

EEDINBANE PRIMARY SCHOOL



BUN SGOIL AN AODAINN BHAIN
2023 – 2024

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Edinbane Primary School
Edinbane
Isle of Skye
IV51 9PW

Bun Sgoil An Aodainn Bhain
Aodann Ban
An t-Eilean Sgitheanach
IV51 9PW

Tel: 01470 582 229

School email: edinbane.primary@highland.gov.uk

School Website: <https://sites.google.com/portreehigh.org.uk/edinbaneschool>

Foreword / Ro-ràdh

Dear Parent / A Phàrant Chòir,

Welcome to Edinbane Primary School.

We are a small, rural school situated in the middle of Edinbane village about 15 miles north of Portree. The purpose of this handbook is to provide you with as much information as possible about the school; for example: facilities available, organisation of the school day, school aims, curriculum, work and assessment.

If you have any queries regarding any aspect of the school or you wish to visit, please phone to arrange an appointment. We benefit greatly from working in partnership with parents and we look forward to meeting you.

Yours sincerely,

Fiona Goss
Head Teacher / Ceannard

Edinbane Primary School is a non-denominational school, which caters for children from Primary 1 to Primary 7 age inclusive. We have one class of Primary 1-7. We also have a Nursery within the school. The school's catchment area includes Greshornish and Kildonan.

Staff / Luchd-obrach

| | |
|---------------------------------|-----------------------|
| Head Teacher (Tri-Cluster) | Ms Fiona Goss |
| Principal Teacher | Miss Rebecca Miller |
| Class Teacher | Miss Rebecca Miller |
| Management Time Cover | Ms Sandy MacPhee |
| Early Years Practitioner | Mrs Kelly-Marie McKay |
| Non-Class Contact Cover Teacher | Ms. Isobel McAlister |
| Pupil Support Assistant | Mrs Laura Wood |
| Clerical Assistant | Mrs Kersty Lockhart |
| Dining Supervisor | Mr Ali Pentland |

School Hours / Uairean na Sgoile

Pupils' Day

| | | |
|-------------|---|---|
| Mon - Thurs | <u>Morning / Madainn</u> 8:45am - 10.30 am 10.50am - 12.15 pm | <u>Afternoon / Feasgar</u> 1.00 pm – 3.15pm P1-3 Break - 2.15 -2.30pm |
| Fri | <u>Morning / Madainn</u> 8:45am - 10.30 am 10.50am - 12.30 pm | |

Office Hours / Uairean Oifis

During term time, Mrs Lockhart will be in the office Monday, Wednesday and Thursday 9.30 – 2.50.

Facilities and Accommodation / Goireasan agus Togalach

Our school premises consist of:

- the main building which has a ramp at one door, two classrooms, a kitchen, a canteen, an office, girls' and boys' toilets, staff toilets and two walk in storage cupboards
- the playground which is tarmac immediately round the school leading into a grassed area and there is a shelter with bicycle storage
- a small garden which the parents helped to landscape, including a cairn which has a time capsule inside it to commemorate the year 2000

Lets / Mál

The school premises are available for let out with school hours to any organisation, group or individual. Application forms and details of charges for lets can be obtained from the Head Teacher on request.

Edinbane Primary School's Vision, Values & Aims

Our Vision

‘Our children, parents, staff and community partners will work together to create a happy, positive and purposeful learning environment for all.’

Our Values underpin the work we do across our school community:

- Friendliness
- Respect
- Independence
- Kindness
- Gentleness
- Enjoyment

Our Aims

To help our learners become Successful Learners; Effective Contributors; Confident Individuals and Responsible Citizens we will:

- Provide interesting, fun and inclusive learning experiences through well organised, high quality teaching.
 - Create a caring, welcoming, happy, bright and stimulating environment with a good atmosphere where we celebrate everyone's attainment and achievements.
 - Work in cooperation with parents, other agencies and community partners to provide an enriched curriculum for all learners.
 - Work in cooperation with all stakeholders to make our school a place where helpfulness, happiness, humour, kindness, fun, laughs and banter are all important.
- April 2015*

Staff, School Roll and Organisation of Classes/ Luchd-obrach, Àireamhan is Clasaichean

Edinbane Primary is a one teacher and Early Years Practitioner school. The head teacher is a Cluster Head and does not have a class commitment.

The present roll is 10 in a P1-7 class and 6 in Nursery. The school day is divided into three main periods, two in the morning and one in the afternoon.

Whole class, group and individual teaching methods are used to allow all aspects of the curriculum to be covered.

Attendance/Absence / A' frithealadh na sgoile/Ma bhios tu far na Sgoile

Good attendance is vital if pupils wish to achieve their full potential. But if a pupil is absent from school, a parent or guardian should email the school on the first day of absence – edinbane.primary@highland.gov.uk

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 a parent or guardian.

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 number 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

Enrolment / Clàra

Children who have reached their fifth birthday by the following February are eligible to start school in August. Parents are invited to enrol their children for Primary 1 online during enrolment week which is usually in February. https://www.highland.gov.uk/info/878/schools/11/school_enrolment

Early in the summer term we have a meeting with parents to familiarise them with the P1 timetable and some of the resources which will be used. We give an outline of the general curriculum along with targets and activities learners will be involved in.

For parents moving into the area there is a list of schools and related information on www.highland.gov.uk click on Education and Learning then click on Find a School, Primary.

Placing Requests/Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Application must be made to the Area Manager

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

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 Edinbane Primary School they can contact edinbane.primary@highland.gov.uk

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 Supports Needs Tribunal.

Transfer to Secondary / A' dol dhan Àrdsgoil

Learners transfer to Portree High School after completing their P7 year.

In the spring term prior to transfer, profiles are completed by the school and sent on to the High School.

During the summer term members of staff from Portree High School visit the school and meet with P7 learners. The P7s have a three-day induction at the High School during June and parents are invited to attend an open evening at the High School at this time.

All relevant work and records are transferred to the High School at the end of the summer term.

Any queries related to the High School can be made to:

Mr Tony Breen

Head Teacher

Portree High School

Portree

Isle of Skye, IV51 9ET

More information can be found at: www.portreehigh.highland.sch.uk/

Parents/Carers as Partners / Pàrantan

Regular newsletters are provided to keep parents informed of school activities. Curriculum Open Afternoons are held during most terms and provide opportunities to share information and views along with giving parents an opportunity to share their child's work. Parents are welcome to make appointments to see the class teacher or head teacher at any time during the school year to discuss their child's progress or any issues. Learning jotters are regularly shared with their parents and our children are in the process of developing their own digital learning profiles which parents can also access.

The Standards and Quality Report, detailing strengths and priorities for action, is available for all parents on request as is the School Handbook.

Parents are always welcome to visit, but in the interests of security you are asked to check in with the class teacher on arrival.

If there are concerns or worries about your child or the school please phone **01470 582229** and a meeting will be arranged, or put a note in the 'homework diary' which is also used as a communication link.

Parent Council

The Parent Council is very active and supports the school in a variety of ways and provides an important link between parents and the school.

It is presently made up of Aoife Gould (Chair) Karen Pettitt (Treasurer) and Katie Muir (Secretary). The Head Teacher is a non-voting member of the Parent Council.

Meetings are held regularly and the AGM is held in March when members are elected.

Parental Involvement / Taic do Phàrantan

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

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

- Parents evenings
- Progress checks
- Target setting
- Course choice/Options available
- Information on the school website
- Posts on our Facebook Group page

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

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

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Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent forums.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent council to consider can do so by contacting the school.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum, developments can be found at Parentzone: <https://educationa.gov.scot/parentzone/>

We have to request that any parent or volunteer who has access to learners through coaching/training or transporting them regularly to swimming or other school related events completes a 'Disclosure' form. This will be processed by the Scottish Criminal Records Office.

Parental information is obtained from questionnaires issued regularly and the results followed up.

Homework / Obair Dachaigh

We welcome parental involvement with homework.

It keeps you informed of what your child is working on in school and it ensures that homework is completed satisfactorily. Each learner has a homework diary for your reference as well as their own and can be used as a communication link between home and school. Our policy is to give small amounts of regular homework, primarily reading, spelling and number work to reinforce classroom learning. Older learners will also be expected to undertake some research work of their own from time to time.

Each term information will be sent home in our newsletters to inform you and your child of what is expected.

Useful information for parents and how to get involved in your child's education, how to support the school and information on developments can all be found at Parentzone:
www.educationscotland.gov.uk/parentzone/

Complaints & Concerns

If a parent has any concerns they should contact the class teacher or head teacher in the first instance. All complaints and concerns will be dealt with immediately where possible, or as soon after as possible. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Parents can contact <https://www.children1st.org.uk/help-for-families/parentline-scotland/> at any time

Parent Complaint Procedure

We aim to find appropriate solutions to all concerns/complaints at school level if at all possible.

- Parents should initially discuss concerns or complaints with the class teacher where appropriate.

- Discussion with HT where appropriate.
- If the complaint is not adequately addressed, the parent may contact a member of the Parent Council and the issue may be raised at a meeting provided that the complaint is of a general nature. The Parent Council won't be able to discuss individual staff members, parents or children.

If any of the above channels seem inappropriate or have failed, then the parent should contact the Area Education Manager:

Mhairi Macdonald
Area Education Office
Elgin Hostel,
Portree,
Isle of Skye, IV51 9EE
01478 613697

Pupil Complaint Procedure

Pupils may voice concerns or complaints through:

- Pupil Council
- Class teacher
- Head Teacher
- Suggestion box in the entrance hallway (parents may also use this).

Reporting / Aithisgean Parents' Meetings/ Coinneamhan Pharantan

Outside the times we are in at the moment, parents will be offered 10 minute meetings with the class teacher to discuss their child's progress twice a year.

In May/June, teachers complete a short written report on each learner which indicates progress and performance in Literacy & Numeracy, progress and achievements in Health & Wellbeing and a general comment for the other curricular areas of Curriculum for Excellence with overall next steps. It also summarises the wider learning and includes a section for learner's self-evaluation and one for parents' comments. It is helpful if this is returned before the parent/teacher meeting as it helps to set a focus for discussion. A copy of the report will be held centrally in the Pupil's Progress Record (PPR) which is kept in a locked file in the office. The PPR moves with the child on transfer to another school.

This year, each learner is developing a 'digital learning profile' which will provide a snapshot of work covered in different curriculum areas, as well as achievements and learning targets and aspirations. Parents are invited to engage regularly with the digital profile as it develops. If you have any concerns about your child, please contact the school as soon as your concerns arise.

Assessment and Reporting/ Measadh

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

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of learners' attainment and progress and to inform learning and teaching approaches and targets for learners.

Learners are encouraged to view the assessment process as a motivating experience, which takes place within the overall context of a supportive school. Learners make use of feedback to inform next steps for the improvement in their own learning.

Parents will receive feedback on their child's progress through reports, progress checks and target setting information. We assess learners' progress continuously through observation; discussion; sampling children's work; check-ups; evaluating targets with learners and regular setting of short tests. This informs us of the next steps in learning and gives learners and parents an idea of the progress being made.

Our forward planning focuses on experiences and outcomes from Curriculum for Excellence as a starting point. Through interdisciplinary planning, learning intentions and success criteria are linked to the experiences and outcomes and these are assessed to determine a learner's progress. Diagnostic tests/assessments are used to determine a learner's strengths and development needs. This enables learning programmes to be adjusted.

We carefully track and assess progress through Curriculum for Excellence benchmarks and we use the SNSA (Scottish National Standardised Assessments) for children in P1, P4 and P7. More information can be found at <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. All involved should understand and take appropriate account of the three main types of assessment:

Assessment for Learning is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

Assessment as Learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment *as* learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment of Learning is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

School Policies / Poileasaidhean na Sgoile

School policies have been drawn up on the main curricular areas and aspects such as anti-bullying, administration of medicines, race equality and child protection. These are kept on file and are available for any parent who requests a copy.

Highland Council Policies are available at:-

www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines

School Improvement

Edinbane Primary School's Standards and Qualities' Report is available on request.

Our Key Strengths are:

- Interdisciplinary work, personal projects and outdoor learning provide opportunities for active participation in learning.
- All learners are motivated, keen to learn and almost all can work independently, taking increasing ownership over their own learning. Targets, written feedback, ongoing meaningful dialogue and two stars and a wish support learners in making improvements.
- The curriculum takes account of the 4 contexts for learning, the promotion of challenge, enjoyment, breadth, progression, relevance, coherence, personalisation and choice for all learners and provides opportunities to broaden and enrich learning through a variety of class-based and out- of- class activities which are recognised and celebrated in a range of ways.
- Learners, parents and staff views contribute to learning developments and school improvement.
- Well-planned interdisciplinary learning opportunities using a variety of interesting approaches and resources as evidenced in our developing Forest School sessions.
- Each individual has a differentiated programme of work, which offers challenges to maximise progression in their learning.
- Digital learning is used effectively to support in classroom learning and to share learning experiences and progress at home.

Our Improvements Last Session:

- In the past year we have worked on improvement projects designed to help us to address the development of digital profiling and Forest Schools. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were

nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In the current session 20/21, our main focus will be on three key areas, in response to the extended school closures:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation).

Our Priorities for Improvement for 2022 - 2023

- We will carry forward incomplete aspects of our 2021/22 Improvement Plan into our 2022/23 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.
- We have carried forward aspects of our 21/22 plan relating to developing a shared understanding across our schools of the standards and expectations of what is required to achieve a level of Curriculum for Excellence.

Curriculum / Clàr-oideachaidh

Detailed information on the curriculum can be found at: <https://education.gov.scot/parentzone/> or http://www.highland.gov.uk/info/878/schools/17/school_curriculum

Curriculum for Excellence / Curraicealam airson sar-mhathais

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. The attributes and capabilities of the four capacities are outlined below:

| successful learners | confident individuals | responsible citizens | effective contributors |
|---|--|---|--|
| attributes <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas capabilities <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. | attributes <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition capabilities <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. | attributes <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life capabilities <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. | attributes <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance capabilities <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems |

The curriculum areas are Sciences; Languages; Mathematics; Expressive Arts; Social Subjects; Technologies; Health and Wellbeing; Religious and Moral Education.

They are broken down into experiences and outcomes which focus on developing the four capacities.

The principles for curriculum design are based on – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

The key principles which inform learning and teaching in our school are based on inclusion and focus on *engagement, participation, dialogue and thinking*.

The curriculum levels are indicated below.

| Level | Stage: |
|------------------|--|
| Early | The pre-school 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 |
| Third and Fourth | S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4. |
| Senior Phase | S4-S6 and college or other means of study |

Language / Cànan

Literacy across learning is the responsibility for all practitioners and is defined in Curriculum for Excellence as ‘the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful’.

The development of literacy skills plays an important role in all learning and offers opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help improve and to provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their language
- explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative
- extend and enrich vocabulary through listening, talking, watching and reading
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland’s literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures

Literacy is broken down into three main organisers – listening and talking, reading, writing and within these organisers there are subdivisions:

The following describes these subdivisions:

Listening and talking:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners’ lives.

Tools for listening and talking – to help learners when interacting or presenting within and beyond their place of learning

Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary.

Understanding, analysing and evaluating – investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Reading:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

Tools for reading – to help learners use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond their place of learning

Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

Understanding, analysing and evaluating – investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Writing:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

Organising and using information – considering texts to help create short and extended texts for different purposes.

Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Language resources currently in use:

Reading Schemes: Oxford Reading Tree, Heinemann Storyworlds, Oxford Treetops,

Shared Reading texts for Writers' Craft; Heineman non-fiction, Sets of novels.

Language Schemes: Nelson- Primary English; Writing; Comprehension; Word Work; Punctuation & Grammar; Spelling: Nelson Spelling; Jolly Phonics.

Numeracy across Learning:

All teachers have responsibility for promoting the development of numeracy.

With an increased emphasis on numeracy for all young people, teachers need to plan to revisit and consolidate numeracy skills throughout schooling.

Numeracy experiences and outcomes have been structured using 8 organisers:

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

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity

A rich and supportive learning environment will support a mix of a variety of approaches, including:

- Active learning and planned purposeful play
- Development of problem-solving capabilities
- Developing mental agility
- Frequently asking children to explain their thinking
- Use of relevant contexts and experiences, familiar to children and young people
- Using technology in appropriate and effective ways
- Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- Both collaborative and independent learning
- Making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- Promoting an interest and enthusiasm for numeracy

Learning in numeracy will enable learners to:

- Develop essential numeracy skills which will allow them to participate fully in society
- Understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions
- Apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concept.

Mathematics / Matamataig

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty

Maths resources currently in use:

Heinemann; New Scottish Heinemann; Heinemann Mental Maths; Rapid Maths; TeeJay Maths

Technologies / Teicneòlas

Learning in the technologies enables learners to be informed, skilled, thoughtful, adaptable and enterprising citizens.

The technologies framework has six organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Planning and organisational skills in a range of contexts
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- Skills in collaborating, leading and interacting with others
- Critical thinking through exploration and discovery within a range of learning contexts
- Discussion and debate
- Searching and retrieving information to inform thinking within diverse learning contexts
- Making connections between specialist skills developed within learning and skills for work
- Evaluating products, systems, and services
- Presentation skills.

We have one desktop, two laptops, along with a Chromebook for each child. All have access to the Internet.

Sciences

The key concepts have been identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

The main purposes of learning in the sciences will help learners to:

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world

- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques
- Develop skills in the accurate use of scientific language, formulae and equations
- Recognise the role of creativity and inventiveness in the development of sciences
- Apply safety measures and take necessary actions to control risk and hazard
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Develop an understanding of the earth's resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Develop as scientifically literate citizens with a lifelong interest in the sciences
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

Social Studies / Eòlas Àrainneachd

Through social studies, children and young people develop their understanding of the world by learning about other people and their values in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

As they mature, learners' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

All learners find out about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

The Social Studies experiences and outcomes have been structured under three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Teachers will use this framework to provide learners with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

Learners will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of

critical and independent thinking

- Explore and evaluate different types of sources and evidence
- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Engage in activities which encourage enterprising attitudes
- Develop an understanding of concepts that encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Social studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable and active experience.

Expressive Arts / Na h-Ealain

The experiences and outcomes in expressive arts come under the organisers of:

- Art and design
- Dance
- Drama
- Music

By engaging in experiences within the expressive arts, learners will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting our learners to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables learners to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Through providing a wide range of learning activities in expressive arts we will enable our learners to become:

- **Successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **Confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation

- **Responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **Effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

Visiting staff timetable

There are three blocks over the year for Youth Music Initiative and for Kodaly sessions which are led by tutors. The expressive arts are planned and delivered by the class teacher throughout the session.

Health and wellbeing / Slàinte

Good health and wellbeing is central to effective learning and preparation for successful independent living and there needs to be a concerted approach in delivering a programme which meets the shared vision and common goal for all:

Safe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**espected, **R**esponsible, **I**ncluded
(known as **SHANARRI**).

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Learning through health and wellbeing enables learners to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

Experience and outcomes for health and wellbeing are structured under the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport

- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Learning through health and wellbeing ensures that learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, social and physical wellbeing now and in the future. Parents are consulted about sensitive aspects of health and we follow the Healthy School Scotland framework.

Our learners are taught to recognise that they are part of the school community and ultimately part of the wider community and that they have responsibilities within that community.

They are expected to show respect for others and to be kind and considerate to others.

As they mature they are encouraged to take a more active role in promoting good behaviour.

We have regular whole school gatherings when we promote school values and discuss subjects such as road safety; litter; good citizenship and raising multicultural awareness.

We have set up a 'pupil council' which gives learners an opportunity to have their views on general school issues considered and discussed and our 'eco-committee' contributes towards developing environmental awareness. We are beginning the journey towards earning our Eco flag by 2021/22.

Promoting Positive Behaviour / Modh

We actively promote positive behaviour through creating an ethos of trust which values, respects and protects the rights of everyone in our school community. Certificates are given out at our weekly whole school gatherings for achievements which are recognised through the 'Golden Folder' and highlight the four capacities - successful learners, responsible citizens, effective contributors and confident individuals.

We actively develop attitudes, skills and activities which aim to prevent all aspects of bullying and we foster trust among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.

Usually incidents of misbehaviour are minor ones and can be dealt with in the school context. Should a problem arise which needs to be brought to the attention of parents they will be invited to the school to discuss the matter. The support and co-operation of parents will be sought in resolving any such issues.

Should a parent be concerned that their child is unhappy at school please contact the Head Teacher immediately so that we can act together to address and resolve the matter.

School Rules / Riaghailtean na Sgoile

We have adopted the 'Golden Rules' to give our learners clear guidelines and boundaries to support them in making the right decisions when choosing how they behave.

These are our moral values and they are displayed throughout the school and are discussed during whole school gatherings and regularly in class.

- | | |
|-------------------------------|---|
| ● We are gentle. | We don't hurt others. |
| ● We are kind and helpful. | We don't hurt anybody's feelings. |
| ● We listen. | We don't interrupt. |
| ● We are honest. | We don't cover up the truth. |
| ● We work hard. | We don't waste our own or others' time. |
| ● We look after our property. | We don't waste or damage things. |

Religious and Moral Education / Fohghlam Creideimh is Moraltachd

Religious and moral education is a process where learners engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Learning through religious and moral education enables learners to:

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting their beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life.

Special arrangements will be made for learners whose parents do not wish them to participate in religious observance. Parents have the right to withdraw their child from religious activities if they wish.

Gaelic / Gàidhlig

We aim to teach the vocabulary for colours, numbers, parts of the body, family, school, home and clothes. This is done through interactive activities, song and drama.

French / Franglais

P1-4 begin learning French and will continue their studies through to P7.

P6/7 will be taught to recognise and respond correctly to simple forms of personal language.

Through interactive activities they will be taught the vocabulary of numbers, colours, days, body parts, weather, home and classroom objects.

They will be taught to recognise and respond to simple greetings and answer simple questions about themselves. P6/7 are often taught alongside the pupils at Dunvegan.

Additional Support Needs/ Taic Oideachaidh

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. In a secondary school, the 'named person' will usually be the Principal Teacher Guidance/Pupil Support.

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:

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

There are information sheets available at: <http://www.chipplus.org.uk/> Click on Education.

The Support for Learning Teacher is available for consultation.

Enquire is the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone helpline: 08451232303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk and www.educationscotland.gov.uk/supportinglearners/

Enquire provides a range of clear and easy-to-read guides and fact sheets including The Parents Guide to Additional Support for Learning.

Additional information is also available at: www.siaa.org.uk and www.sclc.org.uk

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>

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 came into force on 14 November 2010.

What does this mean for pupils and parents?

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

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Educational Psychologist / Inntinn-eòlaiche an Fhoghlaim

If the school, in consultation with the parent, considers that a child's significant and continuing difficulties in learning require advice, a referral to the psychological service will be made. Stephanie Bennett is the Educational Psychologist for our area, based in Inverness.

The Educational Psychologist will then meet with parents and assess the child in the school.

A course of action and advice will be recommended.

Multi-Agency Groups/ Buidhnean Ceangail na Sgoile

Multi-agency Groups meet to facilitate the best possible support for children and families.

This involves mainly Education, Social Work and Health Services working closely together. Meetings will be arranged to discuss how the needs of individual learners can be met and the parents/carers and child (if appropriate) will be invited to these discussions.

Child Protection / Dìon Chloinne

From time to time incidents can occur within the school setting which cause concern and could indicate that a child 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. At times this might involve information being passed to these agencies without immediate reference to a learner's parents or guardians. The Head Teacher is the designated person for dealing with Child Protection issues in Edinbane Primary.

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

More information about Child Protection Procedures in Highland can be obtained from:

http://www.forhighlandchildren.org/2-childprotection/publications_90_87636571.doc

or

The Child Protection Committee,

www.highland.gov.uk/info/1361/childcareandfamilycare/438/childprotection

Kinmylies Building,

Leachkin Road,

Inverness,

IV3 8NN

Tel: 01463 703483

Fax: 01463 713237

Health Care / Slàinte/Health Promoting School

Medicals: All new entrants will receive a medical questionnaire. The school nurse will then decide whether the child should have a medical examination during primary one. Parents are invited to be present at this examination. The same procedure applies to primary seven pupils.

Nurse: The school nurse visits the school from time to time. Should you wish to contact her please phone the school.

Dentist: The school dentist visits the school periodically. All children are examined and parents are notified if their child requires treatment. Parents can choose to have this treatment carried out by the school dentist or by their own family dentist.

Speech and Language Therapist: The speech and language therapist visits school to work with children who have been referred for Speech and Language Therapy. Parents will be consulted prior to any referral being made.

Injuries: When a child is injured at school they will be administered to by any member of staff who is on the scene. If it is felt that the injury is serious then the parents will be informed and arrangements made to take the child to the Medical Centre or a Doctor will be called. Miss Miller is our First-aider and other members of staff have First Aid training.

Medical Requirements: If your child has any medical requirements please inform the school. If medication has to be administered by the school please could you inform us in writing detailing the name of the medicine, the quantity of the medicine to be given, the time it has to be given and your signature.

To prevent problems for children who may have a peanut allergy we ask that you don't send in nuts or products containing nuts.

Road Safety: Every effort is made by staff to develop good habits in road safety with everyone. Primary 7 pupils have cycling proficiency training during the course of the school year.

Fire Drill: Fire drills are carried out once a term and children are taught to respond quickly and calmly. In the event of a real emergency where the school building has to be evacuated, children will be escorted to Edinbane Village Hall. Once there, the Emergency Planning Officer and the Area Education Office would take responsibility for giving out information, contacting parents and arranging transport.

Swimming / Snàmh

We share blocks of swimming lessons with Dunvegan Primary School so pupils can swim with others of the same school year.

There are 7 weeks of swimming over the school year so each pupil will have at least 2 weeks of lessons.

Trips/Outings/Photographs/Internet & Email Access/Mobile Phones

When you enrol your child you will be asked to complete a consent form which is included in the data capture form. This allows you to agree or not to the following for your child:

- taking part in any trips or visits organised by the school teaching staff within the area local to the school
- being photographed/videoed whilst attending education facilities provided by Highland Council and for any such photographs/videos to be processed
- appropriate images and videos of them accompanied by name retained in Profiles and school archives
- appropriate images of them accompanied by name published in classroom/school displays

- appropriate images and videos published in school publications provided that photographs will not be accompanied by names
- appropriate images and videos published on the school website provided that photographs will not be accompanied by names
- appropriate images and videos published in the Press publications provided that photographs will not be accompanied by names
- appropriate images and videos published in non-school publications provided that photographs will not be accompanied by pupil names
- using the Internet and email at school

If we are going on a major excursion we will ask you to complete a separate permission slip detailing the outing and asking for your permission to allow us to administer medication or involve a doctor if a need arises.

If children need to make contact with home for any reason they are able to use the school telephone therefore they do not need their mobile phones in school.

School Meals / Biadh na Sgoile

School meals are cooked in Portree High school and delivered to Edinbane in time for lunch at 12.15pm. Meals cost £2.65 each, (£13.25 for the week)

Money for school meals should be brought in on a Monday for the week with any cheques made out to 'Highland Council'.

A choice of meals is offered and includes vegetarian options. Children are able to make their choices for the week ahead.

Free school meals - If you are in receipt of Income Support; Income-Based Job Seekers Allowance; Child Tax Credit, but not in receipt of Working Tax Credit, and income of less than £16,105; Child Tax Credit and Working Tax Credit and income of less than £6,420; Support under Part VI of the Immigration and Asylum Act 1999 your child is entitled to free school meals.

Application forms are available from the school or from <http://www.highland.gov.uk/info/899/schools-grantsandbenefits/10/feeschoolmealsandassistancewithclothing>

Children may bring packed lunches if they wish and join those having school dinners in the canteen. We ask that you do not send anything in a glass container. All children will be supervised.

School Transport / Còmhdhail

Children under the age of 8 years who live more than two miles from the school are entitled to free transport. Children who are 8 years and over are entitled to free transport if they live more than 3 miles from the school. Application forms for school transport may be obtained from the school or the Area Education Office or from www.highland.gov.uk/info/878/schools/12/school_transport

Please note that transport is not a school responsibility and any queries should be addressed to the Local transport Officer, Transport Office, 01397 709037

School Uniform / Èideadh na Sgoile

We encourage learners to wear a blue school sweatshirt with the Edinbane Primary badge printed on it, a white blouse/polo shirt/shirt and dark trousers/skirts. Edinbane School Sweatshirts can be ordered directly from MyClothing. www.myclothing.com . Second hand sweatshirts are available from the school office in return for a small donation to school funds.

Clothing assistance - if you fulfil the criteria above for free school meals you are entitled to footwear and clothing assistance for your child. Application forms are available from the school.

P.E. - Learners are requested to have shorts, t-shirt and a change of trainers or gym shoes for weekly PE on Wednesdays and Thursdays.

Please could your child's articles of clothing be identified by a name tab or their name written in permanent ink on the clothing's own labels this helps us return 'lost' property.

Dismissal Procedures / Deireadh an Latha

Pupils are escorted to the school gate where parents can meet them. Children can walk home on their own if permission is given by the parent and teacher.

Emergency Arrangements / Èiginn

In the case of an emergency it is helpful for the school to have an up to date contact number and a second contact for each learner. At the beginning of each school year we will send out a form which you can fill in with the relevant information. If you change your mobile number please can you update us as soon as possible.

In the event of an early closure due to bad weather or power cuts, every effort will be made to contact parents. If parents cannot be contacted then the second contact name will be informed. We now have a telephone messaging service and in the event of severe weather or circumstances preventing the school from opening the Head Teacher will update this service by 8am. Telephone **08005642272** and key in the school's pin number **041990**. A list of school closures will also be posted on www.highland.gov.uk/info/827/educationandlearning

School Fund / Maoin na Sgoile

Money is raised for the school fund in various ways e.g. commission from the sale of photographs and books; enterprise activities. The Parent Council organise fundraisers throughout the year and money raised is used to purchase equipment and items for use in school and to help finance trips. The school fund is used to finance transport for trips, Christmas parties, visiting drama groups and visits to other schools for workshops. The accounts are audited annually and a statement submitted to the Highland Council.

Links With The Community

Visits are made to the local pottery and other businesses and the local environment is used for outdoor learning.

Area Senior Care & Learning Officer / Oifigear Foghlaim na Sgìre

Mobile: 07500120271

Area Education Manager West / Oifigear Foghlaim na Sgìre

Mr Don Esson

Area Education Office,

Elgin Hostel,

Dunvegan Road,

Portree,

Isle of Skye

IV51 9EE

Tel: 01478 613697

ECS Office,

Castle Street,

Dingwall,

IV15 9HU

Tel: 01349 868241

School Calendar 2023/24

School term and holiday dates can be found on the Council's website at:

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

Transferring Educational Data About Pupils

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

Why Do We Need Your Data?

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

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

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

Data Policy

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

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

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

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>).

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

will be taken in consultation with relevant colleagues and individuals within and 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.

Equality and Inclusion

For up-to-date information please see:

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

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

Eliminate unlawful discrimination, advance equality of opportunity and 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.

Many thanks for taking the time to read our Edinbane Primary School Handbook. We look forward to welcoming you to our school.

Whilst the information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.