



Caol Primary School

School Handbook

2023 – 2024



Caol Primary School,
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🌐 <https://caolprimary.wordpress.com/>



@Caol_Primary

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Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. For the most up to date information, please contact the school.

LETTER FROM THE HEADTEACHER



Caol Primary School,
Glenkingie Street,
Caol,
Fort William
PH33 7DP
Tel 01397 703366

November 2022

Dear Parents/Guardians,

Welcome to our school community! We are delighted that you have chosen to enroll your child in Caol Primary School, and we very much look forward to welcoming you to our Team Caol family.

We are very proud of our school and nursery; we have a modern building with access to outdoor spaces for learning, playing, and having fun. We aim to provide a safe, welcoming, and nurturing environment where your child can fulfill their potential to become confident individuals, effective contributors, responsible citizens, and successful learners in an ever-changing world.

We have strong community links to support and enhance our pupils' learning experiences and we encourage all our pupils to work together to influence positive change in our classrooms, school, community and beyond!

When asked 'What makes our school special?' our pupils were quick to respond:

Quite simply, Caol School is the best! It is an explosion of positivity and kindness. Callum P6

All pupils and staff are always respectful to everyone in the school, by being polite and using good manners. We respect our building and equipment and resources. Fergus P6

Our motto is "It's Caol to Be Kind", and we all try to follow this motto every day in what we do in class and outside in the playground and MUGA. Harry P6

We are lucky to get many fun school trips such as going to Glencoe or Nevis Centre. We have interesting visitors who come to our school to share their skills. Chase P6

We like it when other teachers do observations of our class and we can prove how good we are. (Jessica P5)

We are grateful for mixing with P6 for Fit Kids, working as a team in PE, committee time which helps us make more friends and we get to know other teachers too. (Zara. P5)

This handbook has been written in consultation with pupils, staff, and parents to provide you with some details and information which should be helpful to you as your child joins Team Caol. We have an open-door policy where parents are always made to feel welcome and listened to. If you have any queries which this handbook doesn't cover, please get in touch and a member of our team will be happy to help you.

Kind regards,

Mrs. Sharon MacDonald

Head Teacher

ABOUT CAOL PRIMARY SCHOOL

Caol Primary School is a non-denominational school situated in the village of Caol on the shores of Loch Linnhe. We are surrounded by Highland mountains and glens and are lucky to have stunning views of Ben Nevis from our classroom windows.

The catchment area of Caol Primary School is principally for pupils living in the village of Caol and Lochyside. We currently have 252 pupils in Primary 1-7 and 48 pupils in Nursery and cater for children from the ages of 3-12 years of age.

We share a campus with St Columba's RC Primary School and have a community centre, STEM Room, Room 13 Art Studio and Highlife Highland Library on site.

We are grateful for having such a big playground.
(Sandy - P3)

We are so lucky to have access to the library as we get to do fun activities there, and it helps us to fulfil our other motto Reading is So Cool. Taylor C. P6

We are grateful for the tuck shop and the canteen meals. There are always healthy options and vegetarian choices. The quality of food is amazing. Chris P6

We are grateful for our music lessons in P4.
(Niamh - P4)

We have nursery provision for three- and four-year-olds during school term-time.

OUR VISION, VALUES AND AIMS

Our Vision:

Team Caol is Ready, Safe and Respectful to Play, Learn and Grow Together.



We identified the following 8 values as those which are most important to us:

Fairness	Friendship	Honesty	Inclusion	Kindness	Learning	Responsibility	Teamwork
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In order to achieve this, we will continue to build upon our positive working relationships with parents. Pupils and staff share a sense of belonging and a firm commitment to the school and we now want to extend this to the wider community.

After extensive consultation with staff, pupils, parents and the community we have a shared purpose which we have translated into our current school aims:

The aims of Caol Primary School are to:

1. *Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, and is respectful towards each other.*

2. *Continue to evaluate and improve our curriculum, teaching, learning and resources using our Curriculum Plan and School Improvement Plan.*
3. *Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.*
4. *Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.*
5. *Continue to implement A Curriculum for Excellence striving for excellence in what we say, write, do and make.*
6. *Raise attainment by enabling our learners to be reflective and successful while we recognise and celebrate achievements in and out of school.*

Right	C	hoices
Fun	A	ctivities
Many	O	pportunities
Everyone	L	earning

We value the partnership between school, parents and community partners and the part it plays in realising our vision. This statement therefore applies to everyone who has a role to play in the provision of education in our school.

A

ACCESS TO PUPIL RECORDS

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

ACHIEVEMENT

Pupil achievement is marked in several ways. We have a monthly celebration assembly where certificates are awarded to pupils in each class who have been nominated by their teacher and support staff. These reflect the 4 capacities: Confident Individual, Effective Contributor, Responsible Citizen, Successful Learner, and our Caol Kindness Award.

Pupils also nominate and vote for their Pupils' Pupil of the Month.

Wider achievements are celebrated in assemblies, via our school Facebook page and in monthly newsletters.

We promote our school vision through issuing Cool Class Credit Cards for working hard, being ready and organised to learn, being kind to others, being safe and respectful in the canteen, being respectful in the corridors and for looking after our classrooms, resources, and breakout spaces. The class with the most cards each month wins an extra playtime on Friday afternoons for the month.



Through our Curriculum for Excellence, we aim to support our young people to develop four capacities. We have outlined below some of the activities undertaken by pupils throughout the year that have helped to do this.

Developing Successful Learners

- ★ Participation in the Christmas Concert
- ★ Nevis Radio recording the school singing & reading
- ★ Learning and participating via Social Skills
- ★ Poetry competition entries
- ★ Art competition entries
- ★ Entering local gardening and agriculture shows
- ★ Local Spelling Bee and Maths Competition
- ★ Presenting to families in Open Afternoons

The Four Capacities



Developing Confident Individuals

- ⊙ Membership of a Committee
- ⊙ Learning drumming skills with Drumfun & performing with musical instruments
- ⊙ Indoor Climbing at the Ice Factor
- ⊙ Outdoor adventure at Glencoe Outdoor Centre
- ⊙ Playing shinty, football & netball for the school team
- ⊙ Rugby & Basketball Festivals with other school groups
- ⊙ Cross Country races against other schools
- ⊙ Taking part in the Dance Platform

Developing Responsible Citizens

- Rag Bag collection for charity
- Collecting for the Blythswood Charity Shoe Box Appeal
- Spring Fundraiser
- Participation in Summer Trips to a variety of venues
- Participation in a residential trip to Ardgour
- Buddying younger pupils - P7 with P1, P6 with Nursery
- Taking on responsibilities in class and around the school
- Community litter picks

We are lucky to have Fruity Friday because other schools don't do it so it makes us feel special. (Poppy P5)

Developing Effective Contributors

- ⊕ Participating in The Lochaber Music Festival & Local & National Mods
- ⊕ Participating in local charity events and competitions
- ⊕ Participating in outdoor activities at Ardgour/Nevis Range/Glencoe
- ⊕ Running lunchtime clubs
- ⊕ Representing the class in a committee
- ⊕ Presenting at assemblies
- ⊕ Engaging in problem solving, STEM and team challenges
- ⊕ Performing in shows, concerts and plays

ADDITIONAL SUPPORT NEEDS

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified.

Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning.

Our **Additional Support Needs Teacher** supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Child's Plans and Individualised Education Programmes.

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

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

[Coordinated Support Plan](#)

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

Stage 1 ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

Stage 2 ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

Stage 3 ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example, Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

Stage 4 ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level.

If your child's needs are:

- significantly complex
- likely to last for more than a year and
- are proving a barrier to their learning

they may need a high degree of coordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Caol Primary, we would advise parents at Parents' Evening if their child was at stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place.

Regular reviews are held throughout the year.

Transition - generally, for a child with an additional support need we would ensure that there is a comprehensive sharing of information each school year. Additionally, if a child has a significant support issue and they are going to be moving on to primary or high school then a transition plan would be put into place and include members of the high school at an early stage.

Further Information can also be found here:

1. [Enquire](#) – the Scottish advice and information service for additional support for learning
2. [My Rights, My Say](#) – an advocacy and advice service for young people over 12 with additional support needs
3. [Scottish Independent Advocacy Alliance](#) , an advocacy service to support parents and children
4. [Scottish Child Law Centre](#) , an organisation providing free legal advice to young people

ADMINISTRATION OF MEDICINES

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

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

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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

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

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

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

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

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

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

Please see our clerical in the school office for relevant paperwork required before we can administer any medicines.

ADVERSE WEATHER

For some years now the school has used the above telephone system very successfully. There is also a website which will give up to date information on school closures. You can access this at <http://www.highland.gov.uk/schoolclosures> Please click on the relevant geographical area for local school closure information. Local radio stations also provide regular winter weather updates with regard to school closures.

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not override good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- parents should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies

- the school will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- the school will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements. A telephone service is offered to provide parents with up-to-date information.

Parents need to call **0800 564 2272** to access your schools' information. Please note, you will need the unique pin number (**04 1650** for Caol Primary) for your school.

The Highland Council Website, Facebook and Twitter are sources of information:

- The Council's website <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's Facebook page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather-related problems
- The Council's Twitter page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather-related problems.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore, there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pickup point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly.
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.

Please note when weather conditions are poor, parents should ensure that children are met at the "drop-off" point, especially where public service transport is used.

ASSESSMENT

Assessment of a child's work and progress is monitored continuously by the class teacher in their daily observations of the class using a variety of methods.

Various methods of assessment are used on an ongoing basis. These include both formal and informal observations, pupil self-assessment, peer assessment and structured standardised assessments.

A key feature of assessment is formative assessment. Formative assessment is the teacher and child working together to support learning. It is about teachers giving effective feedback to pupils and the active involvement of children in their learning.

Pupils are also involved in self and peer assessment which is used in order that they can identify their own areas for development or next steps. This would be done by the class teacher working with them and sharing learning targets.

Assessment information is used to:

- monitor progress
- to give information to teachers about skills, knowledge and understanding
- to identify difficulties
- recognise strengths in order to plan learning experiences which take into account the child's needs
- inform next steps
- used to report to parents

At the end of P1, P4 and P7, pupils are required to undertake Scottish National Standardised Assessments. Further information can be found here:

<https://standardisedassessment.gov.scot/parents-and-carers/>

ATTENDANCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school's absence line on the first day of absence, on

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

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

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

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

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

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

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

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

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

BUDDYING

We have a buddying system for new pupils, where younger pupils are paired up with older pupils to ensure that they become familiar with the routines of school, are helped in the canteen and are not anxious about playtime and lunchtime. In the playground, the buddies usually support the children until they feel confident to be independent which will vary from child to child.

P6 children will visit pupils in Nursery for some play sessions to become familiar with them beginning in Term 3.

The buddy support will continue throughout the year with pupils from P7 participating in a range of buddying opportunities such as paired reading, digital buddy sessions and playground games.

BULLYING

The school appreciates and shares the concerns of parents regarding preventing bullying.

Bullying affects everyone, not just bullies and victims. It also affects those other children who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a school. What is more, less aggressive pupils can be drawn into the taunting and tormenting of victims by group pressure and psychological factors.

Schools have a responsibility to create a secure and safe environment for pupils in which they can develop into confident individuals and responsible citizens. As a Rights Respecting School, young people and adults in our school learn how the values and principles of the UNCRC help to create a safe and healthy environment.

Everyone concerned; pupils, parents, and all school staff, must be in no doubt that bullying is completely unacceptable. It is the responsibility of all of us to help prevent bullying occurring, and to deal with it sensitively and effectively if it should arise.

What is bullying?

Bullying is something which happens in a relationship which involves some form of hurtful abuse of power. It may be:

- Verbal – as in name calling or making inappropriate personal comments
- Social – like not being spoken to or excluded from group activities
- Material – as when possessions are stolen or damaged
- Mental – as when extortion takes place
- Physical – as in physical assault

Caol Primary School adopts the following strategies for dealing with bullying:

- Sets the right ethos
- Encourages the reporting of the bullying
- Raises awareness
- Has links to the curriculum
- Supports bullied children
- Changes the bullying behaviour
- Deals with problem areas and times
- Communicates policy and strategy
- Monitors, evaluates and records

We follow this [guidance](#) when dealing with allegations of bullying.

CALENDAR

2022-2023	
SCHOOL OPENS	SCHOOL CLOSES
Tuesday 16 th August 2022	Friday 7 th October 2022
Monday 24 th October 2022	Thursday 22 nd December 2022

Thursday 9 th January 2023	Friday 17 th February 2023
Thursday 23 rd February 2023	Friday 31 st March 2023
Monday 17 th April 2023	Thursday 29 th June 2023
In-Service Dates – 15 th August 2022, 12 th & 13 th September 2022, 22 nd February 2023, and 5 th June 2023 May Day Holiday: Monday 1 st May 2023	

2023-2024	
SCHOOL OPENS	SCHOOL CLOSES
Tuesday 15 th August 2023	Friday 6 th October 2023
Monday 23 rd October 2023	Friday 22 nd December 2023
Monday 8 th January 2024	Friday 16 th February 2024
Thursday 22 nd February 2024	Thursday 28 th March 2024
Monday 15 th April 2024	Thursday 27 th June 2024
In-Service Dates: 14 th August 2023, 11 th & 12 th September 2023 21 st February 2024, and 2 nd May 2024 May Day Holiday: Monday 6 th May 2024	

CAMPUS

The Caol Campus encompasses Caol Primary School, St Columba's RC Primary School, a Community Centre, a Youth Centre, Room 13 Art Studio, Newton STEM Room and a Library.

The school has two 'wings' with Caol School in one and the St Columba's School in the other. We have a shared gym and canteen facilities.

Our school was opened in 2016 and is a lovely, open, modern building with spacious classrooms and working areas. There is provision for ASN pupils and a large playground for all to enjoy.

CARE AND WELFARE

For Health & Safety reasons once your child enters the school grounds we would expect them to remain there until the bell. Children should be picked up and dropped off if they are going home for lunch. If your arrangements at the end of the day change for picking

up your child or children, please give us ample notice to inform your child. If your child gets home at the end of the day and no-one is home, and you have not advised them of an alternative, we advise them to return to school to enable us to keep them safe and for us to use the emergency contacts you have provided.

CHILD PROTECTION

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

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

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

Copies of Child Protection Policy guidelines are available from the Head Teacher or [online](#).

CLUBS

We have a range of clubs after school which are run by parent volunteers or staff in our school building or on Caol Campus.

Football Training
Mondays
4:30-5:00pm P1-3
5:00-6:00pm P4-7

Netball
Wednesdays
3:30-4:15pm
P6 and P7

Lego Club
Wednesdays @ Caol Library
3:15-4:15pm
for age 8+

Choir
Thursdays
3:30-4:15pm
P4-7

Shinty
Fridays
3:30-4:15pm P2-4
4:30-5:30pm P5-7

There are a wider range of clubs available across Lochaber. Contact Lochaber Leisure Centre for further information on 01397 704359. Our Active Schools Coordinator and Highlife Highland Staff organise a variety of extra-curricular activities and you can be kept up to date by following their [Facebook page](#).

COMMITTEES

To encourage our children to utilise their pupil voice and develop as responsible citizens, we have community time each week when the children work in committees. Committee Time was set up following a pupil-directed project in 2021-2022 when our P4/5 pupils planned and organised our committee time, deciding on the committee groups our pupils found most useful.

Committees are facilitated by staff with ideas taken forward and led by pupils. They are as follows:

#TeamCaol is
fun because I
get to play
with my sister
- Mia (P1)

Arts and Crafts

Caol News

We are grateful for all the life skills and PE activities which are presented to us in a fun way. This helps us to grow as a person and to give us ideas for our future careers.
Ciaran P6



Community
Environmental
Expressive Arts
Fitness
Gardening
Life Skills
Reading is so Caol
STEM



People will always help you to make good choices - Ailen (P1)

COMMUNITY LINKS

We are very fortunate to have positive working partnerships with a wide range of community partners. These partnerships ensure pupils' learning experiences are enhanced and relevant.

Current Community Partners include:

We are so lucky to have access to the library as we get to do fun activities there, and it helps us to fulfil our other motto Reading is So Cool. Taylor C. P6

Active Schools	Allied Health Professionals	Caol Community Council	Caol Co-op
Caol Library	Caol Youth Centre	Fort William Museum	Glencoe Outdoor Centre
Highlife Highland	Hopscotch	Kodaly Music	Lochaber Environmental Group
Lochaber Leisure Centre	Lochaber Lunch Club	Mossbank Nursing Home	Music As Therapy
Newton Room	Room 13	UHI and West Highland College	Youth Music Initiative

Pupils are encouraged to be active community members by taking an interest in local events, making use of local amenities, and taking pride in their local area. We welcome visitors including the emergency services personnel, local businesses, allied health professionals, charity workers, volunteers, environmentalists, and conservationists.

We promote our community as much as possible through our weekly committee time. We are also working towards re-accreditation through Eco Schools, Rights Respecting Schools, Fairtrade through opportunities for Inter Disciplinary Learning around Global Citizenship and Global Development Goals.

COMPLAINTS PROCEDURE

If a parent has any concerns, they should contact their child's class teacher or their Named Person, Sharon MacDonald (01397 703366).

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mhairi MacDonald (mhairi.macdonald3@highland.gov.uk).

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.

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

CONTINUING PROFESSIONAL DEVELOPMENT

We aim to enhance professionalism of staff by

- Ensuring that all staff have opportunities for Continuing Professional Development and training relevant to their roles
- Undertaking staff development courses which respond to individual needs and school priorities
- Liaising with colleagues and staff in other schools to share good practice

CURRICULUM

In Caol School, our Curriculum Rationale is based on the four contexts for learning. We aim to provide a curriculum that is broad, balanced, relevant and helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century



We aim to enable pupils to become

Successful learners

Confident individuals

Responsible citizens

Effective contributors

The current curriculum areas and subjects have been grouped into eight curriculum areas and will be refreshed and re-focused in accordance with the purposes of the curriculum, the principles underlying the curriculum, and an emphasis on cross curricular activities.

The curriculum areas are

- Expressive arts
- Health and wellbeing
- Languages & Literacy
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

**I like playing
at school,
because I can
make new
friends -
Tahmeed (P1)**

In our school we
have lots of
opportunities to
take part in fun
activities and we are
all treated
fairly. Josh P6.

The **EXPRESSIVE ARTS** encompass a range of activities and experiences – art and craft, music, movement, drama and dance. In each of these areas, the children experience a broad range of activities to ensure the progression of skills and the opportunity to be creative. We benefit from having Room 13 located nearby on campus. The artist in residence, Richard Bracken, works with class teachers to deliver art lessons and the room has a management team made up of pupils. Pupils from all classes are able to access Room 13 during lunchtimes.

HEALTH AND WELLBEING is central in ensuring our young people develop physically, emotionally, socially, and mentally.

Physical Health explores physical factors in relation to our health and looking after ourselves e.g., exploring changes in the body, identifying ways of crossing the road safely and recognizing the harmful effects of smoking, alcohol, solvents, and illegal drugs.

Emotional/Mental Health explores emotions, feelings, and relationships and how they affect our mental well-being e.g., learning to share and care for others and reflecting on experiences and ways of dealing with problems, e.g., change, loss, bullying, conflict.

Social Health explores the interaction of the individual, the community, and the environment in relation to health and safety e.g., dealing with litter, practising personal safety strategies and exploring ways of helping the school to be a health promoting school.

Physical Education is vital to ensure all pupils are active and know what their body needs to be fit, mobile and agile. All pupils receive a minimum of two hours PE lessons per week. This is through an hour's PE session and 2 x 30 minutes Fit Kids sessions per week. The children experience a balanced programme of gymnastics, games, athletics, movement, and dance. Our P6 pupils benefit from swimming sessions in the Spring term and P7 pupils have the opportunity to participate in snow sports.

LANGUAGES & LITERACY experiences consist of Talking, Listening, Reading, and Writing and they are central to all learning.

Talking experiences include exploring sounds, patterns, rhythm, rhyme to be able to communicate effectively with others. This includes taking turns to talk and being able to respond to others.

Listening experiences include the development of listening and attention skills, phonological awareness, listening for information and listening to follow instructions.

Reading consists of core reading sessions 3-4 times per week, reading for enjoyment, reading for information and the sharing of class novels, poems, and short stories to develop a love of literacy and extend vocabulary.

Reading resources used include ORT books, Floppy's Phonics books, Group Novels, Non-Fiction texts, Graphic Novels and Poetry books.

Writing is a current focus for improvement through the implementation of Talk for Writing across the school. Handwriting begins with mark-making and when ready, letter formations are taught. From P3, the children are taught to join their handwriting. Spelling is an ongoing focus, through the use of Wraparound Spelling and Morphological Spelling.

Modern Languages we teach include French from P1-P7 and Gaelic in P5-7. We teach through a wide range of activities including songs, games, role-play and direct teaching of simple vocabulary and language structures.

MATHEMATICS experiences and outcomes link to the following organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

In P1 we can use the animals to count and hide them in the sand - Leo (P1)

We use White Rose Maths and TeeJay Maths, supplemented by an extensive bank of teacher-prepared materials which relate to real life situations. The main aim in mathematics is to encourage enthusiasm, confidence, understanding and accuracy in dealing with mathematical ideas and processes. There is a particular emphasis on problem solving and mental calculation.

RELIGIOUS AND MORAL EDUCATION is taught throughout the school and there are opportunities for Religious Observance at termly assemblies for Primaries 1-7. A whole school assembly is held monthly, and we visit church at Easter and Christmas. Parents who wish their children to be withdrawn from religious education are requested to call in at the school to discuss alternative arrangements. Experiences in religious and moral education encompass three areas:

- Christianity
- World Religions
- Development of beliefs and values

SCIENCES, SOCIAL STUDIES and **TECHNOLOGIES** - Much of this work will be approached through topics and will be taught in an integrated way. In all such studies, we are concerned not only with factual content but also with the development of skills, ideas, and attitudes through which real understanding is achieved and which will form the basis for future study. We aim to develop enterprising attitudes and skills and we encourage curiosity, independent thinking, and positive attitudes to entrepreneurship.

It is not normal policy to charge for equipment, books or materials.

Curriculum for Excellence Levels provide a very broad indication of how children progress in their learning from ages 3 to 18. Expected levels of progression are as follows:

Level	Stage
Early Level	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
3rd / 4th	S1 to S3, but earlier or later for some.



DATA PROTECTION LEGISLATION AND DATA POLICY

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment, and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from

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

Data policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen

to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the [ScotXed website](#)

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

Concerns

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

ENROLMENT

Children who are due to begin school in August are enrolled the previous February. Enrolment week is advertised in advance in the local press, and we also pin up posters in the local area. Parents who are considering enrolling their children are most welcome to visit the campus to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

EQUALITY & INCLUSION

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equality_opportunities

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

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

FAMILY LEARNING

Throughout the school year, we survey families to identify a preferred focus for Family Learning. Family Learning so far has included Online Safety workshops and Early Literacy.

FILMING AND PHOTOGRAPHY – SCHOOL EVENTS

The safety and protection of children are key concerns. In line with Highland Council Guidelines, we ask parents to advise the school if they do not wish their child to be photographed or filmed by any spectator or member of an audience at a school event. If any parental objection is received, alternative arrangements will be made for these individual children.

FRIENDS OF CAOL SCHOOL

Every parent of a child in this school is a member of our Parent Council. The decision of the Council was to form a representative group which would be called 'Friends of Caol School.' The group is another channel for parents to communicate with the school. Fund raising, social and educational events are organised by the committee members. They are very keen to encourage more parents to become involved in their activities and any ideas for fundraising would be welcomed.

The Annual General Meeting is usually held at the end of September and new members are elected at this point.

The recently elected Parent Council are as follows:

Office Bearing Members:

Chairperson: Helen Cree

Secretaries: Calley Colyer, Emma Norvall and Leah Aitchison

Treasurers: Carrie Grieve and Lindsay MacIver

Parent Members: Claire McIntosh, Donna Gillespie, Leona Stewart, Lisa Vickers, Louise MacPherson, Lynsey Bergin, Rachel Tonks, Rani Chowdhury, Sabine Mackenzie, Sandra Gibb, Suzanne Fjortoft

Advisor: Sharon MacDonald (Head Teacher)

Staff Reps: Kerry Lamont (DHT) and Fiona Wilson (Class Teacher)

Meetings are generally once per term alongside several fundraising events which take place over the course of the year.

Meeting minutes will be posted to our school website.

Contacting the Parent Council

Please remember if you need to contact the parent council you can speak with any member you see in/around school, email caolprimary@highlandpc.co.uk or drop a note into school for the attention of the Chairperson who will contact you. If your query is specifically related to your child, the Parent Council encourages dialogue with the school initially. However if you think it is a widespread issue, please do not hesitate to contact them directly.

HEAD LICE

Unfortunately, head lice are often a problem within the school and the wider community. Weekly wet combing is advisable for all children throughout their school years. If head lice are detected, pharmacists are able to advise. Please remember that children are entitled to free prescriptions and insecticide lotions and the “Bug Buster” Kit (a non-insecticide alternative) are both available on prescription.

We would be grateful if you would contact us if your child has head lice. Children should be returned to school once treated. We will contact you personally by letter if we detect head lice and we will be able to give advice about treatment.

Newsletters will contain any updated information with regards to head lice treatments.

HEALTH CARE

Pupils are looked after by the School Medical Officer and a team of nurses based at Fort William Health Centre. School Nurses makes regular visits to the school to check eyesight, hearing and personal hygiene. Each year more thorough medicals are given, if necessary, by the Community Pediatrician.

The school dentist calls regularly to conduct examinations and will inform parents if treatment is recommended. Tooth varnishing is undertaken with pupils twice a year by the Childsmile team.

Routine matters of first aid are attended to by our staff. For any more serious matter the child is taken to the out-patient dept. of the Belford Hospital.

If your child has any serious health problem, or one that you feel may affect his/her schooling, please contact the Head Teacher.

Our school is a “Nut Free Zone” because a number of children suffer from life threatening allergies. Even if your child does not have this problem, please do not allow him/her to bring peanuts to school.

HOME/SCHOOL COMMUNICATION

We believe that much of the strength of the school lies in the positive relationships between staff, pupils, and their parents. These relationships are nurtured through regular communication between school and home. We welcome and value parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

We have an open-door policy where parents can contact the school to make an appointment with their child’s class teacher, our ASN teacher or the head teacher as required, and we will do our very best to support you.

HOME LEARNING

At the request of our families, we have created a Home Learning website which families can access if their child is absent from school. The site can be accessed here:


<https://sites.google.com/lochaberhigh.org.uk/caolprimaryschool/home>

HOMEWORK

Homework provides an opportunity for parents to support and encourage their children with their schoolwork as well as providing families with an insight into some aspects of the curriculum. It is of great practical necessity for certain kinds of activity – memorisation of number facts, practice of spelling, organisation, developing fluency in reading.


We are grateful for homework which helps us get smarter. (Diego P5)



Our pupils worked in Focus Groups during 2021-2022 to update our homework policy to ensure it is more flexible to meet family needs.









Caol Primary School

Updated Homework Policy 2021-2022



 We have gathered the opinions, thoughts and ideas from our Pupils, Parents and Staff in the creation of our updated Homework Policy as discussed and agreed by our Pupil Focus Groups. 


Pupil Surveys and Jamboard	Parent Surveys	Staff Surveys
<div style="background-color: #c8e6c9; padding: 5px; margin-bottom: 10px; border-radius: 5px;">Homework helps us to practise what we learn in school.</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 10px; border-radius: 5px;">Some of us have clubs after school, so homework needs to fit into our busy lives.</div> <div style="background-color: #bbdefb; padding: 5px; border-radius: 5px;">Most pupils, parents and staff agreed on 2 homework tasks per week.</div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>P4/5</p> </div> <div style="text-align: center;">  <p>P5/6</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>P4</p> </div> <div style="text-align: center;">  <p>P5</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>P6</p> </div> <div style="text-align: center;">  <p>P7</p> </div> </div>


It helps if we can choose when we do our homework.


Everyone surveyed agreed reading should be a focus for homework.


Talking to us about our learning helps.

What? When? How much?	Homework Pack	Homework Support
<ul style="list-style-type: none"> 2 tasks per week Homework is given out on a Monday to be handed back in on a Friday (if possible) or the next Monday Tasks may include 2 of the following: reading phonics/spelling maths Extra tasks are optional 	Homework packs include: <ul style="list-style-type: none"> A task sheet (or a homework diary if in P7) Homework jotter or worksheet Reading book or library book A grid of optional tasks A pencil, rubber and resources needed 	School staff will <ul style="list-style-type: none"> Model how to complete homework tasks Check we have what we need Help if we are stuck (we just need to ask) We'd love it if parents could <ul style="list-style-type: none"> Help us find a quiet space to do our homework Talk to us about our learning and homework

 caolprimary.wordpress.com

 [#caol_primary](https://twitter.com/caol_primary)

 01397 703366

 caol.primary@highland.gov.uk

HOUSES

The school is organised into ten houses. The children are awarded tokens for good work, respectful behaviour, kind deeds and they collect these for their house. Points are then counted during the year and added to the points won on Sports Day to see which House has performed the best.

We work in House teams each week for our community time. This involves groups of pupils in Primary 1 to 7 helping one another and learning from each other and provides opportunities for the children to develop leadership and social skills.

Children are assigned to a house on enrolment with families being in the same house.

Our Houses are as follows:

Arkaig Green	Eil Grey	Lochy Brown	Morar Blue	Ness Pink
Arkaig Purple	Eil White	Lochy Orange	Morar Yellow	Ness Red

INDUCTION

Our 4-year-old children who attend Nursery start the induction process in January-February of each year. The Primary 1 teachers visit nursery regularly and get to know the children. They liaise closely with nursery staff and during the term the nursery children visit the Primary 1 class regularly in small groups. During the summer term a visit to the Primary 1 class is organised for all new entrants and their parents. The children spend some time in the classroom while their parents have an opportunity for an informal chat with the head teacher. Prior to this visit, the Primary 1 teacher will have visited any children from other nurseries/settings in order to meet the children in a setting which is familiar to them.

MAJOR SCHOOL EMERGENCY

Procedures for evacuating the building are well established and practiced routinely during Fire Drills. In the event of a major school emergency children and staff will follow the usual routine and will then be evacuated to Kilmallie Free Church. We will be implementing Highland Council's Major School Emergency Procedures. All staff are aware of procedures to be followed and we would appreciate the co-operation of parents in following the instructions of the Emergency Services. It is essential that all emergency contact details are kept up to date.

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 (headteacher in school, health visitor in nursery).

We have a school Children's Service Worker (CSW) who can support children with social, emotional, and mental health difficulties on a referral basis.

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.

MILITARY FAMILIES

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




Please get in touch with your child's Head Teacher or Named Person if you have any worries or concerns.

MINOR INJURIES

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

MUSIC

We are very fortunate to have visiting music instructors to the school each week. We are able to offer music tuition in Brass, Chanter/Pipes, Drumming, Strings and Woodwind. We also have a school choir.

Mondays	Tuesdays	Wednesdays	Fridays
Margaret MacMaster Chanter & Bagpipes	Rebecca Lawrie Strings	Allan Craig Pipe Band and Drum Kit Drumming (online session)	Karen Thomson Woodwind & Recorder
	Allan Craig Pipe Band & Drum Kit Drumming (online session)		Mark Reynolds Brass
			Allan Craig Pipe Band and Drum Kit Drumming

PARENT LINE

Parent Line is Scotland's free helpline, email, and web-chat service, for anyone caring for or concerned about a child - open until 9pm Monday to Friday.

- Call free: 08000 28 22 33

- Email: parentlinescotland@children1st.org.uk
- Text-chat: 07860 022844 (standard network charges apply)
- Opening Times: Mon-Fri 9 am – 9 pm

PARENTS 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, and 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.

Our team 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, Open Afternoons or Stay and Play Sessions
- Progress checks through Continuous Reporting
- Consultations
- Child's Plan Meetings
- Target Setting through the Literacy, Numeracy and Health & Wellbeing Profiles
- Information on the school website and on Facebook and Twitter
- Parental communication via our Google Classrooms

The support of parents in their children's education is key to the success of young people. Taking time to discuss schoolwork, practice language, help children to be organised and manage their homework and encouraging responsibility are important ways of supporting children's learning.

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

Parental information is obtained from questionnaires issued regularly.

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/>

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. Applications are made to the Area Education and Learning Manager [Mhairi MacDonald](#).

Placing request applications are made online at:

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

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

If pupils live out with the school catchment area and their parents wish them to attend Caol Primary School, they can contact 01397 703366 to arrange a visit.

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

POLICIES

Authority wide policies can be found on the Highland Council website [Authority Policies](#)

Please see below for a list of our school policies which are available upon request:

1. General Information for Supply Teachers
 2. Major Emergency Procedures
 3. Wet Weather Arrangements
 4. Closure Due to Adverse Weather
 5. Administration of Medicines
 6. Multi-cultural, Anti-Racist & Cyberbullying Policy
 7. Equal Opportunities Policy
 8. Guidelines for Drug Related Incidents
 9. Child Protection
 10. Looked After Children
 11. Health and Safety
 12. Road Safety
 13. Partnership with Parents
 14. Promoting Positive Behaviour
 15. Discipline / Bullying Policy
 16. Induction for New Staff
 17. Probationer Teacher Policy
 18. Learning Policy
 19. Quality Assurance & Raising Attainment
 20. Annual Professional Review
 21. Forward Planning
 22. Pupil Induction & Transition
 23. Reporting to Parents
 24. Intimate Care
 25. Volunteering Policy
 26. Bereavement
 27. Technologies
 28. Complaints Procedure
 29. Staff Use of Social Media
 30. Autism
 31. Minibus
 32. Staffing Arrangements
-
- A. Numeracy
 - B. Literacy
 - C. Homework
 - D. Health & Wellbeing
 - E. Social Studies

- F. Science
- G. Technologies
- H. Expressive Arts
- I. Religious and Moral Education
- J. Support for Learning inc. ASN
- K. Learning for Sustainability
- L. MLPS
- M. Living Policy
- N. Outdoor Learning

PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR

In Caol School, we focus on Being Ready, Safe and Respectful. We always promote positive behaviours and do so by focussing on the relationships we have with the children.

Responsibility for promoting positive behaviour lies with all members of our school community including pupils, staff, parents, and the wider community. Pupils, staff, and parents are expected to always model excellent behaviour and a positive attitude. All members of staff are responsible for discipline. Minor matters are dealt with by the Class Teacher; more serious or persistent matters may require the child's name to be inserted into the 'incident log' and then referred to the Head Teacher. If a child's name appears two times in one term a letter will be sent home explaining the problem.

We aim for consistency when managing behaviour and follow five steps:

1. Reminder
2. Caution
3. Last chance
4. Time Out
5. Repair

All pupils try to stick to our three important rules by being Safe, Ready and Respectful every day. Carly P6

A copy of our Promoting Positive Relationships Policy can be found [here](#).

Highland Council Notes: Possible Exclusion

Procedures for dealing with major breaches of discipline can be found [here](#).

REPORTING TO PARENTS

We share information about pupils' progress throughout the school year with formal parent meetings in November.

Written reports are issued in June each year and parents. The reports give parents information on their child's performance in all aspects of the curriculum and contain suggestions as to what the next steps in learning should be.

An Open Evening for families is held in June where pupils can bring their families along to look around their classroom and all the work produced. This is a less formal event and one the children very much look forward to.

We send home Continuous Reporting packs, which include examples of Maths, Literacy and Health and Wellbeing work, three times a session. This gives parents the chance to see what their children are working on and the progress they are making.

The pupils work on their own personal learning plan throughout the year. Nursery pupils' work is shared in digital 'Learning Profiles' in partnership with parents while each pupil in school has Literacy, Numeracy and Health and Wellbeing Profiles which contain targets and snapshots of learning.

The Head Teacher meets with class teachers during the session to discuss the progress of every individual pupil, discussing targets and next steps.

SCHOOL DAY

Get ready bell	8:55am
Teaching Starts	9:00am
Morning Break	10:30-10:45am
Lunch	12:30-1:30pm
Teaching ends	P1-3 classes finish 2:45pm, P4-7 classes finish at 3:15pm

SCHOOL'S DIAL-IN TELEPHONE SYSTEM

This system allows parents to listen to a recorded message from school staff.

How to use the service:

- Dial Highland Council's Access Number – 0800 5642272
- Now enter Caol School's pin number – 04 1650

You will hear the school's name and then be taken to a Main Menu where you will be given options including listening to the school's message about adverse weather and to hear general school information e.g. details of events, excursions etc.

SCHOOL IMPROVEMENT

The school has a School Improvement Plan and publishes a Standards and Quality Report every session in line with Highland Council guidance.








If you would like a copy of the School Improvement Report & Plan which evaluates the work done each session, please contact the school.

Details of where information regarding the school's performance at local and national level can be obtained through these links:

<https://education.gov.scot/inspection-reports/highland>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

This year's improvement summary includes:

 Raising Attainment – Writing and Reading	 Learning, Teaching & Assessment - Numeracy	 Improving Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> We will focus on identifying children with gaps in their learning and provide targeted literacy support. Condensed frameworks will be used at all stages to focus teaching and learning experiences at every stage and to ensure there is progression. We will implement Talk for Writing pedagogies to motivate and support our children to be proficient writers and will develop our planning, teaching and assessment tools to focus on learning. Pupil Support Assistants will be trained to deliver targeted phonics interventions and progress will be monitored at regular intervals. We will review our phonics progression. We will teach pupils spelling using Wraparound Spelling and Morphological Spelling pedagogies. We will support dyslexic pupils using targeted interventions. We will engage in Talk for Reading training and review our current practice. We will purchase decodable readers for P1 and short novels for P4/5 to encourage reading at a developmentally appropriate level. We will promote reading for pleasure through regular library visits and sharing of class stories which include Reading Spines. 	<ul style="list-style-type: none"> Pupils' knowledge of basic facts, addition, subtraction, multiplication, and division will be assessed to identify pupils who require targeted interventions. Interventions will focus on supporting pupils to develop a solid understanding of processes, speed and accuracy in their calculations. Our Maths Lead will share maths priorities each term to ensure learning is motivating for pupils through whole school events and challenges. Staff will promote numeracy and maths as enjoyable and relevant to our everyday lives. We will aim to increase confidence and enjoyment of maths We will utilise tracking systems to monitor progress. We will analyse data termly to plan next steps in learning. 	<ul style="list-style-type: none"> We will discuss each child's progress at Progress Meetings with SMT, nursery EYPs and P1-7 class teachers. We will promote physical health through Fit Kids, PE sessions, outdoor learning experiences, outdoor play, exploration of our local environment utilising local partners. Our children's emotional and mental health will be supported through our whole school nurturing approach with targeted groups supported in Nurture Sessions and individuals supported by our Children's Service Worker. Our Staff Wellbeing Team will promote staff wellbeing by focusing on reducing workload, social events, signposting support and promoting positive relationships. Weekly assemblies will focus on Coal To Be Kind Challenges including Decider Skills, Growth Mindset, Conflict Resolution, Restorative Conversations and Emotional Literacy.
 caolprimary.wordpress.com	 #caol_primary	 01397 703366  caol_primary@highland.gov.uk

SCHOOL MEALS

As of January 2022, all Primary children are entitled to a free school meal. This Scottish Government funded initiative will entitle all Primary children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school such as morning break. The meal is completely optional, and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-5 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

We are grateful to our canteen staff for such good lunches! (Misia P5)

Pupils may bring packed lunches, but no hot liquids (or glass bottles) should be brought to school. Please do not allow children to bring fizzy drinks to school as these have, on occasions, caused messy accidents.

Children can also go home for their lunch. Pupils tell their teacher in the morning if they are a home lunch. It is the child's and parent's responsibility to know what they are doing for lunch, and we trust that the pupils are clear on their choice.

The canteen also sells some drinks and snacks at break.

SCHOOL TRANSPORT

The Education Authority does not normally provide transport for pupils who live in the delineated area of another school. For children who live within the delineated area of Caol Primary School but out with two miles, the following policy will be pursued:

Transport will be provided for children

(a) who are under eight years old and live two or more miles from school

(b) who are over eight years of age and live more than three miles from school

Parents of children who attend Caol Primary but live out with the catchment area are not entitled to transport costs.

SCHOOL UNIFORM

Pupils attending Caol Primary School are encouraged to wear a school uniform including:

- White, yellow, or blue polo shirt
- Blue school jumper, cardigan, hooded top, or fleece
- Grey or black school trousers, skirt, or shorts
- Sensible shoes



Wearing uniform:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic amongst pupils

Uniform can be ordered and purchased from our school office. School sweatshirts are ordered in May for the following session.

We recommend that all school uniform clothing is labelled with the pupil's name.

PE kit consists of t-shirt, shorts and gym shoes/trainers. PE kit is kept in class and sent home regularly for washing. Gym or swimming bags and water bottles are also available from school office.

Clothing Grants

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £610).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £16,105 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £6,420 (as assessed by the HMRC)
- If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- If you are an asylum seeker receiving support

A copy of the 'Free School Meals and Assistance with School Clothing' form is available from the

school office or can be downloaded from:

http://www.hIGHLAND.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

SOLUTION FOCUSED GROUP

From time to time, a group meets to consider how best to support the needs of specific pupils/families. This group includes school staff, Educational Psychologist, Area Support for Learning Team Leader and representatives from Health, Police, Social Services, etc. as appropriate.

SPORTS

Through weekly PE Sessions, Active Schools events and outdoor learning experiences, our children have the opportunity to participate in a wide range of sports.

- Primary 5 children receive a 'taster' climbing lesson at the Ice Factor each year.
- Children participate in a series of swimming lessons in Primary 6.
- Primary 7 children spend 2 nights on a residential trip with outdoor, adventurous activities.
- P4-7 children benefit from the services of our visiting P.E. teacher and during their time in primary, will cover gymnastics, games, dance, orienteering, badminton, basketball, athletics, etc.

The school participates in sporting events for primary schools organised within the Lochaber area. The school has a football team, shinty team and a netball team. Other extra-curricular activities include football, shinty, netball and dance. The school is indebted to the coaches for giving so generously of their time to enable the children to take part in these activities.

STAFFING 2022-2023

Senior Leadership Team		
Headteacher: Sharon MacDonald, Depute Head Teacher: Kerry Lamont, Principal Teacher: Lynne Smith		
Teachers		
P1: Caroline Haines (0.8) & Carol Divers (0.2)	P4/5: Sophie Maclean	
P1/2: Katie Booth	P5: Suzie McAllister	
P2/3: Amy Feighan	P6: Lynne Smith (0.6) & Holly Graves (0.4)	
P3/4: Katie Mackay (0.8) & Carol Divers (0.2)	P6/7: Craig Mcdonald (0.8) & Kelly Donnelly (0.2)	
P4: Annette Carabine	P7: Fiona Wilson	
CCR (PE): Kelly Donnelly	CCR: Carol Divers	
ASN Teachers		
Kerry Lamont (0.4), Lynn Pearson (0.2) and Trish MacQueen (0.2)		
Pupil Support Assistants		
Alan Campbell	Ilene Duncan	Maureen Robertson
Amy Callison	Kari Dennison	Natalia Kasina*
Anne Campbell	Kayleigh McGrattan	Nikki Michie
Becky McCook	Kirsteen Neil	Susan Gillespie
Catherine Sanderson	Leah Nicol	Tanya Gillespie
Coney Ford*	Linda McGhee	Wilma Moynihan
Emma MacKay*	Lucy Tedham	*Nursery
Nursery Staff		
Sandra McElhinney (Senior EYP)	Codie Fraser (SW)	Maryann MacIsaac

Aimee Luxton	Katyann Watson	Pamela Moan
Claire MacDonald	Kimberlee McAllister	Shona MacGillivray
Pupil Support		
Andrea MacDonald (CSW)	Susan Gillespie (Nurture PSA)	Rani Chowdhury (Playground)
Clerical	Facilities Management	
Leonie Robertson	Joe Laverty	
Visiting Music Instructors		
Allan Craig (Drums), Karen Thomson (Woodwind), Margaret MacMaster (Chanter), Mark Reynolds (Brass), Rebecca Maclean (Strings)		
Canteen Staff		
Anne Mackenzie	Janine Hunter	Moirra Sinclair
Fiona Ismail	Margaret Stewart	
Crossing Patrollers		
Robert Rae	Roberta Atkinson	Willie Anderson
Cleaning Staff		
	Michael McInnes	Sehnaz Yildiz
Jill Shearer	Roberta Atkinson	

TRANSFER TO SECONDARY SCHOOL

On completion of their primary school career, children normally transfer to:

Lochaber High School
 Camaghael,
 Fort William
 PH33 7ND
 Telephone: 01397 702512

Induction Visits

During Term 4, Primary 7 pupils are invited to visit Lochaber High School for a week where they are introduced to staff members and shown around various departments. During this week the pupils will have the opportunity to experience the High School routines and curriculum, following their weekly timetable and meeting new classmates. In consultation with parents and High School staff, additional visits can be arranged if required.

Transfer Information

To ensure that transfer is achieved smoothly, members of the Guidance staff visit our school to talk to the children and to answer any questions that they may have. The Secondary Additional Support Needs Department has comprehensive information on children who have additional support needs and may observe the children within their own classroom setting. Secondary staff are invited to any Child's Plan meetings in our pupils' P7 year so that they can get to know pupils prior to transition.

We send information to the High School about present curriculum levels for maths, reading and writing to help the setting process for 1st year pupils. In addition, we send information on medical issues, siblings, friendship groups, relationships which would be mutually beneficial and relationships that may cause issues.

When a pupil transfers from Primary School to Secondary School, individual pupil records are also transferred.

Primary Seven pupils have the opportunity throughout their final year in school to mix with pupils from other schools at various events including the basketball festival, Safe Highlander and Choices for Life.

TRANSITIONS

Moving to a new class can be daunting for some pupils, therefore we carefully consider times of transition for our pupils. During Term 4, we include Transition in our curriculum and ensure there is time to talk about our feelings and emotions.

We try, whenever possible, to ensure the children meet their new teacher and visit their new classroom in advance of the summer holidays during our 'Move Up Day.' Pupils requiring extra support with transitions are offered an enhanced transition involving extra support.

Composite Classes are formed by the Head Teacher in consultation with teaching staff, using key characteristics such as educational development, attainment levels, Additional Support Needs, personal and social development & gender (to ensure a reasonable balance in the class where possible). There is a Composite Classes Policy available from the school if required.

We also offer pupils with additional support needs and their families a chance to visit the new classroom during our first in-service day of the new school session. This helps to alleviate any potential worries.

WET WEATHER ARRANGEMENTS

Unless the weather is unpleasant, the children will continue to use the playground during wet weather and therefore need to be dressed appropriately with a jacket and outdoor shoes/wellies.

In severe weather, Primary 7 children will be deployed as monitors and a number of adults will also be on duty.

Children will be settled by Class Teachers with something quiet to do before break begins. The role of primary 7 children will be to alert the patrolling adults to any discipline and/or safety issues. They will NOT be expected to "issue orders" or become involved in discipline in any way.

It must be remembered that being allowed to remain indoors in inclement weather is a privilege and anyone who abuses the system (e.g., through bad behaviour or by putting themselves or others at risk) will be sent to the office during breaks for the next 3 wet breaks.

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.

FREQUENTLY ASKED QUESTIONS

- **Are there helpers / monitors in the playground?**

Yes, there are staff in the playground to assist pupils.

We are grateful for
our playground and
our really nice staff.
(Sonny - P3)

- **Can pupils bring a mobile phone?**

We discourage children from taking in mobile phones as they are a distraction and can be a risk to security if used inappropriately. Messages can be conveyed to the children by calling the school office. We understand that parents may request that their child takes a mobile phone if they are going somewhere different after school. This can be arranged with your child's class teacher and requires your child to store his/her phone in the teacher's desk drawer for the duration of the school day.

- **Can my child come home for lunch?**

Yes, pupils can go home. They must use the crossing patrollers if going home alone. They can come back at any time to join in with playground games. It is important that they tell their teacher what they are doing in the morning and that parents tell them clearly what they are to do at lunchtime. Teachers cannot check on individual children's arrangements, so we trust they know what they are doing.

- **What gym kit is required?**

T-shirt, shorts and gym shoes are required for P6 and P7 pupils. We ask that all children have gym shoes which can be kept in school and are exclusively worn in the gym hall.

- **Where is the best place to park when dropping off children?**

Please park in the large car park which is shared with the Community Centre; there is a drop off area there too. Please do not park near the crossing patroller, in front of the school or in St Columba's smaller car park.

- **Are there helpers / monitors in the canteen?**

Yes, there are several adults on duty.

- **Does the school have assembly?**

The whole school comes together for an Assembly every month and weekly assemblies are pre-recorded and posted in Google Classrooms. These are taken by the Head Teacher and sometimes we have visitors. Our Celebrating Success Assemblies take place

on the last Friday each month. Pupils are rewarded for good work and effort with certificates. Pupils receive tokens for good work and at the certificate assembly some of these are drawn in a raffle and small prizes won.

- **Are there school trips?**

We have school trips every year and pupils are consulted about where we go. Following Covid, we have focused on local trips and organizing Fun Fortnight in the summer term. This is to reduce travelling costs and time so that the children can spend more time having fun. Previously, we organised trips on a rota basis. Every third year we had a whole school trip. In the alternate years we have locally organised trips around Lochaber. These local visits are related to topic work in class and are equally as enjoyable for the children as the 'big' tri-annual whole school trip.