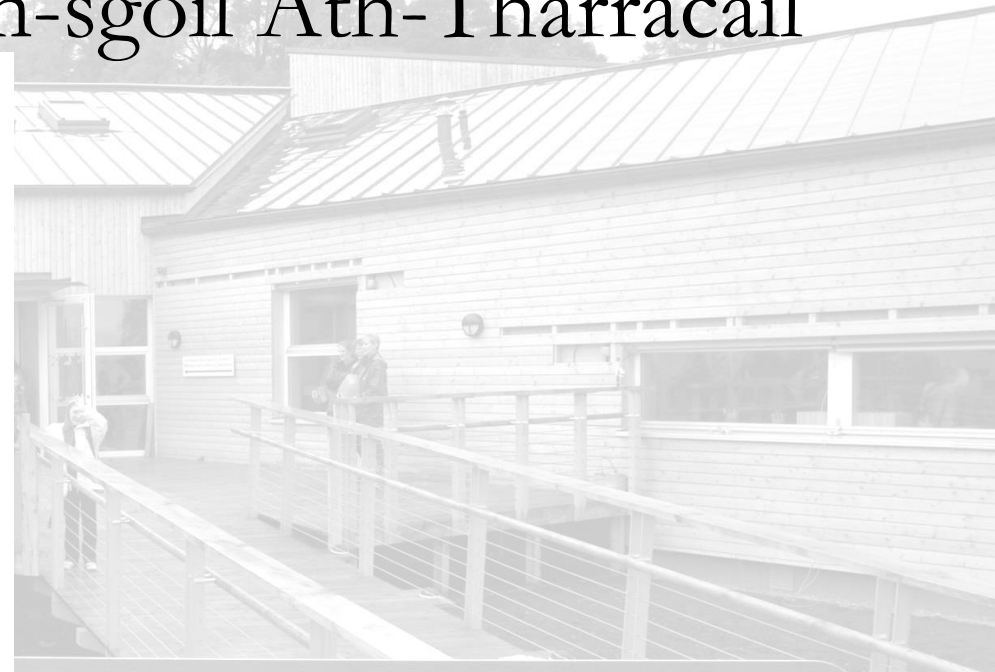


Acharacle Primary School

Bun-sgoil Àth-Tharracail



Bun sgoil Ath-Tharracail

Acharacle Primary School

School Handbook – 2023/2024

Leabhar-làimhena sgoile – 2023/2024

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

HEAD TEACHER'S LETTER

Dear Parents

Welcome to Acharacle Primary School. We hope that this handbook contains all the information required about the day to day running and organisation of the school.

Our mission statement and aims express the school's central purpose and the values which we seek to pass to our young people. We hope that by continuing to work in partnership with parents, we achieve what is best for each individual child.

The interaction that takes place between the school and the wider community is positive and helpful. We acknowledge its valuable contribution in supporting the education of the children.

Yours sincerely

Lyndsay Bradley

Head Teacher

A' Phàrantan Chòir

Fàilt' oirbh gu Bun-Sgoil Àth-Tharracail. Tha an leabhran beag seo air a chur ri chèile airson beagan fiosrachaidh a thoirt dhuibh mu dheidhinn dòighean-obrach na sgoile o latha gu latha.

Tha cùntas ar teachdaireachd agus ar cuimsean a' cur an cèill prìomh mhiann na sgoile agus na nithean luachmhor a tha sinn a' strì a thoirt dar n-òigridh. Tha sinn an dòchas, le bhì a' cumail oirnn a' co-obrachadh le pàrantan, gun toir sin gu buil gach nì as fheàrr do gach pàiste.

Tha sinn taingeil airson na tha a' gabhail àit' eadar an sgoil agus an coimhearsnachd anns an fharsaingeachd agus tha sinn mothachail gu bheil sin a' toirt buaidh mhòr air oideachadh na cloinne.

Is mise le meas

Lyndsay Bradley

Ceannard



Aims

Currently under review

- ⊙ Acharacle will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- ⊙ We have a say in the school – our opinions are listened to.
- ⊙ Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- ⊙ Parents/carers and staff will work closely together to help children learn.
- ⊙ We will work well with local groups because we can learn so much from our community.
- ⊙ We will all value differences in people in our community and our world and show respect for each other.
- ⊙ Everybody will succeed in their learning and will CELEBRATE achievement.
- ⊙ We will respect the buildings and belongings of our school and community and take care of our changing world.
- ⊙ We will keep learning and keep getting better so our learning/school is the best it can be.

Values

chosen by the pupils and agreed by their parents

Perseverance Endeavour Enjoyment Confidence Kindness

Motivated Pupils



Enabled Staff

Involved Parents

School Information

Name	Acharacle Primary School
Address	Acharacle, Argyll, PH36 4JU
Telephone	01397 708 404
Email	acharacle.primary@highland.gov.uk
Web site	www.ardnamurchan.wixsite.com/acharacle-primary
Facebook	Acharacle Primary
School Roll	49 + 14 (Nurseries) at January 2023
Stages	Nursery – GM and EM, P1 – P7

STAFF

Head Teacher Teachers

Mrs Lyndsay Bradley	lyndsay.bradley@highland.gov.uk
Mrs Laura MacGregor	P2-7E
Mrs Alanna-fay Cassidy	
Vacancy	P1-3G
Mrs Kirsten MacLeod	
Mrs Margaret Ford	P4-P7G
Mrs Fiona Cameron	CCR and Management Cover
Miss Annie MacDonald	Clerical Assistant
Miss Annie MacDonald	Pupil Support Assistant

Nursery Staff

Mrs Margaret Jane MacDonald	Early Years Practitioner – Gaelic Medium
Miss Katie MacGillivray	Early Year Practitioner – Gaelic Medium
Miss Annmarie Niblock	Early Years Practitioner – English Medium

Catering Staff

Mrs Kirsten Jackson

Cleaning Staff

Miss Elaine MacGillivray
Mr Sam Barker

Janitor

Mr Sam Barker

PARENT COUNCIL

Chair	Mrs Sue Sinclair acharacle.primary@highlandpc.co.uk
Vice Chair	Ms Izzy Buchan
Secretary	Mrs Margaret Jane MacDonald
Treasurer	Vacant

SECONDARY SCHOOL

Ardnamurchan High School Headteacher	Tel No. 01397 700105 Mr C Millar-Craig
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Acharacle Primary School is situated in a most peaceful and scenic setting, with beautiful views of hills, woodlands and Loch Shiel. The school is situated about a quarter of a mile from the main road and serves a wide area, with children travelling considerable distances, from Glenborrodale in the south west and from Roshven and Genuig to the northeast. We are delighted that we have a sustainable building providing us with fantastic facilities including our all weather community pitch.

Tha **Bun-Sgoil Àth-Tharracail** air a suidheachadh ann an àite sìtheil le seallaidhean àlainn do chnuic, choilltean agus Loch Seile. Tha an sgoil mu chairteal de mhìle bhon rathad mhòr agus tha i a' frithealadh na sgìrean a tha timcheall oirre bho Ghleannborrodal mun iar-dheas gu ruige Rosbheinn agus Gleann Ùige mun ear-thuath. Tha sinn uabhasach toilichte gu bheil sinn air gluasad dhan togalach seasmhach seo agus gu bheil sinn a' cleachdadh na goireasan mìorbhaileach a tha ann.

ORGANISATION

Acharacle Primary is a non-denominational school. The pupils are divided into three classes: P4 – P7E, P1 – P3G and P4– P7G. Support is provided by pupil support assistants (P.S.A.) who serve the whole school.

The ongoing organisation and development of the whole school is outlined in the School Improvement Plan. This plan has input from the Local Education Authority, parents, pupils and staff. Details of our current school improvement plan projects can be obtained from the school or viewed on our website www.ardnamurchan.wixsite.com/acharacle-primary

THE SCHOOL DAY	Infants	Upper
Teaching commences (Mon-Fri)	8.55	8.55
Morning interval	10.45	10.45
Lunch break (Mon-Thurs)	12.30	12.30
(Fri)	12.10	12.10
Teaching ends (Mon-Thurs)	3.25	3.25
(Fri)	12.10	12.10

Primary 1 children attend school for the full day from the first day of term.



SCHOOL MEALS

School meals, operated by Highland Council, are cooked on the premises and supplied at a cost of £2.30 per meal. Money should be sent to school by Wednesday each week, and in the event of absences, payment is credited to the following week. Pupils who take packed lunches may change to school meals at a day's notice.

P1-4 pupils are entitled to Free School Meals. Nursery pupils are all eligible for Free School Meals and can also have a school lunch. Non-eligible nursery pupils pay weekly or bring a packed lunch. Parents who are in receipt of certain benefits can apply for a free school meals form. Please contact the Head Teacher for further information.

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

All menus can be found at http://www.highland.gov.uk/downloads/file/22860/primary_3-choice_menu

Guidelines for packed lunches:

- ✳ All food must be carried in a semi-rigid container with secure lid. Containers should be clearly marked with the name of the pupil.
- ✳ Glass bottles are not permitted under Health & Safety regulations.
- ✳ Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- ✳ Packed meals must be consumed in the dining hall or outside when the weather is good.

TRANSPORT

Pupils are eligible for transport if they live 2 or more miles from their local school by the shortest available route.

This distance is increased to 3 or more miles when the child is aged 8 or over.

Pupils from outlying districts are collected by bus or car.

SCHOOL AND COUNCIL POLICIES

Hard copies of policies are available in school and all new and updated policies are available through the website

[Highland Council Policies](#)

[School Policies](#)



GAELIC MEDIUM EDUCATION

Gaelic medium education is offered to new P1 entrants to Acharacle Primary School. The Gaelic Medium Department is an integral part of the school, sharing guidelines and policies in all aspects of education and classroom management with the rest of the school. Children in the GMD are taught through the medium of Gaelic for their seven years of primary education. Physical education, music, weekly school assembly and whole school activities such as drama productions, swimming and school visits take place with combined classes.

In Gaelic medium education, Gaelic is not taught formally as a lesson: instead it becomes the everyday language of the classroom with the children being encouraged to use Gaelic as soon as possible. During the initial two years of immersion the pupils become fluent in speech and learn to read and write Gaelic. They are introduced to English reading and writing at Primary 3/4.

FOGHLAM TRO MHEADHAN NA GÀIDHLIG

Tha foghlam tro mheadhan na Gàidhlig air a thabhairt do chloinn nuair a thig iad a-steach as ùr air P1 do Bhun-Sgoil Àth-Tharracail. Tha an roinn Gàidhlig air a h-aonachadh mar phàirt den sgoil gu lèir agus thathair a' leantainn phoileasaidhean agus stiùireadh airson foghlam agus dòighean riaghlaidh 'sa chlas mar a tha iad sin air an cur sìos airson na sgoile gu lèir.

Ann am foghlam tro mheadhan na Gàidhlig tha a' chlann air an teagasg air leth airson na seachd bliadhna a tha iad anns a' bhun sgoil. Aig amannan bidh iad a' tighinn ri chèile airson cleasachd, ceòl, snàmh, obair dràma, mòr-chruinneachadh na sgoile agus cuairtean sgoile. Tha Gàidhlig air a cleachdadh mar phrìomh chànan 'sa chlas agus tha a' chlann air am brosnachadh gus Gàidhlig a bhruidhinn ri chèile agus ris an tidsear cho luath 's a ghabhas. Anns a' chiad dà bhliadhna (trì bliadhna)? tha a' chlann air am bogadh sa Ghàidhlig gus am fàs iad fileanta sa chànan agus comasach air leughadh agus sgrìobhadh a dhèanamh innte cuideachd. Bidh iad a' tòiseachadh air leughadh agus sgrìobhadh ann am Beurla mu ìre 3/4.

EMERGENCY CLOSURE

Parents are informed by telephone in the event of emergency closure so that we can be sure there will be someone at home to receive each child. It is therefore important that emergency contact numbers are kept up to date. The school will ask parents to review the information held on a regular basis.

ADVERSE WEATHER

Our unique number for Highland Council's telephone information system is

0800 564 2272

You will then be asked for the pin number

04 1310

The local radio stations will also broadcast closure information.

BBC Radio Highland and BBC Radio nan Gàidheal

6.30 a.m. 12.30 p.m. 7.30 a.m. 4.30 p.m. 8.30 a.m. 5.30 p.m.

Highland Council Website will also provide up to date closure information

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

MAJOR INCIDENT PLAN

The school has arrangements in place in the event of any major incident which might necessitate evacuation of the whole school. Parents will be informed of any such emergency and, in such an event, our assembly point will be Shielbridge Hall, Acharacle.



THE HIGHLAND COUNCIL SCHOOL CALENDAR

Session 2023-2024

New Session	In Service Day	Monday	14 August	2023
	School reopens (Pupils)	Tuesday	15 August	2023
In service Days		Monday	11 September	2023
		Tuesday	12 September	2023
October Holidays	School closes	Friday	6 October	2023
	School reopens	Monday	23 October	2023
Christmas Holidays	School closes	Friday	22 December	2023
	School reopens	Monday	8 January	2024
Mid-term Holidays		Monday	19 February	2024
		Tuesday	20 February	2024
	In service Day	Wednesday	21 February	2024
	School reopens	Thursday	22 February	2024
Easter Holidays	School closes	Thursday	28 March	2024
	School reopens (Pupils)	Monday	15 April	2024
May Day Holiday		Monday	6 May	2024
In service Day		Thursday	2 May	2024
Summer Holidays	School closes	Thursday	27 June	2024



Additional In Service Days may be added by The Scottish Government. You will be advised of these if they arise.

ENROLMENT AND TRANSITION

Enrolment takes place each year in January. Details are always advertised in the local press.

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year. Parents of children who will still be 4 in August are entitled to request deferred entry. Further information can be obtained from the school secretary.

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of our 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 Manager 01397 707350. Placing request applications are made online at:

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

Transportation to and from school, for placing request pupils, is a parental responsibility unless they live within the Gaelic Medium catchment area.

If pupils live outwith the school catchment area and their parents wish them to attend Acharacle School they can contact the Headteacher to arrange a visit.

During the summer term parents of children about to enter the P1 class in August will be invited to meet each other informally and be given information about the learning programme in Primary 1. For the child, they begin to get to know their new class teacher during their four year old year in Nursery through joint activities with the infant class and will make weekly visits to their classroom after Easter. We also have 'bump up days' where the children join their new classes and spend time with the teacher. Parents are informed of these arrangements and any staffing changes as soon as possible and are welcome to come in and see new classes.

Transition arrangements are well established between the school and Ardnamurchan High School and P7 Pupils are given several opportunities in their P7 year to attend the High School and also have visits from the guidance staff.

Parents seeking a place in the school for their children (at any stage) can arrange to visit the school by making an appointment with the Head Teacher.



ATTENDANCE



Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

If a child is absent from school for any reason, the parent/carer should telephone the school after 8.30am. On the day of return a note explaining the reason for the absence should be given to the class teacher even although the school has been notified by phone. Where an absence is known in advance it is helpful if the school is informed beforehand.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. We are concerned about the number of pupils who go on holiday during term time – 10 days is a lot of work for children to catch up with. We suggest to parents that while they are on holiday they encourage their children to keep a diary and to read as much as possible. Work that has not been taught in school will not be sent home before the holiday,

If a child is likely to have a prolonged absence then the school should be informed accordingly.

Clearly with no explanation from the parent, the absence is unauthorised.

The school attendance officer will be asked to investigate unexplained absences and the Authority has the power to write to, interview and prosecute parents or to refer pupils to the Reporter to the Children's Hearings.

If a child is to be dismissed early from school for any reason e.g. a dental appointment then the school must be informed in writing. **Children will not be released from school unless collected by a responsible adult.**

ATTENDANCE REGULATIONS

Highland Council is committed to ensuring that every pupil develops to his / her potential. To help fulfil this commitment, it is important that detailed information is gathered on pupil attendance and absence patterns. The Authority wishes to promote the highest possible level of school attendance and where appropriate during periods of absence ensure entitlement to educational provision as outlined in the Standards in Scotland's Schools Act 2000.

Authorised Absence

Absences in the following categories will be classified as authorised –

- Sickness
- Bereavement
- Religious Observance
- Weddings of immediate family
- Family holidays – authorised by the school*

*The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Unauthorised Absence

Absences in the following categories will be classified as unauthorised –

- Unexplained absences
- Truancy
- Most family holidays taken during term time

When your child returns to school following an absence a letter should be sent to the school and include the following information-

- Pupil's name
- Class or year group
- The date of the absence
- The reason for the absence
- Signature of parent / carer

Family Holiday not Authorised by the School

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

POSITIVE BEHAVIOUR

Good behaviour is seen to be the joint responsibility of all staff, parents and pupils.

At Acharacle Primary we aim to encourage children towards self-discipline. We tackle this through our Personal, Social and Health Education programme as well as our Citizenship programme. There are school, classroom and playground rules that are discussed with pupils at the start of each session. Pupils themselves contribute to their classroom rules and discuss the importance of 'keeping to the rules'. When children break the rules within the classroom the teacher will use a variety of sanctions – these include:

Rule 1 Show Respect

Rule 2 Stay on Task

Rule 3 Be Kind

Consequence 1 – Warning

Consequence 2 – Time Out

Consequence 3 – Parents informed through Dojo

Children must follow instructions given by all adults in the school and playground.

CELEBRATING SUCCESS

The children are rewarded for good behaviour, effort, citizenship, manners, homework etc through our Class Dojo points and Success cards.

We also have Endeavour Shields for each class sponsored by local businesses. There is also a Citizenship Shield presented to one child. This decision will be made by a pupil vote. These awards will be presented at the Celebration of Success evening in June.



SCHOOL RULES WHICH APPLY TO THE CHILD'S SAFETY AND WELLBEING

- Pupils are expected to arrive at school punctually
- Pupils should remain within the school grounds at all times unless otherwise arranged with the Head Teacher
- Pupils should respect others and their property
- Good behaviour and attitudes are expected from all pupils
- Bullying in any form is unacceptable
- Pupils are expected to look after the environment in and around the school
- Wearing of seat belts on school transport is compulsory
- Dangly ear-rings should not be worn by pupils and all jewellery should be removed for PE

Class and school rules are discussed and agreed with the children at the start of each session.

ECO – SCHOOLS

We are delighted to have achieved our second Eco Schools Green Flag! Our Eco Committee continues to meet to ensure our good work continues.

Parental involvement is greatly valued and we are always keen to have a parent leading this group.

We will continue to look at ways in which we can be more environmentally aware and our sustainable building provides an excellent setting.

Our current travel plan is available on our website.

www.ardnamurchan.wixsite.com/acharacle-primary/documents



WHAT IS 'CITIZENSHIP'?

By encouraging all young people with opportunities to take on responsibilities and exercise choice, they learn about citizenship. Involving them in the school and in the key decisions that affect them, we attempt to motivate young people to be active and responsible members of their own community at both a local and global level, giving them opportunities to develop knowledge, understanding and care for the wider world. We have a Citizen of the Year award in place. Each child and staff member will vote for the pupil they feel has proved to be an outstanding citizen over the year.

We have registered with UNICEF's Rights Respecting School programme and aim to achieve RRS status.

CHILD PROTECTION

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator (Lyndsay Bradley) or another member of staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone (01463) 703483 – Fax (01463) 713237.*

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

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

PUPIL COUNCIL

Consultation with pupils about their views on their school environment and their learning is valued and expected in our school. Giving young people a "voice" as partners in the process of school improvement, leads to more effective learning opportunities.

The Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision making within their own school setting. We now have our P7 SHANARRI ambassadors who all have remits covering the wellbeing indicators helping to support all pupils and continue to develop the school.



PUPIL SUPPORT AND PASTORAL CARE

The school is committed to providing all pupils with a progressive education, appropriate to their age, ability and aptitudes. All pupils have an equal opportunity to achieve excellence and to have their achievements valued. Our policy is informed by the Education (Additional Support for Learning) (Scotland) Act 2009 -

http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf

If you have any questions about the 2009 Act

Please speak to the Headteacher or contact the Enquire Helpline on 0845 123 2303 or by email on

info@enquire.org.uk

Additional needs arise from difficulties in, or barriers to learning and may be of a temporary nature or ongoing. Additional needs should be defined in terms of **individual** difficulties and needs relating to the individual's participation in the process of education.

Support for children, identified through the Staged Intervention process, is provided by the Pupil Support Teacher and Support Assistants. Flexible levels of support are aimed at overcoming identified barriers to learning, whether long-term or temporary, and can be adjusted as progress is made. If found necessary, the Educational Psychologist is asked to assess the pupil's needs and give appropriate advice. Parents are consulted before any referral is made and are kept fully informed at all times.

Parents should talk to the Headteacher to discuss any concerns or for progress reports. Parents are always invited to review and progress meetings.

Support for children, identified through the Staged Intervention process, can be provided by a Pupil Support Teacher and Support Assistants. Flexible levels of support are aimed at overcoming identified barriers to learning, whether long-term or temporary, and can be adjusted as progress is made. If found necessary, the Educational Psychologist is asked to assess the pupil's needs and give appropriate advice. Parents are consulted before any referral is made and are kept fully informed at all times. Further information can be found by talking to the Headteacher or via the Highland Council website.

- [Support for Learners Website](#)

Additional Support Needs

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

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

Additional transition arrangements are in place to support any pupil with additional support needs moving from Nursery to School, between classes and on to High School.

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/5

There are also Information sheets available at: www.chipplus.org.uk click on Education.

Further information and support to parents of children and young people with ASN -

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) **Enquire – the Scottish advice and information service for additional support for learning** <http://enquire.org.uk/>
- (b) **My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs** <http://enquire.org.uk/myrightsmysay/>
- (c) **Scottish Independent Advocacy Alliance**, an advocacy service to support parents and children
- (d) **Scottish Child Law Centre**, an organisation providing free legal advice to young people

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners/5

- <http://forhighlandchildren.org/>

HOMWORK – HOME SCHOOL LINKS

The school actively promotes partnership with parents and homework is given regularly in order that parents can share in some of the children's school activities. This work should be motivating and relevant to the pupil. Consultation evenings are held towards the beginning and end of each session, when an invitation is extended to all parents to come and discuss their child's progress with class teachers and pupil support teachers if required. They are at liberty to look at the work done by the pupil and discuss any worries they might have about any aspect of the child's education. We ask that pupils come along with their parents to discuss their learning. We usually work on a 15-minute appointment system. Any concerns arising throughout the session can be discussed with staff by prior appointment. The Headteacher is always on hand during these appointments.

CONTACT WITH HEADTEACHER

Parents are welcome to request an appointment or call to speak to Lyndsay at any time.

PARENTAL INVOLVEMENT

The school encourages parents to join and lead a variety of activities in the school including

Art sessions, Credit Union, Healthy Tuck, Eco School Committee, Skills

Club. We always need more volunteers so please help if you can. The school as a

whole benefits greatly from the skills, talents and hard work of our parents and we are always keen to hear your ideas on how you can be more involved in your child's learning both in school and at home.

The school communicates with parents through Online Learning Journals, parents' evenings, newsletters, letters home, email, website, Dojo, Facebook, homework diaries and an open door policy where parents are always welcomed. We also have a feedback wall in the entrance to encourage parents to share their thoughts at any time and questionnaires and surveys are used to gather opinions. <https://education.gov.scot/parentzone/>



EXCURSIONS

School trips and excursions are incorporated into the curriculum on a regular basis.

Parental permission is required for each outing. Local outings are covered by a blanket permission at the start of each session.

Over the last few years, in line with national policy, we have established an end of session residential trip for P5/6/7 pupils. Visits have been made to locations including Ayrshire, Newtonmore, Glasgow, Dundee and Edinburgh with other destinations planned.

Whilst these trips are a lot of fun, pupils gain confidence and become self-assured through team building exercises and challenging activities led by professional instructors. City visits also provide an opportunity to experience city life. It's a wonderful way for the P7s to end their primary school career.



ACHIEVEMENT OPPORTUNITIES

Participation in the local and national Mod, Peninsula Sports, Rugby Festival, Triathlon, Ski Race, Shinty and various other festivals and events is encouraged. We are proving to be a force to be reckoned with in any competitions or events we take part in.

Weekly music tuition is provided by the local Fèis and the annual summer Fèis week is held in Acharacle. Parents pay music tuition fees directly to the Fèis. Any enquiries can be made to Sarah Jayne Jamieson 01967 431415.



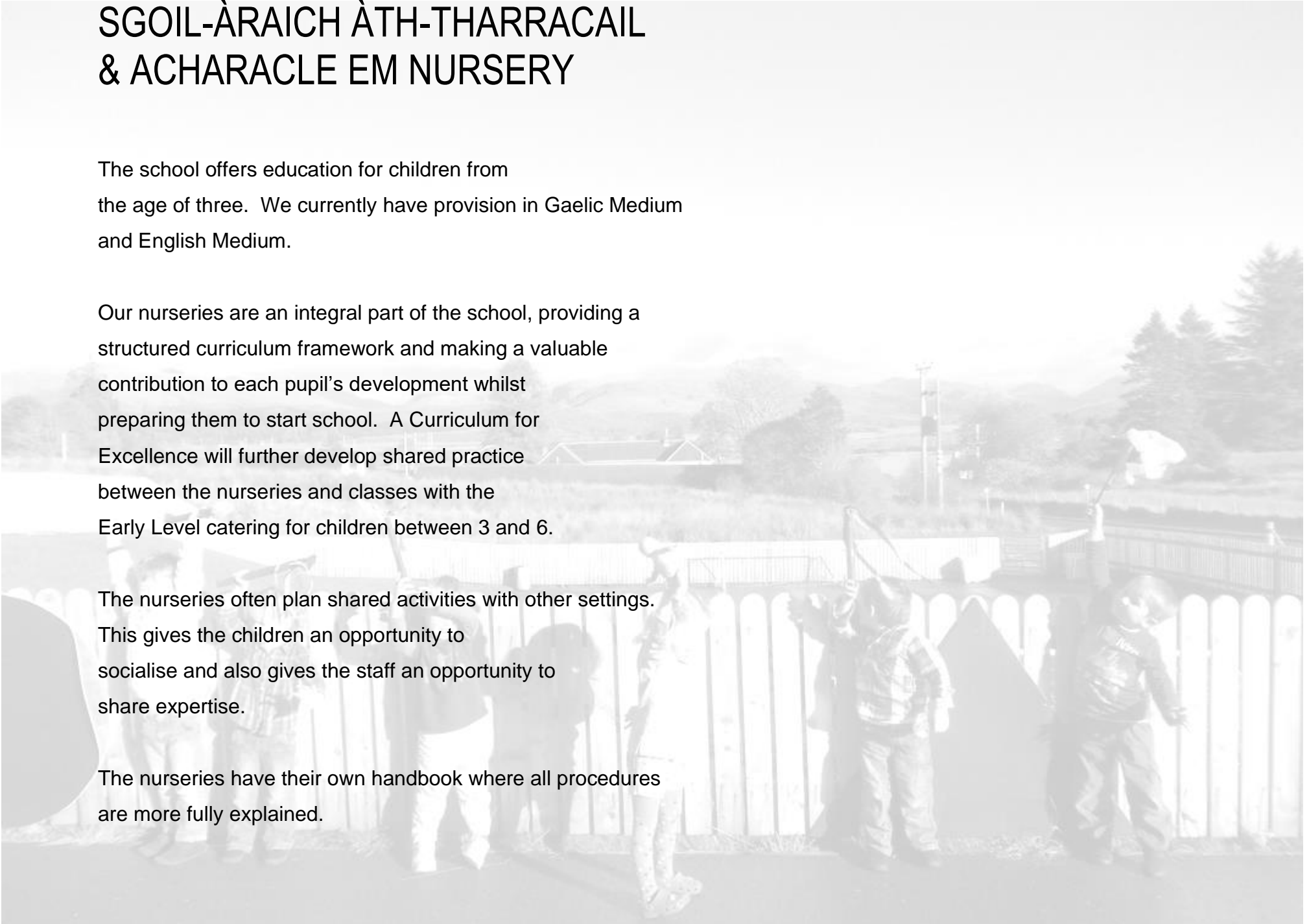
SGOIL-ÀRAICH ÀTH-THARRACAIL & ACHARACLE EM NURSERY

The school offers education for children from the age of three. We currently have provision in Gaelic Medium and English Medium.

Our nurseries are an integral part of the school, providing a structured curriculum framework and making a valuable contribution to each pupil's development whilst preparing them to start school. A Curriculum for Excellence will further develop shared practice between the nurseries and classes with the Early Level catering for children between 3 and 6.

The nurseries often plan shared activities with other settings. This gives the children an opportunity to socialise and also gives the staff an opportunity to share expertise.

The nurseries have their own handbook where all procedures are more fully explained.



ASSESSMENT AND RECORDING

- Teachers are constantly monitoring children's progress as they go about their day to day work. After staff have planned and taught work they will assess it. This assessment will take a variety of forms and has two main objectives: has this work been taught well to all pupils and have the children listened and understood what was taught? Staff continually assess their own work and we encourage children to do the same. "Is this the best I can do?" is a question we should always ask ourselves and encourage pupils to ask of themselves. Staff track and record individual pupil progress across the year and use a variety of assessment strategies to evidence progress and plan next steps and targets. The Scottish Government has now introduced Standardised National Assessments for P1,4 and 7.
- <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

We have continuous Profiling and Reporting and Parents have full access to their child's profile. Parents are invited on two occasions to the school to discuss with the class teacher their child's progress for individual appointments but have regular opportunities to speak informally through open sessions. In May a summary report is issued, detailing each child's progress over the session. Pupils are also involved in maintaining their profile and share their learning with their parents through their profiles and meetings/open sessions. Parents should not always wait for these meetings or for a report to find out about their child's progress. If you have any concerns please telephone for an appointment.

- [Highland Curriculum for Excellence Information](#) Teachers are also using Formative Assessment in helping them determine 'next steps'. Teachers are sharing with pupils at the start of lessons what they are expected to learn by the end of the lesson. The teacher also discusses with pupils how they will know if they have succeeded. It is against these identified criteria the work will be marked and commented on. Pupils are also being encouraged to self and peer- assess work. This assessment is also conducted against identified criteria. Children set their own learning targets and reflect on their learning in their Online Learning Journals . By encouraging this strategy we are teaching pupils to take greater responsibility for their own learning.

A separate booklet for parents on Assessment within the new Scottish Curriculum is available both on the website and paper copies.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

HEALTH CARE – WELFARE

The first aider attends to minor cuts and bruises. In case of more serious accidents, parents or the named emergency contact person are notified immediately and the nurse or doctor called if necessary. If a pupil becomes ill at school, parents are informed and arrangements are made to have the pupil taken home.

The school has an on-going programme of medical screening carried out by the district nurse and the dentist. Parents have the opportunity to be present at medical examinations if they wish.

Mental Health and Wellbeing

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

Our Health Education programme covers a range of issues suitable for infants through to upper school e.g. keeping safe, road safety, drugs awareness and sex education. Parents are consulted on sensitive topics and permission sought for pupils to take part.

Administration of Medicines

Staff will only administer medication when there is clear written guidance from the parents on:

The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

Prescriptive medication should be given at home by parents.

WE ARE A NUT AWARE SCHOOL – PLEASE DO NOT ALLOW YOUR CHILD TO BRING ANY NUTS/NUT PRODUCTS/MAY CONTAIN NUTS INTO SCHOOL.

THE SCHOOL AND THE COMMUNITY

The school is an important feature of the local community and we have endeavoured to foster good relationships amongst its members.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

The children are regularly encouraged to get involved in their community.

People from the community and parents are regularly invited to share in school events. Our school building now allows even greater community involvement to take place.

We have strong links with our local churches who are welcome visitors to the school. Parents have the right to ask for their child to be withdrawn from Religious Observance and special arrangements will be made.



SCHOOL DRESS CODE

Our school dress code gives pupils a choice of red sweatshirt, red or white polo shirt or T-shirt with dark skirt or trousers. We have really good quality dress code items with logo. A small stock is kept in school but any orders placed are delivered very quickly.

Other clothing displaying football, sports or manufacturer's logos or team names, is not allowed.

Gym shoes, t shirt and shorts are required for Physical Education and indoor shoes should be worn in the classrooms. Wellies are recommended during muddy weather as long as there are indoor shoes to change into.

SCHOOL FUND

Fund raising is an ongoing activity here as it is in most schools. Through the Acharacle School Support Group, Acharacle parents have successfully raised funds by running regular events including a summer fair, Christmas fair, book club and various other fun events. These funds have been used to buy playground equipment, presents and food for the Christmas party, pay for some outings and other school activities. The staff are always pleased to hear about new ideas to involve the whole community in fund raising activities which benefit both the pupils and the school fund.

PARENT COUNCIL

Our Parent Council consists of the whole parent body with office bearers, a staff representative and co-opted members chosen to represent the local community.

The work of the Parent Council is to promote and exchange information between the school, parents and the greater community. Minutes of meetings are fed back to the parent body, helping to convey the goals the school is trying to achieve.

The Parent Council's duties and functions include:

- ◆ Keeping in touch with parents' views and reporting to parents
- ◆ Encouraging links between the school and parents
- ◆ Receiving reports from the Head Teacher and the Education Authority and making representations to them
- ◆ Taking part in the appointment of senior staff to the school
- ◆ Approving the Head Teacher's plans for capitation expenditure
- ◆ Helping to set dates for occasional holidays and arranging the use of the school outwith normal hours.

Contact details – Sue Sinclair - E-mail – acharacle.primary@highlandpc.co.uk

The Parent Council also has a section and feedback forms on the school website. - www.ardnamurchan.wixsite.com/acharacle-primary

EQUALITY AND INCLUSION

GUIDELINES

The school strives to create an environment where all pupils are equally valued and accepted and is therefore against all forms of prejudice and discrimination whether on the grounds of culture, religion, race, gender or any other form.

Mutual understanding and respect are promoted in all aspects of school life through positive relationships between staff and pupils, parents and the wider community and in attitudes towards others of different backgrounds and beliefs.

For up-to-date information please see:

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

ANTI- BULLYING

This is treated very seriously at the school and any instances or suspected instances of bullying should be reported to the head teacher immediately.

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

ENTERPRISE EDUCATION

Enterprising activities are important because they help pupils:

- understand the relevance of what they are learning in the context of the 'real' world
- apply knowledge and skills they have learned from other subjects
- discover what it means to take reasonable risks – to have the confidence to 'go for it' but to be aware of the consequences
- develop money management skills
- understand what it means to meet the needs of customers or clients
- develop the skills which will help them both in and out of school
- develop awareness of the wider community and the world of work.

In Acharacle Primary we encourage a range of enterprising activities including

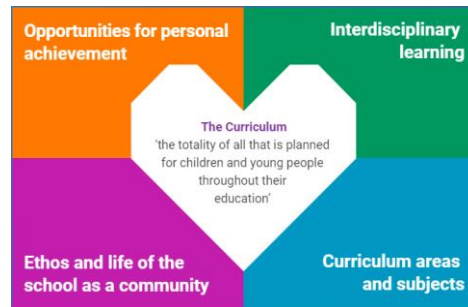
- Working together on projects such as looking after the school grounds, concerts and shows and organising events such as the MacMillan Coffee Morning.
- Making and selling goods to raise funds for charity.
- Taking on the roles of different people in a company, for example the production manager, the sales and marketing manager, the workers.
- Organising open days and showcase events for parents and friends to show what they have achieved.
- Being involved in decision making in the school – all the pupils are members of a school committee which meet every three weeks including – Enterprise, Pupil Council, Playground, Tuck Shop, Eco Schools

A Curriculum for Excellence (CfE)

Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. It places learners at the heart of education. At its centre are four fundamental capacities. **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



Our aim is to ensure that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Pupils are involved in planning their learning and choosing next steps. This information is shared with parents. Teachers will also send home an overview of each term's learning for pupils to share with their parents.

Further information can be obtained from the Head Teacher or <https://education.gov.scot/parentzone/learning-in-scotland/about-the-3-18-curriculum>

CURRICULUM OVERVIEW

<p style="text-align: center;">Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p style="text-align: center;">The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p style="text-align: center;">Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active • Setting challenging goals • Shared expectations and standards • Timely, accurate feedback • Learning intentions, success criteria, personal learning planning • Collaborative • Reflecting the ways different learners progress
<p style="text-align: center;">Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> • Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies <p>Curriculum levels describe progression and development.</p>		<p style="text-align: center;">All children and young people are entitled to experience</p> <ul style="list-style-type: none"> • a coherent curriculum from 3 to 18 • a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment • a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities • opportunities for developing skills for learning, skills for life and skills for work • opportunities to achieve to the highest levels they can through appropriate personal support and challenge • Opportunities to move into positive and sustained destinations beyond school
<p style="text-align: center;">Personal Support</p> <ul style="list-style-type: none"> • review of learning and planning of next steps • gaining access to learning activities which will meet their needs • planning for opportunities for personal achievement • preparing for changes and choices and support through changes and choices • pre-school centres and schools working with partners 	<p style="text-align: center;">Principles of curriculum design:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<p style="text-align: center;">Arrangements for</p> <ul style="list-style-type: none"> • Assessment • Qualifications • Self-evaluation and accountability • Professional development <p style="text-align: center;">support the purposes of learning</p>

Curriculum areas and subjects

Curriculum areas and subjects provide familiar and important vehicles for learning. We recognise their key role within the curriculum. We are currently reviewing curriculum areas and subjects, ensuring we take full account of the contributions they can make to developing the four capacities and preparing learners for the challenges of the future.

Interdisciplinary projects and studies

We acknowledge that the curriculum needs to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities need to be well planned with a clear purpose and outcomes in mind. We are continuing to develop interdisciplinary projects at all stages.

Opportunities for personal achievement

Opportunities for personal achievement, planned through the school, enrich the life experience of learners. Taking part in activities such as performances, community or enterprise activities and trips plays an important part in widening our pupils' horizons and developing confidence. We also respond to the personal interests and aptitudes of learners through clubs, community, charitable and fund-raising activities. Some of these activities are voluntary for learners and are organised as 'extra-curricular' opportunities. However, they play a major part in creating opportunities for individual growth, progress and achievement.

Education Levels and Curricular Areas

The table below indicates the Curriculum for Excellence achievement framework.

Education levels

Level	Experiences and outcomes for most children or young people:
early	in pre-school and in primary 1
first	by end of P4, but earlier for some
second	by end of P7, but earlier for some
third	in S1-S3, but earlier for some
fourth	level broadly equates fourth to SCQF level 4
senior	in S4-S6, but earlier for some

The following section is adapted from 'A Curriculum for Excellence - Building the Curriculum 1'

How learning is organised: curriculum areas

The revised curriculum areas provide a device for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings.

The following groupings are used for structuring experiences and outcomes:

- expressive arts
- health and wellbeing
- languages
- mathematics
- sciences
- social studies
- technologies
- religious and moral education

The school's approach to learning and teaching in each of the above areas is/will be detailed in revised policy documents. The following section provides a summary of each curricular area.

Expressive Arts

The expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities. Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- 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.

Health and wellbeing

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and elements of home economics. Pupils learn how the SHANARRI principles apply to their lives (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included) It also includes approaches and activities such as physical activity and nutrition, planned to promote the health and wellbeing of learners and the wider community. Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the

many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.

Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion, and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

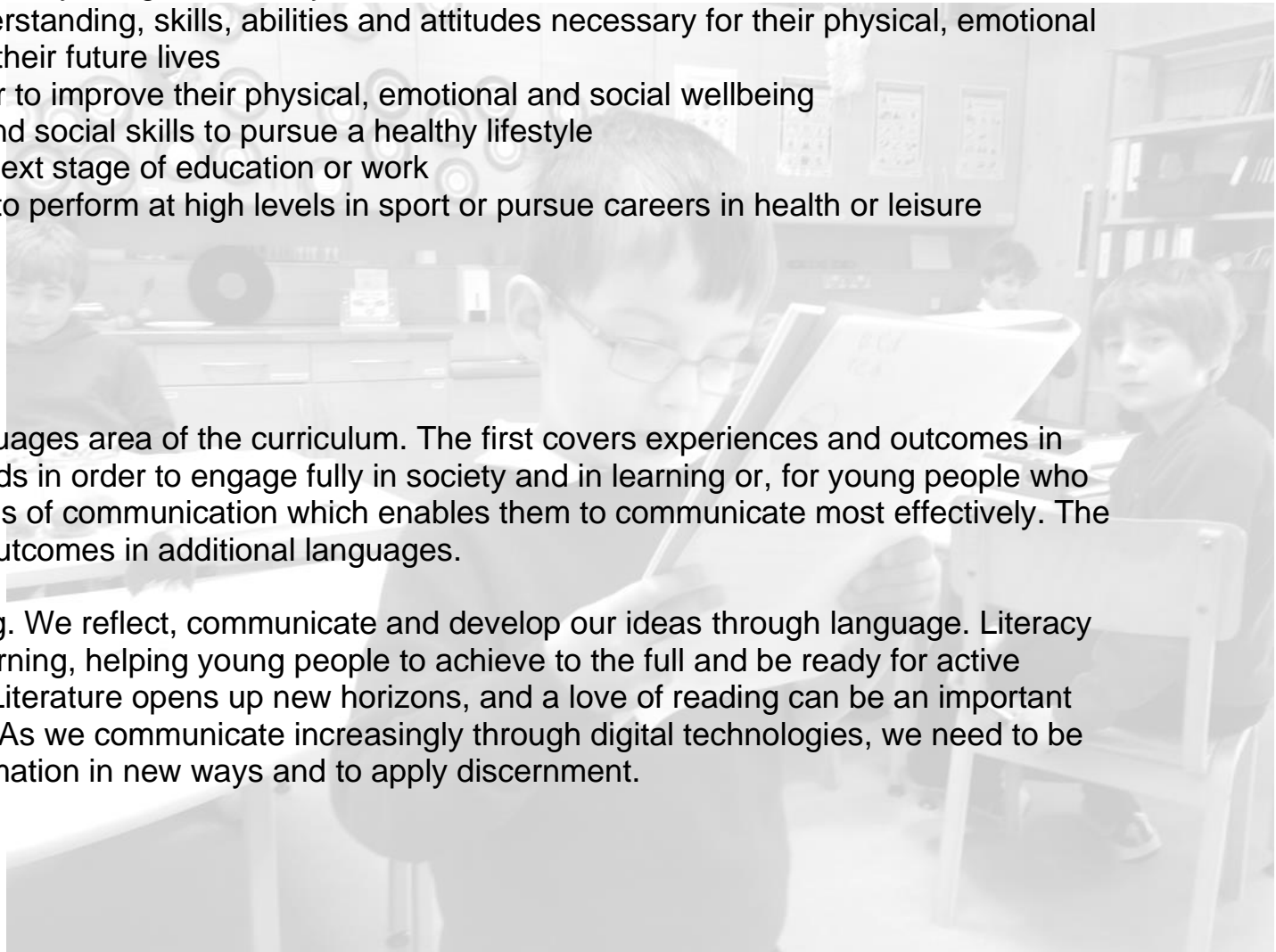
Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

Languages and Literacy

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.



Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Pupils in Acharacle learn Gaelic as Learners (English medium classes) and French.

Mathematics and Numeracy

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Religious and moral education

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and to be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- and, for some, establish the foundation for more advanced learning and future careers in the sciences and technologies.

Social Studies

Social studies includes experiences and outcomes in historical, geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about their own people and what has shaped them, other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of • different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children and young people's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an

unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies.

Pupils in P6/7 are all now allocated with their own 1:1 Chromebook device.

Effective Learning and Teaching

Teachers use a wide variety of teaching methods including; direct-teaching, discussion, investigation and creativity. Pupils work individually, in pairs, trios and in groups. The school's approach to learning and teaching is based on the 'Assessment is for Learning' model:

- Sharing learning intentions and success criteria with pupils
- Effective questioning
- Providing quality feedback to pupils with improvement points
- Involving pupils in identifying how they can progress to the next step
- Encouraging self and peer assessment

We strive to ensure effective learning and teaching by promoting an active learning approach.

What is Active Learning?

We define active learning as:

'Children learning by doing, thinking and exploring, through quality interaction, intervention and relationships, founded on their interests and abilities across a variety of contexts.' Teachers endeavour to carefully plan well-paced learning and teaching activities including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- the use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences
- building on the principles of Assessment is for Learning
- collaborative and independent thinking and learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking
- the appropriate and effective use of information and communication technology
- problem-solving activities
- opportunities to develop creative thinking
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors
- partnerships with professionals and other creative adults
- exploring less familiar contexts
- harnessing the motivational benefits of following children and young people's interests through responsive planning

AFTER SCHOOL ACTIVITIES –

These activities afford the opportunity for very valuable social training apart from the obvious educational advantages.

The assistance of staff, friends and parents in extra-curricular activities is always welcome and we are fortunate in having this support.

Any parent who is able and willing to share his or her talents or interests in this way will be made most welcome.

We offer a range of activities throughout the year including – Shinty, Running Club, Sradagan, Panto Club, Multi activity club, Mod club, Rugby

Other after school and lunchtime clubs are planned throughout the session.

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

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.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

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

Why do we need your data?

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

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: <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/>

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

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.

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.

PERSONAL BELONGINGS

It helps if all coats and anoraks have loops on them so that they can be hung securely on the pegs

Please make sure that all articles brought to school are clearly marked with the child's name.

USE OF MOBILE PHONES

We discourage the use of mobile phones during school hours.

If necessary children can have access to a telephone in the school office and parents should contact the office if they wish a message passed to their child. [Please see valuable items above].

VALUABLE ITEMS

Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school.

Parents should note that the Council does not carry insurance to cover loss of such items.

PARENTAL COMPLAINTS PROCEDURE

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should contact the Area Education Office . 01349 781410

Please note that Transport is not a school responsibility and any queries should be addressed to the Local Transport Office,
<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Further information can be found here - [Parentline](#)

SCHOOL IMPROVEMENT

We strive to achieve excellence for the pupils in Acharacle and to do this the school looks for a variety of ways to continually self-assess and make changes to improve the school. Each year we provide a Standards and Quality Report for parents, detailing the achievements of the school and areas for development. This includes feedback from staff, pupils and parents. From this we plan our next steps and use a Document called the School Improvement Plan which sets out our projects for the session. These documents are offered to parents for input and feedback and the final drafts are available as hard copies in school or on the website.

www.ardnamurchan.wixsite.com/acharacle-primary/documents

Link to Education Scotland - <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/>

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

Helpful addresses and websites

School Website	www.ardnamurchan.wixsite.com/acharacle-primary
Highland Council	http://www.highland.gov.uk
School Closure Website	http://www.schoolclosures.highlandschools.org.uk
School Holidays etc	http://www.highland.gov.uk/learninghere/schools/schooltermdates/default.htm
School Lunch Menus	http://www.highland.gov.uk/downloads/file/22860/primary_3-choice_menu
Highland Learning Community	https://hvlc.wordpress.com/
Curriculum for Excellence	http://www.ltscotland.org.uk/curriculumforexcellence/index.asp
Parentzone	http://www.ltscotland.org.uk/parentzone/index.asp
Managing head lice	https://www.parentingacrossscotland.org/info-for-families/resources/head-lice-information-for-parents-nhs-health-scotland/
Care and Learning Area Office Camaghael Hostel Camaghael Fort William PH33 7ND 01349 781410	