hadley	P7 Teacher
Mrs S. Cooke	PEF Teacher (maternity cover)
Ms M. Black	Pupil Support Auxiliary
Mrs C. McNab	Pupil Support Auxiliary
Mrs I. Oman	Pupil Support Auxiliary
Mrs H. O'Donnell	Pupil Support Auxiliary
Mrs S. Thom	Pupil Support Auxiliary
Mrs H. Munro	Pupil Support Auxiliary
Mrs K. Ross	Pupil Support Auxiliary
Mrs A. Thomson	Pupil Support Auxiliary
Mrs P. Jezewski	Pupil Support Auxiliary & PEF
Mrs C. Whitehead	PEF Pupil Support Auxiliary
Vacant Post	Senior EYP
Ms D. Kay	Early Years Practitioner
Mrs. J. McCafferty	Early Years Practitioner
Mrs J. Sargent	Early Years Practitioner
Mrs K. Smith	Early Years Practitioner
Mrs L. Mackenzie	Early Years Practitioner
Mrs R. McBarron	Early Years Practitioner
Miss A. Fraser	Early Years Practitioner
Mrs N. Hegarty	ELC Support Worker
Vacant post	ELC Support Worker
Mrs L. Farrelly	ELC Support Worker
Miss R. Semple	Clerical Assistant
Mrs F. Fraser	Clerical Assistant

Mrs A. Skidmore	OOSC Assistant
Vacant Post	OOSC Auxiliary
Mrs E. MacKenzie	OOSC Auxiliary
Ms M. Black	Breakfast Assistant
Mrs A. Skidmore	Breakfast Assistant
Mrs A. Skidmore	Lunchtime Supervisor
Mrs E. Blanch	Lunchtime Supervisor
Mr D. Mackintosh	Facilities Management Assistant

Visiting Staff for P4-7

Mrs P. Barlow	PE Teacher (Dingwall Academy)
Mrs S. Cooke	CCR teacher
Mrs. A. Mardon	Drama Teacher
Mrs. R. Farmer	Strings Instructor
Mr L. Barclay	Chanter / Piping Teacher
Mr D. Caldwell	Drumming Teacher
Mrs S. Aldred	Woodwind Teacher
Mrs G. Finnie.	RHMSE Teacher

Enrolments

Enrolment for new Primary 1 pupils for the August session 2023 - 2024, will take place week commencing Monday 30th January 2023. Nursery enrolments will take place week commencing Monday 13th February 2023. Details are published in the local press and at the school nearer the time. Arrangements will be made after admissions for children to visit their teachers/staff and become familiar with the school/Nursery environment.

Anyone seeking a place for their child during the session is very welcome to call the school and arrange to meet the Head Teacher, view the school, meet the staff and obtain further information.

Transition to Dingwall Academy

At the end of Primary 7 pupils will move on their catchment secondary school, for pupils who live in the Ben Wyvis Primary catchment area this is Dingwall Academy. Transition events are planned throughout the P7 year which include visits from secondary staff and visits to the academy.

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. If pupils live out with the school catchment area and their parents wish them to attend Ben Wyvis Primary, they may carry out a placing request and contact the school office to arrange a visit.

Applications are made to Derek Marin, the Area Education and Learning Manager using the online applications form:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

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



Class compositions

The school has 11 classes. At Ben Wyvis we have both straight and composite classes. Within the composite class, the teacher is able to teach both stages (e.g. Primary 1/2) and there are further opportunities for same stage pupils to come together with their peers. Class teachers plan jointly for same stage learning in Literacy and Maths and work together to ensure consistency.



Organisation of the school day

School begins for all pupils at 9.00 am.

There is a morning break between 10.45 - 11.00 am.

Lunch is 12.30 to 1.30 pm for Primary 1-3.

12.30 to 1.15pm for Primary 4-7.

Primary 1-3 children finish at 2.45 pm.

Primary 4-7 children finish at 3.00 pm.

School dinners/ Packed Lunches

A cooked meal is available at a cost of £2.30. P1 - P5 children are entitled to a free school dinner. For information about free school meals and clothing grants, or if you wish to apply for free school meals please use this link:

[http://www.highland.gov.uk/info/899/schools -
_grants and benefits/10/free school meals and assistance with
clothing](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

We have a `cashless` system for the provision of school meals. Parents are requested to pre-pay money either in the envelopes provided or into their child`s account. Pupils then deposit the envelopes into the collection box in the main reception. Cheques should be made payable to "Highland Council." There is an option to pay electronically via The Highland Council website.

Pupils self-register on the smartboard daily; selecting their meal option, they are then given an orange, blue or green band at lunchtime according to their choice of meal. Money is deducted electronically, by the cook, from their account.

Menus are sent home on a seasonal cycle or on request at any time. They are also available on the Highland Council website.

If your child has a special diet or any allergies, please inform the school immediately.

We request that parents ensure that packed lunches are well-balanced and healthy, with **no nut products**. If your child wishes to have a packed lunch, then please provide a **clearly labelled lunch box and drinks bottle**.

PLEASE NOTE THAT GLASS BOTTLES, CANS AND HOT DRINKS ARE NOT PERMITTED.

Playtime / Drinks

As we aim to be a healthy school, we expect most pupils to eat fruit/ a healthy snack and a drink of juice/ water at break time. (No fizzy juice, hot drinks or sweets please).

To stimulate concentration and prevent dehydration, we encourage pupils to take bottles of water to sip throughout the day. We have drinking water in classrooms and this allows pupils to be able to refill and re-use their bottles.

Childcare Services

- Breakfast Club begins at 8.10am
- A flexible childcare service runs at Ben Wyvis with a before and after school club
- The After School Club runs from 2.45pm to 5.45 pm.
- Information packs on registration, bookings and payment are available from the school office.
- Children must be booked into the Breakfast Club/ After School Club at least 48 hours in advance.

Parking / Pedestrian Safety

We need to ensure that each and every one of our children is safe.

As far as is possible, please be responsible drivers and park sensibly outside the school with consideration for other drivers and with your child`s safety in mind. Our school car park can be very busy and we ask parents **not** to park on bends in the car park, which can cause issues for other service users. We also do not allow parents to park in the disabled parking spaces unless they are **blue badge holders**.

We encourage families to park and stride, parking a short distance from the school and walking the rest of the way. This will help to reduce traffic in the playground.

Parents/Carers and children are asked to take great care when crossing roads and only cross at the crossing points. We do not have a Crossing Patroller, so please ensure that your child is able to cross safely or supervise if necessary. Safe crossing points on the approach to the school have been identified by the Highland Council and are clearly indicated with Stop Look Listen markings.

Uniform

We are proud of our school uniform, voted for by the pupils and parents. Our school logo, depicting the mountain of Ben Wyvis, was designed by Cougar MacDougall.



Our school uniform is available from McGregor School Wear (01463 717999) and Gilmour Sports (01463 222022) both in Inverness. For information about assistance with clothing please use this link:

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

The uniform is a purple round neck jumper (or cardigan) and a white polo t-shirt, black trousers or skirts are preferable; jeans are discouraged. A purple/navy kilt is optional, however, these can be difficult to source, so we leave this to the discretion of the parent / carer.

The wearing of the school uniform is strongly encouraged as it not only prevents discrimination but helps the children to identify with and feel proud of the school. A pair of plimsolls or soft shoes should be left in school so that pupils may change out of outdoor shoes. Nail varnish, make-up and jewellery such as dangling earrings and large rings could cause health and safety issues and are not acceptable or appropriate for school.

PE kit

Class teachers will inform parents on a termly basis of the days on which a PE kit is required. For indoor lessons, the practice will be for children to wear shorts, a top and plimsolls (or non-marking soled trainers). The wearing of football tops is strongly

discouraged. For younger children it would be much appreciated if their shoes could be elasticated or velcro. Please ensure **everything** is named. Outdoor trainers should not be used for indoor PE. We ask that all children bring a complete change of kit for PE and recommend that it is in school every day- a handy back up should a change of clothes be required.

Mobile Phones

Pupils are not permitted to have mobile phones, either in class or in their school bags. If you wish your child to take a phone to school for use before or after the school day, it must be handed into the class teacher or school office with a signed note giving permission. Please note there is limited mobile signal in the school.

Communication with the School

If you have any concerns or queries regarding your child's well-being/learning or have a suggestion or comment regarding the life of the school, please do not hesitate to contact us via telephone or email - ben.wyvis.primary@highland.gov.uk. This may take the form of talking to the class teacher informally at the beginning or end of the day, a telephone chat with the Head Teacher. We will endeavour to address any issue/query within 24 hours.

Newsletters/News

An information newsletter is issued monthly to all parents, sometimes more frequently dependent on news! This contains information about the life of the school and includes important dates. Letters are emailed home regularly. Occasionally there is the need to send a printed letter home (e.g a class trip), an email will be sent to notify you of this.

Absences/Attendances

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

In the event of a pupil being absent from school, it is essential that parents/carers inform the school by phone early in the morning of the day of absence (**Tel. no. 01349 860940**). When returning to school after an absence, the parent/ carer must give a written reason for the absence.

The school will contact home if a child is absent without previous notice. Thereafter, other emergency numbers will be contacted if no explanation is found.

Other agencies may be contacted if no contact with the pupil's family can be achieved over three days and if there are continuing or emergency concerns about a pupil's safety or well-being.

Permission to leave during the school day: If the child has an appointment out with school please notify the office or class teacher via email prior to the appointment. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child. **It is therefore essential that parent/ carers keep the school informed of any changes of address, telephone - land line and mobile numbers or email address, both their own and those of the emergency contacts.**

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.

If attendance is unsatisfactory, parents will be contacted. Continued poor attendance will be referred to the Area Education Office.

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school

term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

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

Punctuality

We strive to achieve a high standard of punctuality and expect all pupils to be on time. Children should not arrive at school before 8.45 am whenever possible as we can only offer very limited shelter for the children.

Every child should be in the school playground for the bell ringing at 9.00 am. This allows the classes to settle to learning immediately with no time wasted in the repetition of instructions or distress to the child. If a pupil arrives late for school lunches can be ordered in liaison with the office staff.

Leaving Procedures

If your child is leaving the area or moving schools, please inform the school office and class teacher as early as possible. Details of your child's new school and address must be given in order that we can pass on information regarding your child's progress and learning.

Accidents/Illness at School

If your child takes ill in school and we are unable to contact you or your emergency contact, we will keep the child as comfortable as possible.

Minor cuts and bruises are dealt with by staff. These are recorded and parents/carers are informed by a note sent home and/or contact at the end of the day.

If there are any injuries of a more serious nature, they will be referred to the local doctor's surgery or to the Casualty Department of the local hospital. Parents will always be contacted first, if we consider the injury to be of a serious nature (including head injuries).

If there is an emergency, the Head Teacher or, in her absence, an appointed member of teaching staff will take the decision to contact the ambulance service, doctor, etc. or arrange for the child to be taken to casualty. Simultaneously, parents/carers will be contacted.

Medication

Please ensure that the Head Teacher and class teachers are made fully aware of any medical problem from which your child may be suffering. As there is no school nurse to administer medication, parents are requested not to send medicines to school if at all possible.

If it is essential for a child to take prescribed medication during school hours, full consultation with the Head Teacher / class teacher is important. Please ask at the main school office for an Administration of Medicine form as we require information about the name of the medicine, the quantity of the medicine to be given, the time it has to be given. All medicines will be stored in the medical room. CHILDREN SHOULD NOT BE GIVEN MEDICINES TO KEEP / TAKE THEMSELVES IN SCHOOL. If medicine is administered at school a note will be sent home to inform parents/ carers of what has been administered and when.

Any child who suffers from asthma or requires an Epi Pen should ensure that they have medication at school. Parents are requested to send an inhaler to school which will be kept in a secure place within the classroom. Please ensure that your child's name is on the inhaler. Your child should inform the class teacher/ PSA when they require the medication.

If you have any concerns about your child`s health needs then please communicate this to the class teacher at the earliest opportunity.

Health Care

The School Health Service visits the school regularly. Inspections are carried out [with parental permission only] by the Highland NHS Trust. These medical and dental examinations are conducted on a regular basis and the School Nurse who is available by appointment.

The school nurse visits to test the hearing of Primary 1 pupils.

All parents are given the opportunity for their child to have dental examinations and tooth varnishing at various times throughout the year.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School has access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Speech and Language Therapy

A Speech and Language Therapist visits the school and consults with staff regarding any child whom we may feel has a speech or language development difficulty. Parents are always consulted prior to therapy. Some children may receive pre-school therapy and this may be continued once they start school. If you have any concerns over your child's speech, please contact the class teacher or Additional Support Needs Teacher who will then refer the matter to the Speech Therapist.

Homework

A small homework assignment which may consist of a reading passage, some language or maths work and possibly some research work is given on a Monday and should be returned for Thursday (Infant stages operate differently). This may be communicated through Seesaw (P1-5), Google classroom (P5-7) or sent home in school bags. Tasks and activities vary from class to class - but there is always the expectation within each class that homework will be presented legibly and on the due date. Homework is given as much for liaison purposes between home and school as for any academic reason; although the homework set will be designed to consolidate any work done at school i.e. no homework will be set which has not already been taught in class.

The only exception to this is a Personal Research project, which many older children are asked to undertake as part of Social Studies or to develop Talking and Listening skills.

Promoting Positive Behaviour

The aim of the school is to foster respect for each other and build positive relationships. As well as Health and Well-Being programmes we follow the whole school programme- Creating Confident Kids. We also actively promote a sense of responsibility, respect, honesty, confidence and a caring attitude. At Ben Wyvis we strive to follow the Golden Rules:

- **We are gentle**
- **We are kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**

We aim to create an atmosphere of respect, order and purposefulness through the school. When behaviour problems arise we deal with them in a respectful and reflective manner, whilst helping pupils to take responsibility for their actions.

It is important that parents and teachers work together to solve problems.

A copy of the policy on Positive Behaviour Management is available from the school office. A copy of the Highland Councils anti-bullying policy is available via the following link:

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

House System

At Ben Wyvis Primary, boys and girls belong to one of four `Houses`, created and voted for by the pupils. The four House names are **Dunvegan, Tulloch, Urquhart and Stuart**, representing local castles. Within each House, there are 2 House Captains, who take on roles of responsibility and lead activities within the Houses. All pupils can gain points for their House by showing that they are Responsible Citizens, Successful Learners, Confident Individuals or Effective Contributors.

Our House Captains said, "At assemblies we can announce house points and celebrate how well each house has done. It's really rewarding as the winning house each term can earn extra break time."

Pupil Council

The pupil council is made up of representatives from each class, voted for by their peers. They meet once or twice a term with staff representative to discuss ideas and concerns and plan solutions. This gives the children roles of responsibility and ownership of their school. One of our Pupil Council representatives explained "we hope to make decisions that will make people happy and that they enjoy being at Ben Wyvis Primary".

Junior Road Safety Officers

Children from P6 support our safer routes to school and travel policy. The JRSOs also help in assembly to offer advice about how to keep pupils safe on our roads and around the school.

Visioneers

Pupils from P6 and P7 have been working with Mrs Dalseme to promote our school visions and values. They gather nominations for assemblies and share the achievements and successes at assemblies.

Junior Librarians

Within our school we have a lending library for pupils in Nursery - P7. It has a wonderful selection of Fiction and No Fiction books. Pupils from throughout the school have volunteered to take on the role of Junior Librarian to look after our library and sign books out and in for pupils to read at school.

Pupil Voice

Pupils throughout the school enjoy participating in pupil representative groups e.g. House Captains, Pupil Council and Junior Road Safety Officers. Pupils also contribute to the experiences within the school, sharing ideas and contributing to planning.

Pupils from Primary 6 were keen to share some information for the School Handbook. They were keen to tell our new families that:

"We have a big school and everyone is really kind."

"We feel listened to."

"We treat each other with respect."

"We do lots of activities and enjoy sharing them."

"Everyone is really welcoming."

We are looking forward to establishing new pupil groups including literacy leaders.

Community Activities at the Leanaig Centre

At the end of the school day, part of the building becomes the Leanaig Centre, the community wing serving the local area and beyond. The community room, games hall and MUGA pitch can be hired out, under the Highland Council letting system. Further

information on any classes, clubs or hire of the premises is available from High Life Highland staff, who can be contacted most evenings after 5.30pm at the school reception 01349 860950.

Extra-Curricular Activities

The activities that children can be involved in during or after school prove to be very popular. The types of activities vary throughout the session, depending on the expertise available, staffing, parent involvement and the time of year.

Murdoch Jamieson is our Active Schools Co-ordinator. He is happy to make any links and/or organise coaching for volunteers/parents for any sporting activities. Extra-curricular activities include hockey, running, shinty and dancing.

Parents/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 parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress reports
- Progression Week
- Information on the school blog and Facebook page

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

The school always seeks to involve parents and keep parents informed about progress.

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

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

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

for any advice.

Reporting to Parents/ Sharing Learning

As a school, we continually seek opportunities to share learning. We also celebrate successes and achievements (gained in and outside of school) through weekly assemblies and in class.

Continuous assessment is carried out to monitor pupil's progress throughout the session and pupils complete `snapshots` of their work in their profiles on Seesaw. In addition to parent having access to the profiles from home, children can share their learning during open afternoons. This also gives you the opportunity to evaluate and praise their work alongside them. Progress can be discussed with teachers during parent contact evenings which take place during Autumn and Spring terms. Pupils have many opportunities to set themselves targets and reflect on their learning and achievements, both inside and outside of school. A written report is sent home in June.

We try to have an "open door" policy and parents are welcome at any other time to make an appointment with staff, through the school office, to discuss their child's progress and/or well-being. If you feel that your concern is of a more serious nature, then please do not hesitate to telephone, pop in and if we are unavailable, arrange a meeting.

Assessment

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Assessment is an important part of the teaching and learning process, evaluating a child's progress and planning next steps. It is carried out in a variety of ways for different purposes. It could be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of work. It may be to provide information on pupil progress, to diagnose an area of difficulty or to communicate to parents and pupils their areas of strength or concern.

We involve pupils in what is to be learned and in how to achieve it. Meaningful feedback to pupils from teachers and their peers helps them to self-assess their work and be aware of their next steps in learning.

Each year, all primary schools in Highland undertake summative testing of Primary 1, 4 and 7 using SNSA Assessment online software. The results of which are available to parents on request.

To find out more about assessment and reporting please access the following link: <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>.

Access to Pupil Records

The school pupil records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make an application to the Head Teacher.

Data Protection Act

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of

improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Additional Support Needs

All children need support to help them learn. The main source of support in early years and in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children are able to benefit appropriately from education without the need for additional support. Every teacher has the responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils.

Some children require more help than others. Support may be made available through the Support for Learning Teacher or Pupil Support Auxiliaries who all work in consultation with the Class Teacher. Support is identified and prioritised through a staged process of referral. Parents will be consulted and involved at an early stage.

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker will focus on more social and emotional need 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.

Transition planning for children with Additional Support Needs moving to Secondary school will begin around Term 4 in Primary 6. Communication and meetings will take place between the parents, Primary and Secondary staff in order to plan early visits to the school to help the pupil familiarise themselves with the new environment.

We follow The Highland Practice Model - GIRFEC, a staged approach to assessing, identifying and supporting additional support needs.

It is the aim of the school to ensure that all pupils reach their full potential in all areas of the school curriculum. If you have a concern about your child, please contact your child's class teacher in the first instance or the 'named person', who usually is the head teacher.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about Support for Learners :

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

2009 Additional Support for Learning Act:

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

Further advice regarding additional support needs can be found using this link:

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

Legal information

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 14 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 a school. The 2009 Act changes this to include support that is given out of school but that helps a 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. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act **If you have any questions about the 2009 Act** Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

The Highland Council Additional Support Needs Team

*The following information can be found in the **Additional Support Needs Toolkit on the Highland Council Schools website.***

The Highland Council Additional Support Needs Team provides strategic development and planning for children and young people with additional support needs and also their families and those professionals and agencies who work with them.

The team include people with a background in a range of support areas, from both universal services and more targeted services.

Enquire

Please find below information and links for Parents, Carers, Children, Young People and Professionals regarding Additional Support Needs.

Enquire is the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites -
- www.enquire.org.uk/ (for parents/carers and practitioners)

Chip+

Chip+ offers Highland specific advice, information and support on Additional Support for Learning. They can be contacted on the following:

Telephone: 01463 711189

e-mail: info@chipplus.org.uk Website: <http://www.chipplus.org.uk/>

Other organisations that provide advice, further information and support to parents of children with ASN are the **Scottish Independent Advocacy Alliance** and the **Scottish Law Centre**.

Further advice, information and support to parents of children and young people with ASN can be found via the links below:

- (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

Equality and Inclusion

Highland Council Education Service aims to:

Offer education of the highest quality to all young people within a developing culture of inclusion. Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice. Value the diversity of interests, qualities and abilities of every learner.

Please see for up to date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities. In summary, 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.

Military Families

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

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

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

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

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

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

Useful websites/information

Highland Council Schools

This is a very useful website that is full of information and will provide links to other sites including, school term dates, school meals, school closures, pupils requiring additional support, Highland policies, Parent Line, Education Scotland, and a link to inspection reports by HMIe - www.hmie.gov.uk/

<https://education.gov.scot/inspection-reports/highland> also provides detail of inspection reports.

Education Scotland

Another useful website that provides information and guidance about how the curriculum is structured and planned, with links to Parent Zone.

Under the sub-headings of - Curriculum for Excellence - Learning, Teaching and Assessment - Supporting learners - and Inspections.

Standard and Quality Report / School Improvement Plan

This year our school improvement priorities focus on:

1. Health and Wellbeing
2. Literacy
3. Numeracy

Together our pupils, parents and staff contributed areas to focus on, leading to the development of our School Improvement Plan.

The Standard and Quality Report outlines the school's key strengths and areas for development over the last 12 months. Our School Improvement Plan outlines a strategic plan to address the areas of development. Paper copies of these are shared with the Parent Council and are available from the school office at any time. You may also find the completed copy on the appropriate **Ben Wyvis Primary Blog** page.

Ben Wyvis Primary Blog

Our Blog can be accessed for information about the school. Pages/links include Adverse Weather, Newsletters, School Improvement Plan, Standard and Quality Report, etc. as well as information about school life.

Emergency/Early Closure Procedure

Our general policy will be to remain open where possible. However, before the onset of Winter, parents will receive a letter from the school detailing the early school closure procedure for extreme circumstances. Providing the school with Emergency Contact Numbers for your child is vital.

During periods of adverse weather, when school may need to be closed, parents should listen to Moray Firth Radio, which will be informed of closures or phone the HC school telephone messaging service on:-

0870 054 6999 followed by the pin number- 041730

Further information about school closures can be found at:

<http://www.highland.gov.uk/schoolclosures>

In the event of the school requiring to be evacuated in an emergency, pupils will be taken to Ferintosh Parish Church (High Street, Conon Bridge).

Parent Council

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Parent Council Chair, or another elected office bearer. Ben Wyvis has a very active, strong and supportive Parent Council.

The Ben Wyvis Primary Parent Council plays an active part within the life of the school and supports the school in a planned and purposeful way.

"The Parent Council, is a group of parent/carers that have children in Ben Wyvis Primary from nursery to Primary 7. We usually meet once a term. The meetings are open to all. We vote each year for a committee. Meetings usually last about an hour and are very informal. We are updated by the Head Teacher on things that are happening in the school."

We do a lot of fundraising throughout the year including organising a Summer Fayre and discos. This money is used to support the children's education by providing a variety of things from school experience days, to paying for the buses to take the children to the pantomime. We work alongside the school and have a team of committed parents who work hard to help provide the best for our children. We need your support to keep this commitment going and ensure our children benefit. Dates of meetings are posted on the school Facebook page and the school blog. We also have a noticeboard in the school. Why not come along to our next meeting and see what we are all about?"

Members are kept well informed of activities and curricular decisions within the school by the Head Teacher.

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

The Parent Council comprises of the following office bearers:

Chairperson	Claire Whitehead
Vice-Chair	Lisa Nicholls
Secretary	Kate Sealey
Treasurer	Carol Hume
Head Teacher	Catriona McDowall

Contact details: benwyvispp@gmail.com

Parent/Relative Helpers

We are also very keen to involve parents in the school whenever possible. We recognise that many parents have a very worthwhile contribution to make to the school and as such we ask for parent volunteers to help share their expertise to enhance learning with groups, class trips, etc. We now have a list of volunteers that we will continue to develop throughout the session. We are very much indebted to these parents/relatives and realise that a school community just cannot function without them.

Parent/Carer Views

Parent/Carer views are always welcome and actively sought throughout the session, both formally and informally, through questionnaires, Parents` Evenings, workshops, meetings, etc. You are the first educator of your child and your views are important to us in order that we can help your child reach their full potential.

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 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.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the Head Teacher or online at www.highland.gov.uk

Concerns/Complaints

Concerns/complaints in the first instance should be brought to the attention of the class teacher, Management Team or Head Teacher. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. If any parent feels that their concern/complaint has not been dealt with satisfactorily, the matter can be raised with the Parent Council, if appropriate to do so, or ultimately with the Area Education and Learning Manager:

Derek Martin
Area Education Office
High Street
Dingwall

Concerns/complaints will be investigated and any recommendations or requirements will be communicated to the Head Teacher.

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.

School Policies and Protocols

There are available in the office for parents to view. Policies can also be found on the Highland Council website.

Curriculum For Excellence

The curriculum framework for all Scottish education establishments 3 - 18, called Curriculum for Excellence, will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them.

The aims of Curriculum for Excellence are that every child and young person should:

- Know they are valued and will be supported to become a **successful learner, an effective contributor, a confident individual and a responsible citizen;**

- Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

At Ben Wyvis Primary, we strive to develop and provide opportunities for pupils to achieve the aims of Curriculum for Excellence through taking on leadership roles within the class/ school, or taking part in, Enterprise, Global Citizenship, performances, celebrations and events - for example, through the Eco Committee, Pupil Council, House Captains, JRSO, Christmas, St. Andrew`s Day performances and many more.

From Primary 3 to 7, there will be opportunities throughout the session for pupils to take part in shinty and football training with Ross County coaches. Kodaly music, chanter, strings and drums tuition are also offered at various stages.

All classes are encouraged to plan outdoor learning and trips throughout the session, to enhance their learning and make it `real` .

Curriculum for Excellence

As we know, the curriculum is more than curricular areas and subjects. At all stages the curriculum will include learning through:-

- The ethos and life of the school as a community
- Curricular areas and subjects
- Interdisciplinary projects and studies
- Opportunities for personal achievement

We aim to promote learning across a wide range of contexts and experiences and to equip our pupils with high levels of literacy, numeracy and thinking skills and to support the development of their health and well-being. At Ben Wyvis Primary we plan whole school theme weeks/days in Finance, Health, World Book Day, etc., as well as celebrating individual pupil`s achievements. We strive to work with parents and the wider community, learn from them and encourage them to be part of our celebrations.

The experiences and outcomes under Curriculum for Excellence are written at five levels.

- Early Level - the pre-school years and P1 or later for some
- First Level - to the end of P4, but earlier for some
- Second Level - to the end of P7, but earlier for some

Third and Fourth - S1 to S3, but earlier for some
Senior Phase - S4-S6 and college or other means of study

A pupil should experience a balanced curriculum in their seven years in primary school.

The curriculum should also offer **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.**

Organisation of the Curriculum

The curriculum Nursery to P7 is organised under eight headings but every effort is made to link areas of the curriculum together to make learning more real and relevant, providing opportunities for children to transfer skills learnt in new meaningful contexts. The eight areas are:

**Languages, Mathematics, Health and Well Being,
Social Studies, Technologies, Expressive Art,
Religious and Moral Education and Science**

Outlined below is a brief description of each area.

Central to all areas of the curriculum is the methodology used by the teacher and the need to engage and motivate our pupils in their learning.

Languages & Literacy

Through Language & Literacy our pupils gain much of their knowledge and many of their skills across the curriculum. The four main components of language are:

- **Talking, Listening, Reading, Writing**

The importance of **spoken English** is emphasised at Ben Wyvis. From Primary 1 children are encouraged to develop their skills in talking and listening to articulate their learning.

At the early stages of reading, **Jolly Phonics and an Emerging Literacy approach** is used to develop phonics skills.

At early stages of writing we build on drawing and scribing sentences and gradually introduce vocabulary, sentence structure, and punctuation as the children progress.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

Writing can take many forms, it can be cross-curricular and can be for many different 'audiences', e.g. a report, letter, an imaginative or personal story.

We teach and encourage children to develop a legible, cursive style of handwriting.

A wide range of reading texts and resources are used in all classes. Oxford Reading Tree is the main resource at Infant Stages with a wider range of resources in Middle and Upper Stages, including Treetops, Literacy Links Plus and Longman.

Reading for pleasure, as well as for information, is encouraged throughout the school and all classes make good use of our new extensive library. ICT is also used to enhance, motivate, develop skills and support all learning.

French is taught from P1 upwards and **Gaelic/ British Sign Language** from P4 - P7, this is in line with the new Highland Council 1+2 language policy.

Mathematics and Numeracy

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. It provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be solved.

Numeracy is taught in an active way, which is relevant and meaningful to the children. This enables them to become confident and competent in numeracy skills.

Within the Curriculum for Excellence these are outlined within the following organisers:

Number, money and measure

- Basic number processes
- Measure
- Patterns and Relationships

Shape, position and movement

- Properties of 2D and 3D objects
- Angle, symmetry and transformation

Information Handling

- Data and analysis
- Ideas of chance and uncertainty
- Mental Maths is encouraged at all stages of the school

Health and Wellbeing

Health and Wellbeing Education is concerned with all aspects of mental, emotional, social and physical wellbeing both now and in the future. Over the course of a school year children will study elements of the three areas:

Mental and Emotional Wellbeing - exploring emotions, feelings and relationships and how they affect us.

Social Wellbeing - exploring the interaction of the individual, the community and the environment in relation to health and safety.

Physical Wellbeing - exploring physical factors in relation to our health and looking after ourselves.

Currently, in Upper Stages, pupils learn about drug awareness and sexual health.

Sensitive aspects of learning are carried out by class teachers and the school nurse, and only with prior agreement of parents.

Using the Living and Growing programme, Primary 5s study `Changes`, Primary 6s study `Puberty and Reproduction` and Primary 7s study Relationships and Sex.

Drugs awareness is also covered at Upper Stages with Primary 7s taking part in Choices for Life.

Social Studies

In Social Studies pupils examine societies at different times (history), in different places (geography) and also people in society (modern studies). It is taught in a way which enables pupils to gain an appreciation of enterprise, history, geography and eco sustainability. Teachers, pupils and parents are involved in planning what they want to find out and working on themes which help the pupils develop an extensive range of progressive skills and experiences.

Technologies

As pupils study aspects of Technology, they learn about its impact in the home, in school, in industry and in the wider community. Information Technology involves pupils in, for example, using and learning about digital technology / Chrome books and iPads.

At Ben Wyvis Primary, we are fortunate to have interactive whiteboards in our classrooms and access to Chromebooks to support learning. P5, P6 and P7 pupils have access to their own Chromebook (issued by Highland Council) which they can use at home and school, returning it at the end of P7. Children and staff use cameras and ICT equipment to enhance and capture moments of learning and achievement.

Expressive Arts

Art, Dance, Drama and Music are all classified under this heading. They cover a wide area of activities, all of which seek to enable the pupils to develop relevant, creative and expressive skills through personal experience. Where possible they are linked with class work and Social Studies.

Religious and Moral Education

Religious and Moral Education helps children and young people explore the world's major religions and views which are independent of religious beliefs. Within Curriculum for Excellence the areas studied are **Christianity and Other World Religions. Beliefs, Values, Issues, Practices and Traditions** are explored within these. At Ben Wyvis Primary we have a broad and balanced programme of study which teachers and pupils follow. Moral education reinforces the school's caring ethos, promoting the value of kindness and respect.

We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others. They also investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

Whilst Religious Education is required by law to form part of the curriculum, parents have the right to withdraw their children from religious observances with prior notice to the Head Teacher/Class Teacher in writing. Alternative arrangements can then be made for that child.

Science

Through Science, children and young people develop an interest in and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults. At Ben Wyvis Primary pupils explore a broad and balanced programme of study from Primary 1 to Primary 7.

If you need any further information about the life of the school or have any ideas or expertise that you would like to share with us, please do not hesitate to contact us. We very much look forward to working with you to improve the learning experiences for our children and help them reach their full potential.

Mrs C McDowall
Head Teacher



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.