

# Craighill Primary School Handbook

## 2023 / 24



Honesty Respect Kindness Good Manners Fairness

Fìreantachd Urram Modh Coibhneas Cothromachd



# Contents

3	Welcome
4	Key Information
8	Ethos
11	Liaison with parents
14	Curriculum
20	Assessment
22	Support for Learning
26	Transitions
27	School Improvement
29	General Information



# Welcome to Craighill School

## Fàilte gu Bun-Sgoil Chnoc na Creige

Dear Parent/Carer

On behalf of everyone at Craighill I would like to welcome you to our school.

I hope that you and your child/ren will find school life here an enjoyable experience. There are lots of exciting activities for the children which we hope will help them to fulfil their potential.

We recognise that you play the most significant role in your child/ren's learning and we look forward to working together with you to provide the highest quality of education possible.

This prospectus is intended to give you information about the school but please feel free to get in contact with us if there is anything about which you are uncertain.

The school which was opened in 1975 was designed on an open plan principle with three large areas in the school. Partitions were built in the summer of 2018 to create closed classrooms in two of the areas. Each area shares a sink and an art and craft area. There are also two "quiet rooms" which are used by classes and groups for a variety of purposes. Tain Nursery is accommodated in a purpose built nursery within the school. We also have 3 double portacabins which house our Gaelic Nursery and five classes.

We hope that your child/ren will be very happy at Craighill.

Yours sincerely



Eileen Henderson  
Headteacher  
Ceannard na Sgoile



**Craighill Primary School  
Craighill Terrace**

**TAIN**

**Ross- Shire**

**IV19 1EU**

**Tel 01862 892663**

**[craighill.primary@highland.gov.uk](mailto:craighill.primary@highland.gov.uk)**

**Head Teacher: Mrs Eileen Henderson**



Craighill Primary provides education for children from 3 years in Nursery through to Primary 7.

The role of the school is 208 primary and 29 nursery pupils (November 2022) organised into English and Gaelic Nurseries, seven English classes and three Gaelic classes.

Craighill is a non-denominational school.

The school has an active parent Council. The chair, Lorna MacIver, can be contacted through the school or by email at [craighillprimarypc@gmail.com](mailto:craighillprimarypc@gmail.com)

### **Gaelic Education / Foghlam tro Mheadhan na Gàidhlig**

Gaelic medium education (GME) is one of the main ways of achieving or maintaining fluency in Gaelic. It is available to children from Gaelic and non-Gaelic speaking homes. Pupils who are not Gaelic speakers to start with can be brought to fluency in the language through what is referred to as immersion. Immersion means that pupils are taught only in Gaelic, while they are doing the usual things that children do in the early years of their education - in playgroup, nursery and primary school. Their teachers utilise all available opportunities to develop pupils' Gaelic skills - through songs, stories, games and especially through structured play. This gives children an opportunity to learn Gaelic in the most natural way possible as the language is being absorbed while they are learning.

The aim of GME is to bring children to fluency in both Gaelic and English before they leave primary school. Pupils in GME follow the same curriculum as those in English Medium and are taught the same subjects. Given that most pupils in Gaelic medium education come from non-Gaelic speaking homes, additional time is allocated at all stages to develop their competence in oral Gaelic. Reading and writing in English is usually introduced in P4 with Gaelic remaining the principle language of the classroom. Pupils in the Gaelic medium class join their age group in the English medium stream for certain activities, for example: sport, music, recreation and extra-curricular activities.

Pupils from out with the normal catchment area of the school will be accepted for Gaelic medium education; free travel is provided by the Council if children live within a reasonable distance of the school.

It is recommended that parents considering GME for their children enrol them in the Gaelic Medium Nursery. The Gaelic Nursery at Craighill Primary is open from 9am to 3pm Monday to Friday. Parents enrolling their children in Gaelic nursery are under no obligation to enrol them in a Gaelic Medium Department thereafter.

The Gaelic playgroup, Casan Beaga meets every Thursday during term time at the Free Church Hall on Scotsburn Road from 10.00 to 11.30. This is an ideal starting point for parents considering GME as children learn songs and play games to help them to recognise simple Gaelic words and phrases.

The organisation Comann nam Pàrant bring parents whose children are being educated through the medium of Gaelic together to discuss issues which affect the education of their children at all levels. The Tain Comann nam Pàrant group is open to all parents with children in GME, at any level from pre-school to secondary, and parents are encouraged to attend CnP meetings. If you would like to get in touch with your local CnP representative, please contact the chairperson, Carrie Afrin on [carrieafrin@parant.org.uk](mailto:carrieafrin@parant.org.uk).

‘S e Foghlam tro Mheadhan na Gàidhlig (FTMG) aon de na prìomh dhòighean gus fileantas sa chanan a ruigsinn ‘s a ghleidheadh. Tha e fosgailte do chloinn ma tha Gàidhlig aca aig an taigh no mura h-eil. Bidh clann aig nach eil Gàidhlig mar chiad chànan air am bogadh sa chànan. Tha sinn a’ ciallachadh gum bi clann air an teagasg ann an Gàidhlig a-mhàin fhad ‘s a tha iad ag ionnsachadh nan rudan àbhaisteach a tha clann ag ionnsachadh sna bliadhnaichean tràth den fhoghlam aca – ann am buidhnean Pàrant ‘s Pàiste, anns an sgoil-àraich agus anns a’ bhun-sgoil. Tha tidsearan a’ cleachdadh a h-uile cothrom gus na sgilean cànan aig a’ chloinn a leasachadh – tro òrain, stòiridhean, gheamaichean ‘s gu h-àraidh tro chluich. Mar sin, tha clann a’ togail Gàidhlig gu nàdarrach. Tha iad ga cluinntinn ‘s ga bruidhinn fhad ‘s a tha iad ag ionnsachadh.

Tha Foghlam tro Mheadhan na Gàidhlig ag amas air clann a thoirt gu fileantas sa Ghàidhlig agus sa Bheurla mus fàg iad a’ bhun-sgoil. Tha clann san Roinn Ghàidhlig a’ leantainn an aon churraicealam ‘s chuspairean ‘s a th’ aig a’ chloinn san Roinn Bheurla. Tha a’ mhòr-chuid den chloinn san Roinn Ghàidhlig a’ tighinn bho dhachaighean far nach eil Gàidhlig mar chiad chànan, tha ùine a bharrachd air a chur a-steach aig a h-uile ìre airson coimeasan cànan a leasachadh ann am bruidhinn is labhairt san Roinn Ghàidhlig. Mar as tric thathar a’ tòiseachadh air leughadh agus sgrìobhadh sa Bheurla bho chlas 3/4 ach ‘s i Gàidhlig fhathast prìomh chànan a’ chlas. Bidh clann sna clasaichean Gàidhlig agus sna clasaichean Beurla a’ tighinn còmhla airson cuid de rudan, mar eisimpleir: spòrs, ceòl, cur-seachadan ‘s rudan neo-churraicealach.

Faodaidh clann Foghlam tro Mheadhan na Gàidhlig fhaighinn ged a tha iad a’ fuireach taobh a-muigh na sgìre àbhaistich. Tha a’ Chomhairle a’ pàigheadh nan cosgaisean siubhail fhad ‘s nach eil a’ chlann a’ fuireach ro fhada air falbh.

Ma bhios pàrantan a’ smaointinn mu FTMG, thathar a’ moladh gun cuir iad an cuid cloinne dhan Sgoil-àraich Ghàidhlig. Tha an Sgoil-àraich Ghàidhlig ann am Bun-sgoil Chnoc na Creige fosgailte bho 9 gu 3 Diluain gu Dihaoine. Chan fheum pàrantan a’ chlann aca a chur dhan Roinn Ghàidhlig aig deireadh an là ged a tha iad air a bhith san Sgoil-àraich Ghàidhlig.

Tha Comann nam Pàrant a’ toirt phàrantan aig a bheil clann ann am FTMG còmhla airson bruidhinn air cuspairean a tha a’ toirt buaidh air foghlam an cuid cloinne aig a h-uile ìre. Tha am buidheann Comann

nam Pàrant (CnP) ann am Baile Dhubhthaich fosgailte do phàrant sam bith aig a bheil clann ann an FTMG aig ìre sam bith, agus faodaidh pàrantan coinneamhan a fhrithealadh. Ma tha thu ag iarraidh grèim fhaighinn air Carrie Afrin, Cathraiche CnP Bhaile Dhubhthaich, cuir fios dha [carrieafrin@parant.org.uk](mailto:carrieafrin@parant.org.uk).

### **Comments and Complaints / Beachdan agus Gearainean**

From time to time parents may wish to make a formal complaint about a particular issue. This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue. When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The school's response will be relayed to the parent either by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.
- Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as quickly as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction.

In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting Mr Derek Martin, Care and Learning Manager, Highland Council, 84 High Street, Dingwall.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer [http://www.highland.gov.uk/info/878/schools/12/school\\_transport](http://www.highland.gov.uk/info/878/schools/12/school_transport)

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

### **Absence from School / Neo - Làthaireachd**

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 before 9.15 am on the first day of absence on the school number 01862 892663. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from their parent or guardian. Pupils must report to the school office before leaving the building, if returning the same day, they must report again to the office. 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.

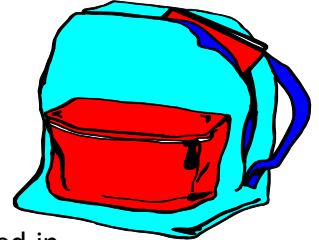
Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

## Enrolment Procedure / Clàradh

Dates for enrolling first entrants, usually during a week in February, are posted in the press. Parents wishing to enrol a child should call at the school on one of these dates if possible. Posters will be put up in school, associated nurseries and around Tain with specific times for enrolment. They will be issued with the school brochure, notes of information for parents and the child will be duly enrolled.

Special arrangements are made for pre-school children to visit the school during the summer term before their entry to school. The children will meet their prospective teacher and become familiar with their classroom. There will be an opportunity during one of these sessions for parents to meet with the head teacher to be given relevant information and to answer any questions you may have.

Older children enrolling in the school and those who join the school after the start of session are asked to contact the school to arrange a visit.



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 a right to specify the school in which they wish to place their child. Applications must be made to the Care and Learning manager, Derek Martin, Highland Council, 84 High Street, Dingwall. Placing request applications are made online at: [https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](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 Craighill Primary School they can contact Mrs Henderson on 01862 892663 to arrange a visit.

# Ethos/ Àrainneachd

Vision (developed with pupils and parents May 2018)

## *Be the Best You Can Be*

### School Aims/Amasan Na Sgoile

Craighill Primary, working together with our parents, carers and community to inspire learning and achievements

By:

- Creating an ethos of equality and inclusion where our children are happy and secure and where they feel valued as individuals.
- Encouraging in pupils an awareness of their potential and strive to be all that they can be.
- Promoting a sense of social justice and personal and collective responsibility through, for example, involvement in Citizenship Groups. Through this to develop an understanding of their ability to affect change.
- Developing in pupils an awareness of the skills they are developing which will support them in life, learning and work.
- Developing an innovative and stimulating curriculum for our children.
- Nurturing creativity.
- Regularly reviewing and evaluating our practices and routines with pupils, parents, staff and other stakeholders as appropriate.



Aig Bun-sgoil Chnoc na Creige bidh sinn ag obair còmhla ri pàrantan, luchd-cùraim agus a' choimhearsnachd gus ionnsachadh is coileanadh a bhrosnachadh.

Le bhith

- A' cruthachadh àrainneachd a tha a' cur meas air co-ionannachd agus com-pàirteachadh, far am bi a' chlann toilichte is tèarainte agus far a bheil iad a' faireachdainn gu bheil luach orra mar dhaoine fa leth.
- A' brosnachadh na cloinne a bhith mothachail air na comasan aca agus a' feuchainn ri dèanamh cho math's as urrainn dhaibh.



- A' cur air adhart faireachdainn de cheartas sòisealta agus dleastanas pearsanta's buidhne le bhith a' gabhail pàirt ann am buidhnean saoranachd mar eisimpleir, gus am bi tuigse aig a' chlann gun urrainn dhaibh cuisean atharrachadh.
- A' toirt eòlas dhan chloinn air na sgilean a tha iad a' leasachadh a bhios gan cuideachadh ann am beatha, ionnsachadh agus obair.
- A' leasachadh curraicealam dhan chloinn a tha innleachdach agus togarrach.
- Ag brosnachadh cruthachalas.
- A' toirt sùil agus a' measadh ar dòighean-obrach agus ar cleachdaidhean gu tric còmhla ri sgoilearan, pàrantan agus daoine eile a tha an sàs leis an sgoil agus foghlam.

(reviewed by Parent Council November 2016)

**Craighill Values** (developed with pupils and parents April 2018)

**Honesty**   **Respect**   **Kindness**   **Good Manners**   **Fairness**  
**Fìreantachd**   **Urram**   **Modh**   **Coibhneas**   **Cothromachd**



## **Celebrating Achievements**

### **Achievement Certificates**

Each month pupils are chosen from each class to receive an award for achievement. These are celebrated at a whole school assembly and displayed in the corridor outside the school offices. At these assemblies we also encourage the children to share their achievements from out of school.

### **House Points**

Our houses are Scotsburn, Morangie and Duthac. Each child is allocated to a house. The Pupil Council has worked hard to organise the house point system and points can be earned for a variety of reasons. This encourages children to work hard and achieve well for the benefit of their house.

### **Noticeboards and Newsletters**

The main corridor is used as a display area for a variety of achievements and parents are informed of achievements through newsletters and the school Facebook page.

### **School Chaplain**

We have two school chaplains who lead assemblies and special celebrations within the school. Parents' wishes are respected if they want their children to be withdrawn from Religious Observance. Other work will be given to these children at this time.

## **Positive Behaviour**

The school's positive behaviour policy is based around the principle that people should be courteous and respectful to each other and should act in such a manner so as to keep themselves and others safe. Discussions take place in each class about school values, rules and behaviour and this is reinforced by the examples set by the staff, both teaching and non-teaching.

Our behaviour code is based around our school values of honesty, good manners, fairness, kindness and respect.

If a child demonstrates behaviour not in line with our school values the child will be spoken to first by the class teacher to find out what the underlying problem is and to discuss solutions. Our aim is not to punish but to support pupils in improving their behaviour or address any underlying issues.

If there is no improvement or the child displays more serious behaviour, the head teacher will speak to the child and a phone call will be made to parents or carers stating what that behaviour was, possible reasons and solutions will be discussed

Persistent behaviour, which shows disregard for the school values and/or the safety of others, will be regarded as a serious matter and may, ultimately lead to exclusion, according to Highland Council procedures. We work hard at inclusion so that home and school see improvements.

A copy of the school's positive relationships policy is available on request and Highland Council's anti-bullying policy is available here -

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## **Anti-Racism**

The school promotes understanding and respect for other people's cultural identity and beliefs, according to the guidelines set out by the Highland Council. Any incident of an anti-racist nature will be considered serious. All policies and aspects of the curriculum promote inclusion for all and no tolerance of racism or stereotyping in any form.

# Liaison with Parents / Ceangal ri Pàrantan

## Parent Council

The school has an active Parent Council. Meetings are held on a regular basis and the agenda and minutes are made available to the whole parent forum. The main aim of the Parent Council is to promote positive relationships between the community, the parents, the pupils and the staff.

All parents are welcome to attend Parent Council meetings as members of the Parent Forum.

Present council office bearers are:

Chair	Lorna Maclver
Treasurer	Jo Murdoch
Clerk	Lesley Sutherland

## Parent Help at School

We welcome parents into the classes to help the teacher in various aspects of school work. Sometimes this might be sharing a skill (such as sewing, baking, coaching sport etc.) with a group of children, or helping the teacher in the practical preparations (such as photocopying, mixing paint, organising the library etc.) which are necessary for the smooth running of the class. This, of course, lets parents see at first hand how we work in the school.

## Why involve parents?

Parental involvement features prominently within Curriculum for Excellence; **it is your right** as a parent or carer to be involved in your child's education. This includes involvement in setting next steps for learning and evaluating against these. Parents and carers are the biggest influence in a child's development; sharing information, standards and expectations is a very important aspect of the best possible education. Evidence shows that children learn best when the school and parents work together.

## Homework / Obair-Dachaigh

In session 19/20 we moved towards a "Learning@home" approach rather than set homework. A learning@home grid is produced by the class teacher each term with a variety of activities from which pupils and parents can choose.

In Primary 1 – 3 the children take home reading and phonic work, your support with this and their extra practice makes a huge difference to their progress and confidence at this stage.

From Primary 4 – 7 reading books do not go home but all children will be encouraged to choose a personal reader and to read for enjoyment at home.

In our Gaelic classes literacy homework reflects the challenge of learning in two languages.



In addition, each class teacher produces a menu of activities from which the children can choose. These are linked to class work and allow pupils to either practice what they are learning in school or to develop learning further and may include activities the whole family can take part in.

This menu takes the form of a grid. Teachers shade certain boxes on the grid which they feel would best support learning and which you could prioritise, however the children are free to choose whichever activities they prefer or enjoy.

The activities on the grid are not compulsory. They provide those parents / carers and children who wish to undertake learning@home to do so.

Grids in most classes go home each term and can be worked through or repeated as wished. In the infant classes the grids may change more often than this.

Parental involvement in learning@home is encouraged and appreciated.

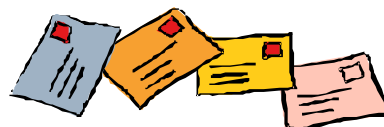
Learning is best accomplished if parent, teacher and child work as a team. Any problems which parents perceive with activities should be brought to the attention of the teacher.

### **Arrangements for Parents to Contact the School**

To avoid unnecessary disappointment, parents wishing to discuss any matter at length with any member of staff, should, in the first instance, telephone the school for an appointment.

We consider contact with parents invaluable to enable parents to understand and support the general operation and curriculum of the school. Opportunities to achieve this can be made through the following:

- Newsletters
- Letters sent home with children
- Pupil Learning Snapshots and final report
- Parent Teacher Meetings (October and March)
- Open Afternoons (November and May)



It should work the other way too! We look forward to hearing your views at meetings, through questionnaires, face to face, etc.

### **How parents can help their child develop as a whole person /Mar a chuidicheas pàrantan an cuid chloinne**

If your children know how much you love them even when they are not achieving all that you wish, they will develop a sense of security and stability in later life. By spending time with your child, talking about a range of issues and playing various games, you are letting your child know that you think he/she is really important to you.

Explaining to your children why you have taken certain courses of action - both rewards and punishments helps them to understand why they should, or should not, do certain things, and should lead to fewer problems in later life.

Reading to your children regularly (daily if possible) and encouraging them to read for pleasure will develop a love of literature which will help the child both socially and educationally.

Taking your child to a variety of places will develop and extend their interests e.g. castles, museums, the beach, the theatre, the library, country walks, places of interest etc.

Encouraging your child to keep fit by taking regular exercise and eating healthy foods will lend to a healthy lifestyle.

Showing an interest in what the children are doing in school and checking their homework lets them know that you value education.

# Curriculum / Curraicealam

We aim to offer our children a wide programme of work which we hope will act as a very firm foundation for future learning. As with all schools in Scotland Curriculum for Excellence forms the basis of our curriculum.

Timetables are flexible to allow for links to be made between the eight subject areas eg skills in writing may be developed through a science topic on electricity.

Each pupil's attainment and achievement is monitored by the class teacher and the head teacher. Formal discussions about individual pupil progress take place between class teacher and head teacher twice in each school year. In addition to this there are frequent informal discussions about pupils when appropriate to ensure pace of learning is as close a match as possible to each pupil.

The subject areas are:

- Languages (which includes listening and talking, reading and writing, French and Gaelic)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies

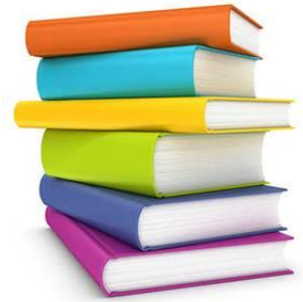
Within Curriculum for Excellence progression is indicated through curriculum levels:

Early level	pre-school and P1 or later for some children
First level	to end of P4, but earlier or later for some children
Second level	to end of P7, but earlier or later for some children
Third and fourth levels	S1 to S3, but earlier for some children
Senior phase	S4 to S6 and college or other means of study

Through this approach we hope to enable our children to become successful learners, confident individuals, responsible citizens and effective contributors which are the four capacities outlined in Curriculum for Excellence.

## Languages and Literacy/ Cànan agus Litearrachd

In Language the children are offered a range of activities which will help to develop skills in Listening, Talking, Reading and Writing.



In the early years (Pr. 1-3) the children will be involved in a lot of "play" activities such as:- the home corner; water; sand; jigsaws; junk modelling; plasticene; construction etc. All of these activities are designed to help the children develop a variety of skills in language (as well as the other areas of the curriculum) particularly talking and listening. The teacher will also encourage the children to read by showing them a variety of words and writing them underneath their paintings. In fact, it is often the children's own paintings and drawings which are used as their first books. When the teacher feels that the child is ready, a printed book will be discussed with the child and sent home to be shared with the parents. This will not happen straight away nor will it happen every night. The teacher will be developing reading in other ways during the school day. As the child progresses through the school the reading will be more challenging and greater use of novels will be encouraged. The children will be encouraged to read a range of books, fact and fiction, and discuss them with the teacher and each other.

Once the reading has been discussed with the teacher it will be sent home for the child to practise his/her skills.

In writing, the child at Pr. 1 will be encouraged to express ideas in simple drawings where the teacher writes what the child says. This continues until the child can control the pencil and write each letter correctly.



As the child gets older he/she is asked to write stories, poems, accounts of visits, reports, notes etc. Very often he/she will work on one piece of writing for a week trying to improve upon it after discussion with the teacher.

As well as the content of the children's writing the teachers will be developing the handwriting, spelling and grammar.

At early stages much of the time will be taken up by talking and listening but even at Pr. 7 the child is expected to spend a lot of time in this area of language as it is considered vital for modern day living.

From Primary 1 the children are taught French and from Primary 5 the children are introduced to a menu of languages in a smaller way eg Gaelic, Scots and Makaton

## Mathematics / Matamataig

During their time in primary school we hope that our children will be able to add, subtract, multiply and divide and to understand a number of strategies they can use to do this. However, mathematics is much more than that. The children will work with shapes, graphs, money, measurement etc.

We teach the children using a lot of practical materials such as blocks, counters, protractors, metre sticks, money etc. This is to help the children understand what they are doing. Where possible the maths is related to the local environment and the children's lifestyles.

The children will be encouraged to memorise multiplication tables but only once they have understood what they are being asked to do. Teachers will spend about 10 minutes a day on mental maths.

The teachers will encourage the children to discover mathematical rules for themselves as this will help the children to retain the information. Often they will be set problems which they must try to solve on their own and with other children. Use will be made of calculators to aid the children in solving various problems.



### **Social Studies / Cuspairean Sòisealta**

Social Studies is the study of people in the past, people in place and people in society. In primary school we teach these subjects through a theme or project e.g. World War 11, Oil, The Vikings, Toys and Games, Houses and Homes, Tain, etc.

We hope that the children will learn to appreciate and respect their environment by having a greater understanding of it.

This means that the child will work on a theme and find out as much as they can by using a range of skills such as listening, observing, reading, experimenting, recording etc.

In fact, the emphasis will be on developing these skills as opposed to gaining a lot of knowledge as the child can use these skills in a variety of situations to acquire more knowledge and greater understanding.

It would be usual to start with what the child knows and work from there using the local environment as much as possible.

### **Expressive Arts / Ealain Chruthachail**

The Expressive Arts involves the children in Art and Design, Drama, Dance and Music.



These subjects, often regarded as frills, are very important for a child's whole development. Through these subjects

the children can express their feeling and emotions by using a range of skills. They will learn, also, to appreciate their own work

and that of experts. Sometimes specialist teachers are used to help to teach these subjects alongside the class teacher.



### **Religious and Moral Education / Eòlas Creideimh is Moraltachd**

In Religious and Moral Education we aim to offer the children opportunities to: develop a knowledge and



understanding of various religions; investigate and understand the questions and answers that religions can offer about the nature and meaning of life; develop their own beliefs, attitudes and moral values.

As the culture and heritage of our society is traditionally Christian a major part of this area of the curriculum is the study of Bible stories not with a view to making the children Christian but providing them with experiences upon which they can make informed choices.

To fulfil our aims further we spend time studying some of the World's other religions. This has the added value of preparing our children for life in a multi-cultural society by helping them to understand why different peoples do different things. By adopting this approach, we hope that children will form their own beliefs but be tolerant of others.

Running alongside this the children are engaged in a range of activities which help them to appreciate moral values such as honesty, liberty, justice, fairness and concern for others.

Children attend assemblies regularly in order that we can meet together as a whole school and consider various religious and moral issues.

Parents who do not wish their child to participate in religious observance are asked to let the school know. That child will be given other work during this time which will be supervised by an adult.

### **Sciences/Na Saidheansan**

Science is an important part of our heritage and we use it applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.



Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

### **Health and Wellbeing / Slàinte agus Sunnd**

Through our health education and PE programmes we will encourage children to think about their physical, emotional and social health. The children will study a range of issues e.g. diet, fitness, hygiene, dental health, personal and interpersonal skills, relationships, sexual health and parenthood, substance misuse, road safety, etc. Parents will be informed by letter or email of any sensitive content to the Health and Wellbeing curriculum eg relationships, sexual health or drug awareness.

Our aim is to develop knowledge and understanding of the issues so that each child will be able to make informed decisions about the various issues connected with health. Parents will be informed when children are going to be studying with sex education and will be given an opportunity to



look at the resources used to support the topic.

Schools have a responsibility to help each child to develop personally and socially. This is an aspect of education which we believe to be extremely important.

We hope that the children will: have a positive regard for the needs of self and others; develop skills to enable them to participate effectively and safely in society; take increasing responsibility for their own lives; identify and evaluate the values they and society hold and recognise that these affect thoughts and actions.

We try to develop a high self-esteem in each child which is so important if pupils are to benefit fully from their time in school.

We attempt to achieve this by being positive with the children and praising their efforts and achievements.

The children are encouraged to take a pride in themselves and their work, as this helps them to develop in other ways.

Along with the development of high self-esteem we try and help the children to form good relationships with each other as it is so important in the society of which they are part.

The children are given increasing responsibility as they progress through the school such as getting various pieces of equipment for themselves, helping with the younger children, etc.

### **Technologies / Teicneòlas**

In terms of the curriculum technologies cover a range of areas: computing science; food; textiles; craft; design; engineering and business.

Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

These experiences and outcomes offer a rich context for developing the life skills that are recognised as being important for success in the world of work.

The technologies curriculum offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21<sup>st</sup> century.

The school has a range of ICT equipment. From P1 onwards the children are given opportunities to work on computers. The children will use the computers in a range of situations.



- To undertake a piece of word processing
- To use the internet to access information for various curricular areas

- To use e-mail, skype and text

We believe that it is important that children develop a range of ICT skills as it has become such an important “tool” at work and at home.

It enhances the quality of learning and teaching as it offers teachers and pupils the opportunity to communicate and research locally and across the world.

You can find out more about Curriculum for Excellence at:

<http://www.ltscotland.org.uk/what-is-the-curriculum-for-excellence/>

or (more specifically for parents): <https://education.gov.scot/parentzone/>

### **Skills for Life, Learning and Work**

As a school we have identified a range of transferable skills as a focus for development. This skills development is planned and through discussion pupils will develop an awareness of the skills they are practicing and how they will be of use throughout life in a variety of situations. These include skills in literacy, numeracy and health and wellbeing and will be developed both in and out of the classroom.

### **Teaching and Learning / Teagasg agus Ionnsachadh**

The teachers will use a variety of methods when teaching. Sometimes they will teach the children as a whole class or as individuals but more but more likely the children will be in groups working on similar activities.

The teacher will ask a range of questions which require the children to think. Some of the time the children will be working on worksheets which require them to make notes, write reports, carry out experiments, solve problems, work with various materials, discuss issues with their class-mates etc.

On occasions the children will be working outside the classroom to collect data, sketch, carry out fieldwork, read maps etc.

# Assessment/ Measadh

The teacher is continually assessing the children's work by listening to them, looking at their work, discussing activities with them etc. The results will be used to help the teacher plan the next piece of work in the sequence, or decide on the best form of help that can be given to a child who is having a problem.

## Tracking Progress

Tracking of individual pupil progress is in place for reading, writing and maths. This will support class teachers' planning for learning and will be used to decide on next steps for learning and to identify where additional support may be required.

## Assessment for Excellence

The Scottish Government has introduced online assessments for pupils in P1, 4 and 7. Along with teacher assessments the results of these tests are used to help to identify areas of strength and where development is required for individuals, groups, classes and as a school.

## Summary of Pupil Progress

In September, January and May each year discussion takes place between class teachers and head teacher as to the progress of individual pupils. These discussions along with assessments form the basis of summary of pupil progress statements given to each pupil in November and May. Highland Council has issued the following statements and one statement from each section is used to report progress to parents. These statements tell how well a child is performing in relation to other children at the same stage and how well they are making appropriate progress for them taking into consideration their ability and circumstances.

In terms of performance against age and stage

- is consistently performing beyond the expected standard for his / her Primary Stage.
- is consistently performing at the expected standard for his / her Primary Stage.
- is sometimes performing at the expected standard for his / her Primary Stage.
- is not yet performing at the expected standard for his / her Primary Stage.

In terms of personal progress

- is making very good progress through consistent application to learning activities.
- is making appropriate progress through consistent application to most learning activities
- some progress is being made but this is hampered by inconsistent application to learning activities
- Is not making appropriate progress due to inconsistent application to learning activities

## Reporting to Parents

Learning Snapshots are completed and sent home in terms 1, 2 and 3 to inform parents about where their child is in their learning. The focus of these changes each term and will include numeracy, literacy and health and wellbeing. In the final term and summary report is issued to parents / carers.

Parent evenings are held in October and March. Class teachers, head teacher and support for learning teacher are all available at these meetings. Open afternoons are held in November and May/ June which

give an opportunity for parents and carers to come into school in a less formal way and view their child's progress. This provides an opportunity each term for parents and carers to visit the school and get information about their learning.

At other times through the year discussions on progress will take place with parents if and when appropriate. If parents have a concern at any time about their child's progress or how to support them they should contact their child's teacher to arrange a meeting.

## Attainment Data

### Scottish National Assessment Data 2021/22

	Band 1/2	Band 3/4	Band 5/6+
P1			
Primary 1 Literacy 2020-21	5.00%	70.00%	25.00%
Primary 1 Numeracy 2020-21	10.00%	65.00%	25.00%
	Band -4/5	Band 6/7	Band 8/9+
P4			
Primary 4 Numeracy 2020-21	16.67%	66.67%	16.67%
Primary 4 Reading 2020-21	16.67%	58.33%	25.00%
Primary 4 Writing 2020-21	25.00%	66.67%	8.33%
	Band -6/7	Band 8/9	Band 10/11+
P7			
Primary 7 Numeracy 2020-21	21.05%	73.68%	5.26%
Primary 7 Reading 2020-21	00.00%	68.75%	31.25%
Primary 7 Writing 2020-21	27.27%	50.00%	22.73%

# Support for Learning / Taic airson Ionnsachadh

## **Additional Support Needs Teachers**

We currently have one Additional Support Needs teacher, working 4 days a week in the school. The teacher may remove pupils from class to work with individuals or small groups or may work in the class alongside the class teacher. Pupils may have input from the support for learning teacher for a variety of reasons including ongoing difficulties, short term difficulties or challenging more able pupils.



## **Pupil Support Assistants**

We have several Pupil Support Assistants working within the school providing support for many of the children. They may support lessons such as reading or maths, provide support for pupils in the playground or in the canteen etc. Pupils with special needs may require the help of an assistant for some or all of the time.

The individual learning and social / emotional needs of children are considered when allocating support.

## **Child Protection – Highland Council Protection Inter-agency Guidelines**

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

## **Children with Additional Support Needs**

If your child has any additional needs please ensure that the school is fully aware of these when you enrol your child. If concern arises once a child is in school parents will be contacted quickly and appropriate guidance and support sought.

Further information on provision for children with additional support needs and where to get further information can be obtained from the school.

## **Support for Children with Additional Support Needs**

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.

Mrs Henderson is the "**Named Person**" for all pupils in the school and will be the main person responsible for ensuring each child's needs are being met. Please contact her by phone or e-mail if you require to discuss your child on 01862 892663 [eileen.henderson@highland.gov.uk](mailto:eileen.henderson@highland.gov.uk)

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the head teacher.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school.

Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher on 01862 892663 or by email to [eileen.henderson@highland.gov.uk](mailto:eileen.henderson@highland.gov.uk) If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

### **[Support for Learners Website](#)**

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

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

Further information is also available at:

<http://forhighlandchildren.org/>

[Thriving Families - Improving the lives of families in the Highlands](#) click on Education.

Other links which may be useful:

Enquire – the Scottish advice and information service for additional support for learning  
<http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

[Scottish Child Law Centre](#), an organisation providing free legal advice to young people

## **Information about the 2009 Additional Support for Learning Act**

### **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 comes 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](mailto:info@enquire.org.uk)

The Highland Council's policy on provision for children with additional needs can be found at:

<http://www.forhighlandschildren.org/5-practiceguidance>

# Transitions

## Transfer from Nursery to Primary

Enrolment for P1 takes place in February each year and is advertised in the local press and on posters at the school and around Tain. Enrolment is encouraged online but, if this is not possible, paper copies of enrolment forms are available from the school.

Visits are planned for all new P1 children to join the class. During one of these visits there will be an opportunity for parents to meet with the head teacher to find out more about the school and ask any questions they may have.

If further transition arrangements are required these will be arranged on an individual basis.



## Transfer between Primary Classes

For many children the transition between classes and classrooms causes no anxiety or concern as pupils throughout the school have frequent opportunities to work and play together. This allows pupils to get to know other pupils and staff throughout the school.

However there may be times when transitions between classes cause worry or upset for pupils. If this is the case arrangements will be made to reduce stress for pupils as much as possible. Pupils and parents will be involved in decisions as to how this will be done.

## Transfer from Primary to Secondary

Most pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures and problem solving days etc prior to admission are also arranged.

Tain Royal Academy, Scotsburn Road Tain, Ross-Shire IV19 1PS  
01862 892121

Head teacher: Mr Mark Jones

# School Improvement

Each year the school issues a School Improvement Report and Plan detailing the main achievements of the school over the session and a plan for improvement priorities. Below are brief outlines of the school's improvements in session 20/21 and priorities for improvement over session 21/22. Should anyone wish to view the whole document this is available from the school.

## **Session 21 / 22 – Review of Improvement Priorities**

In session 21/22 our planned improvements focused on recovery from covid, literacy and ASG Listening and Talking.

In the past year we have mainly worked to sustain and build on learning in the context of the pandemic. Using observations and assessments of where each child is in their learning, focusing attainment discussions around robust information and planning learning and interventions using this information. Focusing on mental health in the HWB curriculum at the start of the session, continuing to discuss the mental health of individuals with the learner, their family and other professionals as appropriate.

We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching. Our work to evaluate their effectiveness in terms of outcomes for our school community will continue.

The session was interrupted again for many when the prevalence of covid in the school community rose and this affected both staff and pupil absence with many of our classes having to close at points during the Jan – March term. Our attainment data shows a rise between August and Jan and then this falls back again due to the impact of illness and absence.

An additional 0.2 teacher time was allocated from October 2020 to the school for covid recovery. This was maintained for session 21/22, rising to 0.4 from January. This was used to boost numeracy and spelling for some of those who found it more difficult to engage during lockdowns for various reasons. This intervention was affected by the covid recovery teacher having to cover for other staff absence.

We also focused on improving staff awareness of the moderation cycle and developing our moderation practice. This included planning IDL together, focusing on learning intentions and planning for assessment and evidence and then reviewing evidence together. We returned to the use of our reading and writing progressions to plan and assess progress and we introduced the structured use of PM Benchmarks to moderate teacher judgement of reading comprehension.

## **Literacy**

We ensured all new staff were skilled in Wraparound Spelling, Talk for Writing and the Tain ASG Writing progression and were able to use these as per school policy. We revisited the ASG Reading progression to ensure all teaching staff were familiar with this and were using this to inform planning. We participated in training around comprehension strategies in order to increase teacher knowledge and skill in this area with an aim of raising attainment.

We reviewed our Gaelic Oral Language plan to ensure progression and this is now being used across all Gaelic classes. We have started to work on our Gaelic Wraparound Spelling resource and we will start to use this from August.

Tain ASG had planned to work on a Listening and Talking progression over the session but, due to staff shortages and absences, this was not possible. This has been put on hold for session 22/23 and will be revisited later.

## **Session 22 / 23 – Improvement Priorities**

This year, our key priorities are as follows:

1. Assessment and Moderation
2. Literacy – Complete Comprehension and Gaelic work and training of all staff on “Literacy for All in a World of Diversity”
3. Tain ASG Numeracy – development of an agreed progression of skills and assessment plan



# General Information/ Fiosrachadh san Fharsaingeachd

## **Staff List /Luchd-obrach**

### **Headteacher /Ceannard**

Ms E Henderson

### **Depute Headteacher/Iar-cheannard**

Mrs J Robertson

### **Principal Teacher**

Mrs L Hayes

## **English Department/**

### **Roinn na Beurla**

#### **Teachers/Tidsearan**

P1- Mrs C Philip

P2 - Miss C MacLeod / Mrs C Granville

P3 - Miss C Robertson / Mrs V MacIver

P4 – Mrs J Robertson / Mrs E Wilmott

P5 – Miss Kynaston

P6 – Mrs R Cooper

P7 - Miss N Cope

### **Roinn na Gàidhlig**

#### **Teachers/ Tidsearan**

P 1/ 2 - Miss M Sandison

P3/4G – Miss S MacAskill

P 5- 7 - Mrs L Hayes / Mrs V MacIver

## **Learning Support Staff/**

### **Luchd-obrach Taic Ionnsachaidh**

Mrs J Armstrong

### **Visiting Specialists/**

#### **Tidsearan Siubhail**

**Strings** Mrs D Ross

## **English Nursery Staff/**

### **Luchd-obrach Sgoil-àraich (Beurla)**

#### **Early Years' Practitioners**

Miss K Bain

Mrs K Turner

Mrs E More

Mrs M McDermid

Ms K Simpson (early years support)

## **Gaelic Nursery Staff/ Luchd-obrach**

### **Sgoil-àraich (Gàidhlig)**

#### **Early Years' Practitioners**

Mrs M Macaulay

Mrs M MacDonald

Mrs A MacKay

Mrs M Armstrong

Ms E Flinn (early years support)

## **Pupil Support Assistants/**

### **Luchd-taic Sgoileir**

Mr D Beaton (Gaelic)

Miss E Bond

Miss D Cowe

Mrs M Egan (Gaelic)

Miss J Gilbride

Mrs S Gordon

Ms A MacAskill (Gaelic)

Mrs A MacDonald

Mrs J McGougan

Mrs Y MacLennan

Mrs A Skinner

Mrs A Wilson

## **School Secretary / Rùnaire na Sgoile**

Mrs F MacLeod

**Chanter** Mr N Matheson

**Drumming** Mr R Hamilton

**PE** Ms N Swanson

**Janitor**

Alexander Ross (Ossie)

### **School/Latha na Sgoile**

#### **Pr. 1 - Pr. 3**

9.00 am – 10.40 am

10.40 am – 11.00 am interval

11.00 am – 12.10 pm

12 pm – 1pm lunch

1.10 pm – 2.50pm

#### **Pr. 4 - Pr. 7**

9.00 am – 10.40 am

10.40 am – 11.00 am interval

11.00 am – 12.40 pm

12.20 pm – 1pm lunch

1.20 pm – 3.00 pm

### **Term Times and Holiday Dates / Teirmean agus Saor-Làithean**

#### **Open**

Tues 15 Aug 2023

Mon 23 Oct 2023

Mon 8 Jan 2024

Mon 15 Apr 2024

#### **Close**

Fri 6 Oct 2023

Fri 22 Dec 2023

Fri 29 March 2024

Thurs 27 June 2024

#### **Casual Holidays:**

Mon 19 Feb and Tues 20 Feb 2024

Mon 6 May 2024

#### **In Service Days (subject to change):**

Monday 14 August 2023

Mon 11 and Tues 12 Sept 2023

Wed 21 Feb 2024

Mon 2 May 2024

### **School Meals / Biadh Sgoile**

School Meals are provided within the school canteen which is managed by Highland Contract Services. A school meal costs £2.30 at present and should be paid for at the beginning of each week. All children from Nursery to P5 are entitled to free school meals from January 2022. Parents wishing to claim Free School Meals may obtain the relevant forms from the School Office or apply online at



[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

The address to which these are sent is on the Free Meals Form. Packed lunches are eaten in the school Canteen. Packed lunches should be carried in a separate container, and not in the schoolbag. Hot drinks should not be included.

### **Extra-Curricular Activities**

Through the year we offer a variety of extra-curricular activities. These can include Maths / Puzzle Club, Sewing Club, Football, Shinty, Rugby, Coding, Running, Guitar and Netball but these do vary depending on staff and volunteer availability. Up to date information is sent home by email and letter as activities are organised or change.



### **Citizenship Groups**

All children in the school are part of a Citizenship Group. In session 22/23 these included Pupil Council, Eco Committee, Global Goals, Tech Gurus, Children's Rights, Junior Journalist, Sports Committee and gardening. Pupils are actively involved in decision making and in taking action to improve the school through participation in these groups.

### **School Transport / Còmhdhail**

The arrangements are those laid down by the Secretary of State for Scotland - children under the age of eight years will receive free transport if living two or more miles from school. For children over eight years, transport will be provided if they live three or more miles from school.

### **Health Care / Cùram Slàinte**

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

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

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

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

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

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

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

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

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

### **Minor injuries**

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

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from the school. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### **Children at Intervals / Àm Phleidhe**

Except for children going home for lunch all children must remain within the school grounds at all times where they are supervised.

### **Major Incident in School / Èiginn San Sgoil**

If a major incident occurred in school (e.g. a fire) the children would be evacuated to the back of the school building in order that we can check if all can be accounted for. Everyone would then go to Tain Royal Academy to wait for someone to come for them. The Education Office would endeavour to get in touch with parents by telephone. Hopefully, we will not have to face such an event.

Fire practices are held at regular intervals.

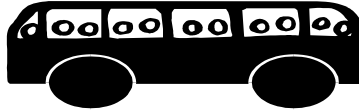


### **Patrol Crossing / A' Dol Tarsainn an Rathaid**

Ms Flinn is on duty at Craighill Terrace between the following times:-

8.40 am - 9.05 am

2.40 pm - 3.15 pm



### **Early Closure of School / A' Dùnadh Tràth**

The buses that carry children to outlying areas are directly controlled by the Bus Company and Tain Royal Academy. When the weather becomes threatening the buses generally leave early. Craighill Primary children who travel on these buses are allowed to return on them only if we have managed to contact each child's home. If parents cannot be contacted the child is kept in school until this is done.

However, in the event of very severe weather, or in the event of lengthy power cuts, we must warn parents that it may be necessary to close the school without prior warning. This means that parents should have emergency arrangements ready for their children should this situation arise. To be absolutely certain that no child will be at risk in the event of school closure without prior warning, parents are asked to ensure that each child knows where to go in the event of parents being away from home.



As a parent, if you are in any doubt as to the danger from severe weather, please retain your child at home. If you have sent your child to school and the weather worsens, you are most welcome to come to the school, and ask to take your child home.

By dialling 0800 564 2272 and entering the code 041760 you will be given a message with regard to the impact of severe weather conditions on the school. You can also access the winter weather website at the following web address: <http://www.highland.gov.uk/learninghere/schools/schoolclosures/> Please click on the relevant geographical area for local school closure information.

### **School Fund / Maoin na Sgoile**

The school raises money through various means. Money from the school fund is used to subsidise:-

Supplementary Reading/Science/Maths Materials

Travel

Sport

Visiting Theatre Groups

Christmas Parties etc

## School Uniform / Èideadh Sgoile

School uniform is now available from the businesses below. We actively encourage the reuse of school uniform items and keep a stock of donated items in school. Please ask if we have what you need before you buy new uniform.

### Tain Print and Embroidery:

2 Ross Street  
Tain  
01862 892638

**MacGregors Industrial Supplies** – It is possible to get names embroidered on sweatshirts etc at Macgregors for a small cost

15-17 Henderson Rd

Inverness

IV1 1SN

01463 717999

<https://macgregorschoolwear.co.uk/>

Each child should bring to school a change of footwear for indoors.

Please label sweatshirts, coats and shoes for ease of recognition.

Children should have appropriate dress for P.E.: a pair of gym shoes/trainers; a pair of shorts; a tee-shirt.

## Nursery t/An Sgoil-Àraich

The aim of the Nursery is to encourage the development of every child. To accomplish this, we provide varied and stimulating play that is appropriate for the under fives, so that children can learn in their own way, and develop as individuals at their own speed.

In the Gaelic Nursery the children are introduced to the Gaelic language through play and music.

Nurseries within Tain offer 1140 hours per school session. **At Craighill this will mean eligible children will be offered Nursery provision from 9am – 3pm Monday to Friday.**

## Transferring data about pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper for many years. We are now working together to transfer data electronically through the ScotXed programme.



forms

## What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are

not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

### **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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, which 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.

#### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, 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

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.gov.scot/Topics/Statistics/ScotXed>

### **Why do we need to know about Armed Forces (Regulars, Reservists and Veterans) Families and what difference would it make?**

It is helpful for schools to know so that support can be provided in partnership with your family. Children of armed forces families, including children of reservists, may need support because of the particular

challenges they can face. These might include operational deployments and parental separation, or postings to new areas, with changes of school, community and friendships. Many children will cope with such life changes, but some will find it harder than others. Teachers and other professionals can help to support your child(ren), if they are aware that they might be affected by some of the issues above.

Further information can be found at:

<http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/inclusionandequality/servicefamilies/index.asp>

The Royal Caledonian Education Trust have produced a useful video called "Forces Kids - This is my life" - more information and a trailer are available here <http://www.rcet.org.uk/video.php>

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.