



Handbook 2023-2024



'From small seeds mighty trees grow!'

Welcome to Foyers Primary School

This handbook plays an important role in opening the door on the rich tapestry of school life, and sets out our values and aspirations as it welcomes families into our school community. It helps to establishing clear communication routes, laying the ground for effective partnerships with parents which will endure for several years and which will determine the futures of our children. A booklet, however, can only tell you so much! We strongly believe that school life is part of the life of the community, and that education is a partnership between children, parents, and teachers within that community. Parents are welcome to make an appointment at the school and should telephone 01456 486612 to make an appointment.

Our school situated 19 miles from Inverness along the south side of Loch Ness, was built around 1904 and houses two classrooms, a dining hall, office and toilet facilities. Foyers Primary is a cluster school with Aldourie Primary, which is situated 12 miles along the loch side towards Inverness. Currently our school roll is 5 pupils, ranging from Primary 2 to Primary 7. Children can attend Foyers PS from age 4/5 to age 11/12. There is one classroom with a Primary 1-7 class. There is one class teacher and we have visiting teachers of PE and Music, on a weekly basis. Mrs Louise Robertson is the cluster headteacher and visits Foyers PS two/three days per week.

You can contact the school any time, though the office is not always manned there is an answer machine which is checked daily and someone will return your call as soon as possible.

Mrs Louise Robertson

Cluster Head teacher Foyers Primary School Foyers IV2 6XU

Tel. 01456 486612

E-mail foyers.primary@highland.gov.uk

CONTENTS

1. STAFF
2. SCHOOL HOURS
3. ENTRY ARRANGEMENTS
4. PLACING REQUESTS-PARENTAL CHOICE
5. SCHOOL MEALS
6. SCHOOL TRANSPORT
7. SCHOOL UNIFORM
8. ATTENDANCE
9. EDUCATIONAL AIMS
10. CURRICULUM
11. HOMEWORK
12. RELIGIOUS and MORAL EDUCATION and RELIGIOUS OBSERVANCE
13. EXTRA CURRICULAR ACTIVITIES
14. ADDITIONAL SUPPORT NEEDS
15. EQUALITY and INCLUSION
16. MILITARY FAMILIES
17. PROTECTION OF CHILDREN
18. INVOLVING PARENTS/GUARDIANS/CARERS AS PARTNERS and PARENT COUNCIL
19. PARENTAL CONCERNS and COMPLAINTS PROCEDURE
20. ACCESS TO PUPIL RECORDS
21. HEALTHCARE and ADMINISTRATION OF MEDICINES
22. BEHAVIOUR
23. ADVERSE WEATHER
24. TRANSFER TO SECONDARY SCHOOL

APPENDIX 1 HOLIDAY DATES 2023-2024

APPENDIX 2 SCHOOL IMPROVEMENT PLAN 2022-2023

1. STAFF

Cluster Head Teacher Mrs Louise Robertson

P1 – 7 Teacher	Miss Rachel Pinkerton	Mon/Tues/Wed all day
P1 –7 Teacher	Mrs Jenny Troup	Thurs/Fri all day
Music	Mrs Shirley Wiseman	Tuesday afternoon
ASN	Mr Craige Bailey	Tuesday afternoon

School Secretary

Vacant Post

Pupil Support Assistant

Mrs Fiona Kirkland

Catering Assistant

Mrs Fiona
Kirkland

Cleaning

Operative Mrs
Fiona Kirkland

2. SCHOOL HOURS

9.00 – 10.40am (interval 10.40-11.00) 11.00 – 12.30pm 1.10 – 3.00pm

Flashing 20mph warning lights operate: 8.40 - 9.00am 3.00– 3.20pm

3. ENTRY ARRANGEMENTS

Enrolment week for Primary 1 pupils will take place week commencing Monday 30th January 2023. Please check local press for details on the Highland Council website. If you wish to enrol your child for Primary 1, please do so during enrolment week. The online form will be available from Monday 30th January 2023.

Parents wishing to enter children into the school can contact the Head Teacher by telephone or letter to arrange an initial visit. During the term, before formal entry, new P1 children are invited to attend school one morning a week, for four weeks, to undertake a variety of activities. This will enable pupils to familiarise themselves with their teacher, classroom and classmates. This usually takes place at the end of May / beginning of June. Enrolment into Foyers PS is usually in February and done online by visiting the Highland Council website.

<https://www.highland.gov.uk/enrol>

4. PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education and Learning Manager, Mrs Fiona Shearer, placing request forms can be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/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 Foyers Primary School they can phone, 01456 486612 to arrange a visit.

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

5. SCHOOL MEALS

School meals are available at cost of £2.30. A summer and winter cyclic 4 week menu is issued. Parents are asked to co-operate by ensuring that dinner money and choice leaflets are brought regularly on Monday mornings.

From Jan 2022 children in P1-5 are eligible for free school meals and if the family receive certain benefits and/or have low income P5-7 children may also receive a free school meal. Facilities are available for children to eat packed lunches in school. It should be noted that under Health & Safety regulations, glass bottles or containers are not permitted.

Our school meals are delicious and cooked on site, with good quality food, healthier meals, and more and better choices. If a pupil has special dietary needs, please inform the school. The arrangements for school meals, eligibility criteria for free school meals, how to apply can be found by following the link below.

https://www.highland.gov.uk/info/878/schools/9/school_meals

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

6. SCHOOL TRANSPORT

Children under the age of eight who live more than two miles from the school are entitled to free transport. Children aged eight and over are entitled to free transport if they live over three miles from school. Concessionary transport may be granted if there is room on the minibus. Forms are available online at Highland.gov.uk if you feel you are eligible for transport or online on the highland council website. Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

7. SCHOOL UNIFORM

School uniform is obtainable from :-

MyClothing Online Service

Schoolwear Made Easy, (unit 4, 5 Harbour Road, Inverness. Tel 222022.) MacGregor Industrial Supplies

Sweatshirts and polo shirts with the school logo, along with waterproof jackets are available.

Parents are asked to provide shorts, T-shirts and gym shoes for P.E. and suitable clothing when the children are visiting various places. The children require indoor shoes (e.g. black slip-on gym shoes, indoor trainers etc) for use particularly during inclement weather.

8. ATTENDANCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01463 751272. When returning to school after an absence, the parent or guardian should 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 parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in.

Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day:

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

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

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

- will result in a significant loss in classroom experience
- will result in a pressure to 'catch up' on missed work by pupils
 - could result in pupils missing assessments with consequential impact on pupils and teachers
- could result in the loss of curricular activities
- will affect school attendance records and efforts to raise standards of attendance
 - under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised. In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering.

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

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

9. EDUCATIONAL AIMS

Foyers Primary School is an Equal Opportunities School, which aims to provide an educational environment suitable to the needs and abilities of each child. Our curriculum aims to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

Our Core values are Compassion Integrity Respect

Which are underpinned by our school motto:

'From small seeds mighty trees grow!'

The four capacities encapsulate the purpose of the curriculum and look like this in Foyers PS.

Successful Learners

Foyers Primary aims to maximise every child's attainment by

- Delivering a broad and balanced curriculum in line with "Curriculum for Excellence"
- Creating an ethos of achievement
- Fostering positive attitudes to learning
- Matching learning to the needs and abilities of individual children
- Encouraging independent and creative thinking while taking personal responsibility for learning
- Using technology to support learning
- Working with parents / carers, partner agencies and the wider community
- Ensuring Staff Development through Continued Professional Development
- Through close working relationships with local Primary Schools
- Using a variety of teaching methods which ensure appropriate pace of learning and good quality teacher /pupil interaction

Confident individuals

Foyers Primary aims to provide a caring, purposeful environment where children flourish by

- Encouraging children to be kind, thoughtful and helpful
- Providing experiences in which our children take the initiative and lead
- Speaking openly and honestly
- Offering opportunities to assess risk and make informed decisions
- Encouraging responsibility for our own health
- Enabling all pupils to realise their own potential whether physical, psychological or social and increase their self-esteem

Responsible citizens

Foyers Primary aims to encourage high standards of personal and social responsibility by

- Developing pupil's self-discipline and self-respect
- Fostering concern and understanding for others
- Encouraging tolerance and respect for the differences in others
- Encouraging a sense of pride and identity with the school
- Making links with members of the local community
- Fostering a regard for the environment and understanding of citizenship
- Developing ability to make informed choices and develop balanced views
- Celebrating ethnic, religious, cultural and linguistic diversity
- Developing knowledge and understanding of the world and Scotland's place in it

Effective contributors

- Foyers Primary aims to encourage our children to make effective contributions by
- Sharing thoughts, opinions and ideas to our class, school and wider community
- Providing opportunities for pupils to work in partnerships and teams
- Providing experiences in which our children take the initiative and lead
- Encouraging an enterprising attitude
- Engaging in creative, problem solving approaches through collaborative working
- Ensuring regular and purposeful communication with parents.

10. THE CURRICULUM

The curriculum aims to develop the “whole” pupil encouraging both mental and social development. We aim to provide a curriculum based on Curriculum for Excellence outcomes.

The curriculum consists of:

Expressive arts

Languages and

literacy Health and

wellbeing

Mathematics and numeracy

Religious and moral education

Sciences

Social studies

Technologies

The learning environment

As a small rural school we are able to listen to children, getting to them well. We can tailor their learning to accommodate their interests.

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children The essentials of positive self-esteem:

Belonging: each child has a contribution to make, we value and encourage these

Aspirations: every pupil is encouraged to work towards their achievable goal.

Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded through Star of the week awards, class dojo points.

Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our community

Challenge: acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes

Success: teachers reinforce success and build an environment where risks can be taken.

Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at Foyers PS. We ensure that there is a broad range of opportunities for everyone to shine and include opportunities for outdoor learning, performing at Eden Court music festival, Skiing, learning modern languages including French (P1-7) and a variety of languages in P4-7 including Scots, Gaelic, German and trips related to ongoing school topics. We also encourage children to take part in Enterprise projects where they develop their skills for learning, life and work. Children are grouped according to the aims of the lessons. For literacy and maths this is sometimes by academic ability, however throughout the day it may be mixed ability, by gender or friendships especially as we have multi- multi composite classes. Activities are differentiated to meet learning needs.

Assessment and reporting

As a school, assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. We seek to provide information in partnership with pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their profiles.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Assessment Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements including Scottish National Standardised Assessments

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with class teachers or the headteacher.

Further information on assessment can be found here:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement> More information regarding Curriculum for Excellence can be found on this website - www.ltscotland.co.uk

11. HOMEWORK

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and beds down positive learning habits for life- long learning.

It allows consolidation of work done in school

It allows for children to prepare for the work to come

It provides structured opportunities for parental involvement and support It provides information for parents about the on-going work of the class

It encourages the children to develop a sense of ownership and responsibility for learning It develops good habits of independence and self-discipline in learning

Homework/reading diaries

To help both the parent and the child to focus on the homework, the Primary 1-3 pupils are given a diary with the homework noted inside by the teacher. Primary 4-7 also have a diary which they usually fill in themselves. The diary can be used by both parent and teacher to pass on any comments about the homework or other aspects of school life.

Reading

At the early stages it is appreciated if the parents read the story, discuss the pictures, the main characters and ask the child to anticipate what might happen next. The children will usually also have words to learn. Sometimes, children may be asked to read the next chapter/s in a short text as they become more able readers.

The infant classes use 'Jolly Phonics' for the introduction of initial sounds. This approach ensures all learning styles are included. (Visual, auditory and kinaesthetic). All pupils are encouraged to read a variety of books and there is a well-stocked school

library. P4-7 pupils are encouraged to have a personal novel which they should read at least twice a week. They are asked to give a short resume of what they have read to their classmates as part of listening and talking. Children can choose books from the Mobile Library, which calls at the school every three weeks on Wednesday mornings and parents are advised of the dates in the newsletter. Pupils can take up to four books home to read.

Spelling

Pupils are given out spelling words to learn over the week. Often they will be words with a common letter pattern but they will also learn to spell basic common words.

Other language homework

The children may be asked to complete other language homework based on work being taught in the class e.g. aspects of grammar, crosswords or French vocabulary. P4-7 pupils will be asked each term to prepare a short talk to present to classmates.

Maths homework

At all stages from P1-7 there will be maths activities to complete. These tasks are directly linked to maths being taught in school and often require parents to play a game or undertake an activity with the child. Number bonds (early stages) and times tables (P3-7) are also given as homework to be reinforced at home. At times problem solving activities (P4-7) are sent home to reinforce strategies learnt in school.

Time allocation for homework

The following is a guide for time that should be spent on homework averaging out per night: Primary 1 and 2 – up to 10 minutes a night

Primary 3 and 4 – up to 15 minutes a night

Primary 5, 6 and 7 – up to 20 minutes a night (novel reading)

Checklist for parents

Supervise the homework, discuss it with your child and encourage them to do the best they can.

Help your child to organise his/her homework into a little a night rather than the whole lot in one night.

If your child fails regularly to hand in her/his homework without a genuine excuse, we will enlist your support in ensuring that the homework is completed in future. Pupils are welcome to complete homework in school during playtime/lunchtime.

Suggestions on how parents can help their children at home, is discussed at parents' evenings and is included in the summer pupil progress and report for parents.

12. RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is an integral part of the curriculum and seeks to encourage a Christian approach to everyday living. All faiths will be taught to develop knowledge and understanding of what others believe.

RELIGIOUS OBSERVANCE

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance and requests should be made in writing to the Headteacher.

13. EXTRA CURRICULAR ACTIVITIES

We hold our annual school sports in June often with our cluster school. Our sports co-ordinator also helps to arrange sporting activities during holiday times and after school. Swimming instruction is offered to P1-P7 during summer term at Inverness Aquadome. The whole school undertake day trips as part of their topic work.

Permission for these outings is requested from parents at the start of the session.

Whenever children are going on a trip an information sheet is issued to parents. The costs of trips are met by school budget, parents, Parent Council and School Fund.

P7 pupils take part in a week long residential trip to Loch Insh along with P7s from Foyers Primary and sometimes other schools from Inverness.

14. ADDITIONAL SUPPORT NEEDS

All children need support to help them learn. Some children require more help than others do. 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.

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.

More information can be found about the Highland Council model for support and child's plans at:

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

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

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

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you do not feel is being addressed, or will want to talk to

someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

https://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

Further support and guidance can be found here through the links below.

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

Ongoing support arrangements for pupils including pastoral support arrangements can be found at <http://forhighlandschildren.org/>

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 <https://www.siaa.org.uk/>

Scottish Child Law Centre, an organisation providing free legal advice to young people
<https://sclc.org.uk/>

Highland Council Anti- bullying guidance –
https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

15. 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, 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.

16. MILITARY FAMILIES

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

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

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

Visit the Highland Council Armed Forces Website for lots of helpful information and support https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

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

17. Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

18. INVOLVING PARENTS/GUARDIANS/CARERS AS PARTNERS and PARENT COUNCIL

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
- Curriculum events

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. There is a regular school newsletter, which is emailed to parents. If you require a paper copy please let us know. This will also have the latest information for parents.

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

Parental information is obtained from questionnaires issued and discussion with the Parent Council and informal discussion with parents.

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

PARENT COUNCIL

We have an active Parent Council which supports the school through fundraising and holding social events. They have been proactive in helping to achieve the improvements to the accommodation. They hold regular meetings and if you wish an item put on the agenda please get in touch with the Chairperson. Minutes of meetings are sent out to parents by email. To get in touch with the Parent Council parents can contact the chairperson by phoning the school office and sharing their contact details.

Chair person Alex Coombs

Secretary Corine Moffat

Treasurer Vacant

19. PARENTAL CONCERNS/COMPLAINTS PROCEDURE

If a parent has any concerns they should contact the Head Teacher in the first instance. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Complaints will be responded to within 48 hours. All complaints will be listened to but in the case of more serious complaints notes taken with specific details which will be agreed at the end of the meeting. The HT will then investigate the complaint which may take time depending on the nature of the complaint. Everyone who needs to know about the complaint will be informed but all discussions must remain confidential. Once evidence has been collated and the investigation is completed we will seek to resolve the issue. The HT will meet with the complainant to convey the decision and discuss options for resolving the issue. Depending on the seriousness of the complaint, the HT might ask for assistance from Highland Council managers to plan and manage this process. The school may seek feedback on the school's handling of the complaint. A form will be sent out to get feedback with the following questions.

How well did you feel we listened to you?

How comfortable did you feel about approaching the Headteacher, or other school representatives?

How happy did you feel with how we resolved the issue?

Do you think there is anything that we can do to improve our system?

Other comments?

Parent may also wish to use this link to Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mrs Fiona Shearer. Fiona.Shearer@highland.gov.uk.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

20. ACCESS TO PUPIL RECORDS

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

Data Protection Legislation

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

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

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

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Your data protection rights

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

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

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.

21. HEALTH CARE

The school nurse carries out a variety of short assessments with all new entrants during their first year and parents are invited to attend. She also visits the school at regular intervals and is always pleased to discuss with parents' matters which affect children's health and welfare.

The school dentist visits the school annually to examine P1 and P7 children's teeth. Individual results are reported back to parents. As part of our Health and Wellbeing programme, all pupils brush their teeth in the afternoon. Parental permission must be granted for this. Also, every 6 months' pupils can have fluoride varnish applied to their teeth if parents give permission.

ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning. Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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

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

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

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

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/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. School 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

22. BEHAVIOUR

School rules exist mainly to protect the child within the school environment. Courtesy to, and consideration for others, respect for property, integrity and a positive work ethic are the basic elements. These create an atmosphere conducive to sound learning and the development of self-discipline. Parents will be invited to discuss any behavioural problems which occur.

Children follow these "Golden Rules" in school:

Do be gentle
Do be kind and helpful
Do work hard
Do look after property
Do listen to people
Do be honest

These "Golden Rules" are reinforced during class time and at Assembly.

If children adhere to them they get 30 minutes of "Golden Time" one afternoon when they have a choice of activities.

Time is deducted from Golden Time for inappropriate behaviour during the week.

23. ADVERSE WEATHER

Schools now have a dial-in service if there is risk of closure due to adverse weather. Parents may call 0800 564 2272 to access your schools' information. Please note, you will need the unique pin number for your Foyers PS which is : **042070**

This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on: for school closure information. <http://www.highland.gov.uk/schoolclosures>

24. TRANSFER TO SECONDARY SCHOOL

Pupils from Foyers School transfer to Inverness Royal Academy for secondary education. As pupils reach the end of primary 7, efforts are made to ease the transition from primary to secondary education, through exchange visits involving both pupils and staff and information exchange between staffs. The Royal Academy also organises meetings for parents in January and also in June.

For further information contact:

INVERNESS ROYAL ACADEMY, Culduthel Rd, Inverness IV2 6RE.

TEL: 01463 667800

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.

APPENDIX A
SCHOOL HOLIDAY DATES 2023-2024
Dates may be subject to change

Autumn

- Autumn term starts – 15th August 2023
- Autumn term ends – 6th October 2023

Winter

- Winter term starts – 23rd October 2023
- Winter term ends – 22nd December 2023

Spring

- Spring term starts – 8th January 2024
- Mid-term break – 19th & 20th February 2024
- Spring term ends – 28th March 2024

Summer

- Summer term begins – 15th April 2024
- Summer term ends – 27th June 2024

Public holidays

- May Day – 6th May 2024

In-service days

- 15th August 2024
- 11th September 2024
- 12th September 2024
- 21st February 2024
- 2nd May 2024

APPENDIX B
School Improvement Plan.

Improvement Project 1: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose: This project has been developed in response to dips in attainment in both Literacy and Numeracy across our cluster schools. There is a variation in confidence across schools in using the Benchmarks.

Priorities

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Time: staff time, parent time, pupil time, WTA collegiate time, in-service time and PDR time.</p> <p>Create a shared space in Cluster Shared Drive for staff to be able to access research and reading on target areas.</p> <p>HC led training on Improving Teacher Judgements</p> <p>HC Self Evaluation Tools</p>	<p>Self-evaluation activities to understand baseline.</p> <p>Identify leadership role within school and ASG to be part of working group, linking with Attainment Depute post.</p> <p>Ongoing QAMSO networks</p> <p>Collegiate assessment and Moderation activities - sampling.</p> <p>Ongoing monitoring and evaluation.</p> <p>Consultation event</p> <p>Pupil Survey</p>	<p>Baseline surveys to gauge confidence</p> <p>Head Teacher Moderation Cycle confidence rating. Within ASG Class Teachers and SMT Moderation Cycle confidence rating</p> <p>Collegiate Tasks</p> <p>Assessment calendar: Agreed with staff</p> <p>Assessments</p> <p>Feedback surveys</p> <p>Meeting minutes</p> <p>Jamboards</p> <p>Policy</p> <p>Year 1 evaluation against Challenge Questions in HGIOS4 and HGIOURS</p>	<p>Increased knowledge of Assessment and Moderation strategies.</p> <p>Increased understanding and awareness of the Benchmarks.</p> <p>Impact on Pedagogy and use of High Quality Assessments.</p> <p>Able to identify in a clear plan - where we are now, where we want to get to and how we are going to do it.</p>	<p>Staff will have increased confidence in submitting ACEL judgements.</p> <p>ACEL will be clearly linked to both ongoing and standardised assessments.</p> <p>Moderation processes will be consistent across the school, cluster, SLNSN, ASG and LA.</p>	<p>Consistent judgements will be given based on an increased understanding of data.</p> <p>Benchmarks will be used as the tool to guide assessment and moderation discussions across the Authority.</p> <p>Attainment in both Literacy and Numeracy will increase.</p>

CONTEXT/CONDITIONS OF YOUR WORK

Some good practice already exists within the school/cluster/ ASG regarding both informal and formal assessment practices; however, this is not consistent across the whole staff. Time is planned throughout the year for Moderation to take place within the school setting, but this needs to be scaled up to include ASG, Local Authority and beyond to ensure consistent judgements for Achievement of a Level across the authority.
 Account needs to be taken to mitigate impact of COVID absence on the success of the project. Use of Microsoft Teams could be used to support remote moderation process if face to face meetings cannot be facilitated.
 Effective use needs to be made of the latest QAMSO training programme (Cohort Feb 22) to ensure that High Quality assessments and opportunities for moderation become embedded.

Improvement Project 2: Understanding and Improving Learner and Family Participation in Learning, Teaching and Assessment

Purpose:
 This project has been developed in response to research that was commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling. This demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation.

Priorities

<p>NIF Priority: Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver: Parent/carer involvement and engagement</p>	<p>HGIOS/HGIOELC Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner</p>	<p>GME Priority (for GME and Secondary): Choose an item.</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Time: staff time, assembly time, Parent Council meetings, collegiate and in-service time Research: Young Leaders of Learning Visits to other schools Education Scotland materials and training HC Tools	Self-evaluation activities to understand baseline. Formation of improvement group to take forward vision. Improvement activities linked to achieving vision. Ongoing monitoring and evaluation.	Baseline surveys Readiness Questionnaire Collegiate Tasks Consultation Feedback Meeting minutes Participation on a Page Newsletters Jamboards Year 1 evaluation against Challenge Questions	Increased knowledge of Learner Participation, where we are now, where we want to get to and how we are going to do it.	Pupils will be able to provide in-depth feedback about the quality of, for example; lesson pacing, questioning, levels of difficulty in tasks and topics addressed.	Addressing pupils' participation and rights will improve relationships, learning and teaching as well as pupil achievement and attainment.

CONTEXT/CONDITIONS OF YOUR WORK

Some good practice already exists within the realm of Learner Participation, however this is not as well embedded in learning, teaching and assessment. Consistent approaches to this are not evident across classrooms. There is some good practice by teachers and practitioners, which could be shared and scaled up. Account needs to be taken to mitigate impact of COVID absence on the success of the project.
 The UNCRC is now enshrined in Scots Law and national policy/guidance places heavy weight on putting the rights of children and young people at the centre of what we do.

Improvement Project 3: Raise attainment in Writing

Purpose:

This project has been developed in response to poor attainment in writing across our cluster schools. There is a variation in confidence across schools in teaching skills for writing, clarity in assessment strategies and use of the Benchmarks.

Priorities

NIF Priority:

Choose an item. Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Choose an item. Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:

Choose an item. 3.2 Raising attainment and achievement/securing children's progress

HGIOURS Theme:

Choose an item. Our learning and teaching

Highland Council Priority:

Choose an item. We will ensure the highest quality of learning and teaching for every learner

GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Staff – all teaching staff Time – 1 INSET day in Sept. 4 CAT sessions</p> <p>Research base – use Teaching Sprints website to develop teaching skills</p> <p>Talk for writing materials</p> <p>Education Scotland materials</p>	<p>Self-evaluation activities to understand baseline.</p> <p>Improvement activities linked to the teaching/assessment of writing.</p> <p>Ongoing monitoring and evaluation.</p>	<p>Baseline attainment assessment</p> <p>Collegiate Tasks</p> <p>Consultation Feedback</p> <p>Meeting minutes</p> <p>Newsletters</p> <p>Jamboards</p> <p>Year 1 evaluation against Challenge Questions in HGIIOUS</p>	<p>Increased knowledge of experiences and outcomes and benchmarks in writing.</p> <p>Develop understanding of the key processes to transform the teaching and learning of writing through the Talk for Writing model</p> <p>Plan where we are now, where we want to get to and how we are going to do it</p>	<p>Greater structure within sequence of writing lessons though: Use Cold texts Constructing HQA Modelling speech patterns Modelling assessment and writing processes Focused learning intentions Explicit feedback</p>	<p>Improvement in writing attainment</p> <p>Growth in motivation of pupils to write</p> <p>Increase in confidence in staff in the teaching and assessment of writing.</p>

CONTEXT/CONDITIONS OF YOUR WORK

This improvement priority will be delivered across Aldourie and Foyers Cluster and also as part of the South Loch Ness schools Network (Farr PS, Stratherrick PS, Aldourie PS and Foyers PS) where good practice already exists in the teaching of writing and some staff have informally used the Talk for Writing model to develop writing in the classroom and are keen to see this expanded. However, writing attainment is still below expected levels across the cluster and consistent approaches are needed. Tackling this across the cluster and SLNSN will allow moderation of planning and assessment in writing to be more meaningful. Account needs to be taken to mitigate impact of COVID absence on the success of the project. Consideration should be given to how participation strategies can be applied face to face as well as remotely due to travel also.



