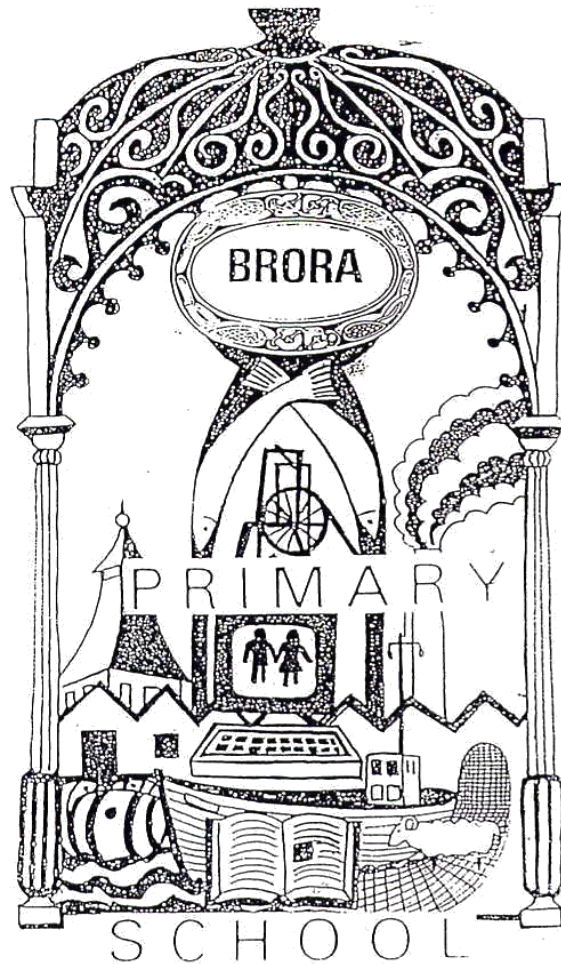


# *Brora Primary School*



## *Brochure*

*2024-2025*

*Johnstone Place  
BRORA  
KW9 6PF*

*Tel: 01408 621441  
Email:  
[brora.primary@highland.gov.uk](mailto:brora.primary@highland.gov.uk)*

**Brora Primary School**  
**Johnstone Place**  
**Brora**  
**KW9 6PF**  
**Tel: 01408 621441**  
**Email: [brora.primary@highland.gov.uk](mailto:brora.primary@highland.gov.uk)**

December 2023

Dear Parents/Carers

Welcome to Brora Primary School.

Please accept this copy of our School Brochure, which is designed to tell you all about what happens in our school. It will help you and your child to get the most out of what the school has to offer and help you participate in your child's education.

The day to day running of the school is back to post-pandemic settings. We implemented a recovery curriculum to help the children settle back into education and address areas which needed improvement. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements.

This brochure will also give you a clear idea of our aims and expectations. Education of children should be seen as a partnership between parents/carers, the school and the community at large, each contributing different aspects and values in different ways, but supporting each other at the same time.

Also available for viewing is a copy of Brora Primary Standards and Quality report. This can be requested from the School Office or can be found on The Highland Council website.

It is important that lines of communication are kept open and I would like to think that you will feel confident and happy about contacting us, whether by phone, letter or email. The main avenues of contact are the school Facebook page and class Seesaw app.

There will be many opportunities for you to visit the school and meet the staff, whether it be through parent appointments, coffee mornings, open session, parent council events etc. Even if you have no real concerns regarding your child, we will still be happy to see you for a chat.

If you do have any concerns, it is important that you discuss these at an early opportunity. Please phone, email or drop us a note to highlight any concerns and these will be dealt with verbally or written. Your concerns will be recorded and the outcome noted as quickly as possible. It should be possible to nip any potential problems in the bud because you, as responsible parents, have alerted us. We need your help.

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

Lastly, I can assure you that we are here to do our best for your children.

Yours sincerely  
Mairi Scott  
Headteacher

## Our School Aims

Our main aim in Brora Primary School is to provide an education for life and ensure your child enjoys their time at school. We believe that any child needs to be happy and feel secure in order to learn.

Our curriculum and approach is based on providing our children with high quality teaching, using various approaches to produce high quality learning and involving children in every step of their education.

We strive to present a differentiated curriculum, taking account of national and local guidelines, to the pupils in an interesting and imaginative way. The children will become successful learners, confident individuals, responsible citizens and effective contributors.

We also strive to make our school a safe, caring environment with relationships based on mutual respect, allowing children to develop a feeling of being valued and self-worth. We also endeavour to create a safe school where there is a caring environment.

As the children progress through the school, continuous, formal and informal assessment procedures will be used to measure progress, provide feedback and to aid future planning.

We believe in a partnership with parents in the education of the children. A good flow of helpful information and mutual support is an essential part of this partnership at individual and at school level.

We hope not only to help them at their own level in society today, but also to equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.

## School Ethos

The school has a Promoting Positive Behaviour Policy which is issued to all families. If you need this re-issued, please request another copy. The school has also began the journey into becoming a Rights Respecting School.

Link to the school's Equality and Diversity Policy -

[www.highland.gov.uk/downloads/id/11627/promoting\\_diversity\\_and\\_equality\\_policy.pdf](http://www.highland.gov.uk/downloads/id/11627/promoting_diversity_and_equality_policy.pdf)

Link to the school's Bullying and Positive Relationships Policy -

[www.highland.gov.uk/downloads/file/19358/anti\\_bullying-guidance](http://www.highland.gov.uk/downloads/file/19358/anti_bullying-guidance)

Brora Primary is very active in the local Community. We have an active Rotary link with Rotakids, support the local Hub, take part in Remembrance parade, organise village MacMillan Coffee Morning amongst other annual events.

## Current staff

The present teaching staff is as follows -

	Ms Mairi Scott
<b>Head Teacher</b>	
<b>Primary 1</b>	Ms Mairi Scott/Mrs Roseveare
<b>Primary 2/3</b>	Ms Sarah Coull (Probationer Teacher)
<b>Primary 3/4</b>	Mrs Sandra Ross
<b>Primary 5/6</b>	Miss Fiona Waldron
<b>Primary 6/7</b>	Mrs Hollie-Ann Seel (PT)
<b>Support for Learning</b>	Mr Keith Whitehead
<b>Nursery Class</b>	Mrs Joan Etheridge (Early Years Practitioner) Ms Kirsty McKenzie (Nursery Support Worker) Ms Jane Mackintosh (Nursery Support Worker) - 2 days Mrs Dawn McKenzie (Nursery Support Worker) - 4hrs
<b>CCR cover</b>	Mr Robert Smith (Temp)
<b>Physical Education</b>	Mrs Pat Sutherland (visiting)
<b>Music Instructors</b>	
<b>Strings</b>	Dominic Adams (visiting)
<b>Chanter and Bagpipes</b>	Scott Murray (visiting)
<b>Facilities Manager</b>	Mr A Cameron
<b>Clerical Assistant</b>	Mrs K Cockburn
<b>Pupil Support Assistants</b>	Miss K Ivory                      Mrs L Dunbar Mrs G Stewart                    Mrs K MacKenzie Ms Jane MacKintosh
<b>Current school roll</b>	109 (inc. nursery)

Brora Primary School has no provision for Gaelic education.

## Our school day

Primary 1, 2 and 3	9am-2.45pm
Primary 4-7	9am-3pm
Lunch	Primary 1-3: 12.15-1.15pm Primary 4-7: 12.30-1.15pm

## Visiting our School

At the moment we have two Parent Afternoon's per year in November and May. These allow the class teacher time to discuss some of the practical aspects of the classroom work of the session with parents and gives parents an opportunity to ask questions about their child's forthcoming classroom work and a chance to view displayed textbooks and materials.

We also have various opportunities over the space of the year where parents are encouraged to come in into the classroom and see their child in their environment. It is a good time to sit together and look over the progress being made.

Parents need not feel themselves restricted to Parent Afternoon's to enquire about their child's progress or to discuss some matter in connection with their child. We operate an open-door policy, so please contact us. It is advisable, however, to enquire of a suitable time for the Head Teacher, to ensure that your enquiry receives it's proper attention. This is important as it is rather difficult for a teacher to have a discussion with a parent when the teacher concerned is trying to keep an eye on his/her class at the same time! Usually immediately at the end of the school day is a useful time.

## Enrolment/Placing Requests

Any parent who wishes to enrol their child in the school should contact the school, where they will be informed of the current arrangements.

## Homework

As a school, we believe homework is important in your child's chance to share their learning with you:

- It shows the child that what they do in school is important and home and school are linked
- It encourages children to be responsible for the independent learning
- It allows parents to see what kind of work their child is doing at that particular time
- It provides extra practice for the child
- It encourages children to work on their own
- We value and promote parental involvement in supporting their children at home in a range of contexts, including reading for enjoyment and reading for information
- It helps the child to catch up on unfinished work

**Please take an interest in your child's homework by giving your child encouragement and by setting aside a regular time to do it each evening. Homework is kept to a minimum**

## Pupil's Progress

At the moment, children's progress is monitored by the teacher and information is shared termly with parents in the form of progress checks, reports and parent afternoons. We are also going to be sharing assessed work with parents, where work will be sent home for parent discussion and comment.

Progress is constantly assessed by hearing children read, set exercises, questioning, discussing and providing set assessment tests. The staff may on occasion give other assessment tests to monitor overall or individual progress. We also currently use Assessment for Excellence computer generated testing at P3, P5 and P7. (see section on assessment) In Term 1, we run baseline assessments which allow us to have a benchmark to plot progress over the academic year.

## **Assessment and Reporting**

As a school, we seek to provide information to 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 child's progress through pupil, reports, progress checks and target setting information. Pupils will reflect on their progress, achievement and best work on their e-portfolio.

## **Behaviour Management**

To ensure that we have a school in which both children and staff are happy, we have to have an accepted standard and code of behaviour. Encouraging appropriate behaviour is the joint responsibility of parents and school staff. Children have to see that the teachers and those at home are working together and they agree a common approach to dealing with any behavioural issues. We have a relaxed and pleasant atmosphere. We always emphasise the positive approach to discipline, that of encouragement, praise and good example, rather than the negative one of punishment and criticism. The teacher uses many incentives but the main aid to discipline in the school is the support of parents. If the child sees that home and school intend to work in partnership there is much more likely to be a positive response to any sanctions we may have to impose. Our behaviour policy will be made available to all parents and anyone who wishes to discuss any respect any aspect of the policy should contact the headteacher.

## **Bullying**

It would be unrealistic to say that bullying will not occur at Brora Primary School. Bullying can and will occur in every establishment. Any such incidents will be dealt with promptly and reported to the headteacher.

## **Our Nursery**

The Nursery is part of our school and welcomes all children in their year before they are eligible to commence their primary education. Here children can develop their motor and co-ordination skills, their social interaction and their concepts and knowledge of their world in an informal, structured atmosphere.

Nursery times are different from school times, i.e. - 9am-3pm (Mon-Fri). We offer children 5 sessions per week.

Nursery have their own separate Handbook for parents/carers which can be requested from the School Office.

## **School Improvement Plan**

Our School Improvement Plan is available in paper copy from the school office or can be emailed out if requested electronically. We are at present working on updating our school website where all this information will be made available there.

Our improvement priorities for this year are as follows:

1. Raising attainment in literacy, specifically raising attainment in writing
2. Raising attainment in numeracy for all learners
3. Curriculum rationale

## **Child Protection**

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

In terms of Highland Child Protection 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.

Copies of Child Protection Policy Guidelines are available from:

[www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

All agencies involved in Child Protection **are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.** More information about Child Protection Procedures within Highland can be obtained from the Child Protection Officer, Yvonne Ross, Highland Child Protection Committee, Kinmylies Buildings, Leachkin Road, Inverness, IV3 8NN. Telephone 01463 703483, Fax 01463 713237.

## **School Uniform**

Available from the school (catalogue available for other items)

School Sweatshirt, maroon	(£12.00)
School Cardigan, maroon	(£12.00)
School polo shirt, white	(£6.50)
School t-shirt, maroon/white	(£6.00)
School reversible jacket	(£17.50)
School hoodie	(£12.00)

All come with embroidered school logo

Please encourage your child to wear school colours at all times as it creates an image of the school, it gives the children a feeling of belonging to the school, it gets round constant negotiation and argument about choice of clothes between child and parent and prevents peer-group one-upmanship with other children but, most of all, it makes the children look smart, well-kept and tidy.

Wearing school colours also helps to act as a 'buffer' against commercial and media pressure on your child to always wear the latest and expensive fashion clothes. That pressure will always be there, but school dress helps to make this more manageable for parents.

We would ask you to dress your child appropriately for the weather/season.

Another thing to be kept in consideration is footwear. Our school has a lot of stairs and steps so the wearing of fashionable footwear that might not be very stable is discouraged. Children should also have a pair of indoor shoes which can be left in school for wet weather.

Uniform allowance guidelines/application forms can be found on the Highland Council website.

## **School Transport**

Children residing more than 3 miles from the school and children under 8 years of age living more than 2 miles from the school, are provided with transport to and from the school. Transport request forms are available on the Highland Council website.

## **Parents/Guardians/Carers as Partners**

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

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

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 is a link between parents, school and community. Positions of Office Bearers and currently taken but we are always looking for helpers to organise and staff events held. Any parent/carer who wishes to be part of this group raise can do so by contacting the Chairperson, Jane Mackintosh or the school office.

## **Enrolment/Placing Requests**

Each school serves it's 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 Care and Learning Manager.

Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/enrol\\_your\\_child\\_for\\_school](https://www.highland.gov.uk/info/878/schools/enrol_your_child_for_school)

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

Parents of children with Additional Support Needs, including those who have Co-ordinated Support Plans, can make placing requests to any school in Scotland including schools outside of the local authority are they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

## **Complaints and requests for service**

If a parent has any concerns they should contact Mairi Scott in the first instance. This is usually the Head Teacher. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Care and Learning Manager, Alison Donald.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Rd, Inverness, IV3 5NX.

Arrangements for parents to record concerns and how these concerns will be dealt with. Also link to Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland>

## **Attendance/Absence**

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.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., the school needs to be informed prior to the appointment. Where at all possible, medical and dental appointments should be outwith school hours. If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up-to-date daytime contact numbers and emergency contact numbers for all 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 assessment with consequential impact on pupils and teachers[] could result in 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 consideration when making decisions on planning holidays during term time. If parents decide to make arrangements during school term, this should be confirmed in writing to the Head Teacher.

### **Additional Support Needs**

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 plan at:

[www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model](http://www.highland.gov.uk/downloads/file/230/highland_practice_model)

[www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](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. They will:

- 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 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 don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person, Mairi Scott, in the first instance. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[www.highland.gov.uk/info/886/schools-additional\\_support\\_needs/1/support](http://www.highland.gov.uk/info/886/schools-additional_support_needs/1/support)

### **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. In the case of a head-bump, parents/carers will always be contacted.

### **Administration of Medicines**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government - [www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools](http://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. 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 by home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the instructions from the pharmacist and administered as part of an agreed medical protocol

### **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.

### **Access to Pupil Records**

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (within 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 it's 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: [www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)

### **Data Policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and LA's 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 it's 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 the 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 at: [www.highland.gov.uk/directory\\_record/1095920/enrol](http://www.highland.gov.uk/directory_record/1095920/enrol)

### **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: [www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation](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 this 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](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

### **Equality and Inclusion**

For up-to-date information please see:

[www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)  
[www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/](http://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/)

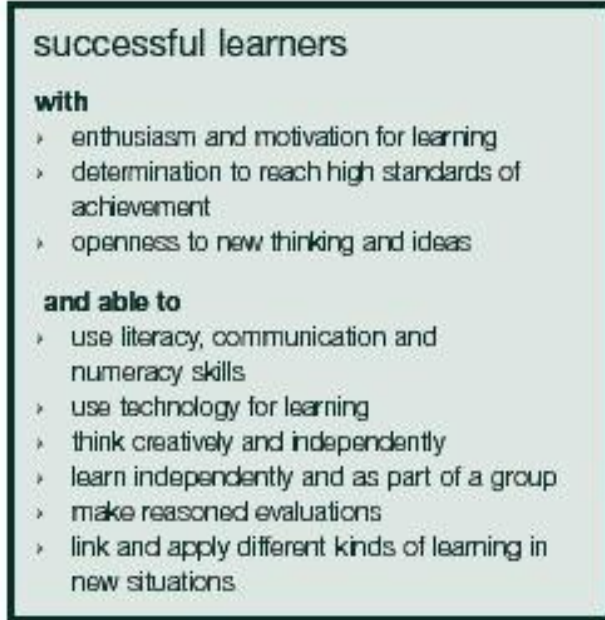
In summary, our activities in school should ensure that we:

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

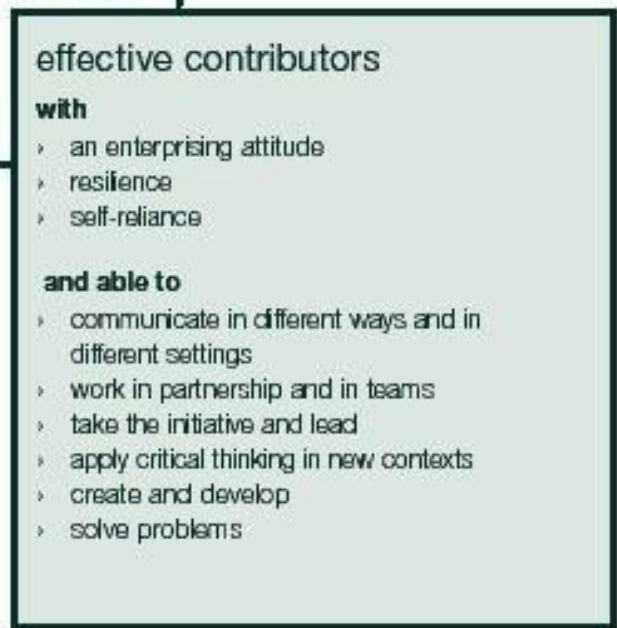
### **Military Families**

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 dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people. Visit the Highland Council Armed Forces website for lots of helpful information and support:

[www.highland.gov.uk/info/886/schools-additional\\_support\\_needs/833/armed\\_forces](http://www.highland.gov.uk/info/886/schools-additional_support_needs/833/armed_forces)



**To enable all young people to become**



All children are treated as individuals with views and opinions which are listened to respectfully by staff and peers alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity.

Children learn through doing, through questioning - they make discoveries and are keen to learn. Much use is made of the wider environment in helping pupils learn.

# The Curriculum

(An outline to our school policies)

## Mathematics

In a broad sense, education is the process of helping the child to understand his/her environment. Mathematics is an integral part of the environment in which we live and children are taught appropriate work within realistic contexts geared to their age, aptitude and abilities.

It is widely recognised that children should always be given work that is appropriate to their level of ability, and that success in Mathematics, as in other activities, generally leads to further success. Children who have difficulty with mathematics make most progress when the work they are asked to do is set at an appropriate level. Equally other pupils make most progress when they are being stretched as far as possible with levels of success.

In Mathematics, there is an important emphasis on practical work - the handling of real things and problems - and an understanding. Children learn best by being involved in many mathematical activities dealing with number, money, measurement, shape, position & movement and problem solving. Material for the study of mathematics is found everywhere in the child's environment - the children count real things, they weight out real objects, they go out and measure real distances, use money in realistic situations and use clocks and timetables to understand how time is important in our lives. Working through practical activities, the concept of number, shape, volume, weight, time, length etc are established.

At the same time, the school recognised the importance of developing the mental agility of pupils and whole class or group interactive teaching forms a major part of a child's work in this curricular area.

Children are also introduced to working with calculators although their use is very selective and pupils may only use them at the discretion of the class teacher.

At all stages, teachers are making assessments on how well the children have understood the work taught. Because children do not all develop at the same rate, the teachers gear their work to meet needs of groups of children and individuals, building on what has gone before.

## English Language

Our aim in our language work is to develop in a child, language, as a tool or medium to be used in all school curricular areas and for the enrichment of life through the development of the varying uses of our language in society through listening, speaking, reading and writing.

## Reading

Along with most other schools in Highland, we have implemented a revised approach to the teaching and learning of Reading, entitled *Highland Literacy Project*. The principles of the project are based firmly in research evidence, local, national and international. All staff in Brora Primary School have undertaken training and are very keen to work on the Project in their respective classes.

The aims of Highland Literacy are:

- To develop more competent readers
- To increase pupils' enjoyment of reading
- To create independent learners
- To foster lifelong learning skill

## Writing

Written skills need to be highly developed to meet the demands of the increasingly complex society in which we live.



When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - the secretarial skills - and the other is what the child is trying to communicate through their writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction.

Children, throughout the school, are given opportunities to write in different ways for different purposes. Each class has a structured, weekly writing lesson, taught by the class teacher. At all stages writing is presented as a meaningful and purposeful activity and children are given many opportunities to practice their writing skills.

### **Parents can help with writing**

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece. Has your child communicated his/her ideas clearly? Does the story make sense? Does the story make sense? Is there good order and sequence? Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is a communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the secretarial skills should be thoughtfully and tactfully dealt with. The child needs to feel that what he has written is of value.

If the child wants to write a new word or one which he/she has difficulty in spelling, encourage them to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if he/she has spelled it correctly this time. This LOOK-SAY-COVER-WRITE-CHECK approach is the one used by the children in class.

### **Talking & Listening**

Today SPOKEN LANGUAGE is given a central place in the primary school curriculum. Speech is without a doubt the most common form of communication. Society no longer holds the view that children should be seen and not heard. We encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

Listening is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed in vague terms. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.

### **Social Studies**

Usually called project or topic work, involving Science, Social Subjects (History, Geography and Modern Studies) and Technology (design and making).

Children need to learn about the world in which they live - it's history and geography and the scientific aspects which affect it. In a sense the total school curriculum is environmental studies. All school activities are related to the environment and children are encouraged to make observations and investigations of their surroundings. Television, video and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it.

Much of the work is approached through themes (projects). This is sometimes referred to as 'project work' or 'topics'. Content included local studies together with the history and geography of places near and far. The study of these themes obviously presents meaningful opportunities for work in other areas of the curriculum, eg Mathematics and English Language.

When making choices, teachers bear in mind the need for balance within the curriculum at each stage and from

stage to stage. Wherever possible, pupils are provided with first hand experience working outside the classroom as well as inside it. Children are encouraged to make physically contact with their surroundings:

- living things - plants, animals and people
- inanimate object of the physical environment - buildings, rocks, soil etc
- learning about the man-made world
- investigations of how things work

Social Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, learning both inside and outside the classroom and involves observation in its widest sense, investigation and communication. We aim to develop the children's ability to think - to weight up evidence and information, to use knowledge to solve problems and to arrive at conclusions and to articulate thought.

### **Expressive Arts**

An appreciable part of the school curriculum is devoted to the expressive arts; namely music, art & design, drama and physical education (which includes dance). These are integrated where appropriate into other areas of the curriculum to provide a rich and varied experience for the pupils. Other subjects in the curriculum can be brought to life through the media of Expressive Arts.

During **Music** lessons, children will frequently sing songs linked to a theme being studied. They will also listen to music and compose their own pieces, using untuned and, in the later stages, tuned percussion, which can be performed in front of an audience.

**Art & Design** work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

**Drama** is an important part of the curriculum. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and/or speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

**Physical Education** provides experience for the children in body and space awareness, gymnastics, apparatus work, swimming, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own routines.

### **Instrumental Tuition**

All pupils will be offered the opportunity to present themselves for assessment of their suitability to play a musical instrument. This normally starts around the P4/5 stage. Instruments offered include violin and chanter.

### **Religious & Moral Education**

Through Religious Education, we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. Religion is explored both implicitly and explicitly.

In implicit studies, we try to illustrate and use human experience to highlight the areas of life studied with RME and to encourage children to search for the truth, values and meaning of life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence. In all aspects of school life, we encourage our pupils to be sensitive towards and tolerant of others.

In explicit studies, we explore the ways in which Jesus is central to Christian belief and worship. We also

endeavour to develop some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions on our own multi-cultural society. Other principal world religions (Islam, Judaism, Buddhism and Sikhism) are also studied, often with a comparative angle which explores common these between these and Christianity, e.g., birth, marriage and death rituals, harvest and light festivals, key figures of each religion, etc.

Please note that parents have met the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from RE are given alternative work to do during this time.

Our local churches provide chaplain support at many of our school assemblies.

### **Personal & Social Development**

Personal & Social development (PSD) focuses upon the children's development of essential life skills. It includes, on the one hand, developing pupils' independence, self-awareness and self-esteem, and on the other, promoting amongst the pupils a growing realisation of their inter-personal relationships and inter-dependence with those round about in school, the community and the wider world. Rather than being taught as a separate subject, PSD is embedded in the curriculum through the life and work of the school.

### **Support for Learning**

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

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person', who will usually be the Head Teacher.

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

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

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning>

There are also information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) and click on Education. Organisations specified by Scottish Ministers which provide advice, 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) Children in Scotland: Working for Children and Their Families, trading as 'Enquire - the Scottish advice and information service for additional support for learning', a charitable body registered in Scotland under registration number SC003527
- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

### **ICT**

The school recognises that ICT (Information and Communications Technology) plays an increasingly significant role in all aspects of society. Pupils therefore need opportunities to develop confidence and competence in this area. High priority is given to ensuring that ICT is stimulating, challenging and a creative experience for all pupils.

### **Assessment**

In our school, various assessment procedures are used. In the class there is regular informal assessment going on constantly giving feedback to the class teacher and child on his/her progress.



Further to this, the class teacher periodically gives more formal assessment of progress through teacher-generated tests, set tests and on occasions, standardised tests.

The school has also built up a range of other assessment instruments which are used selectively according to the perceived need of the child. This is done to give us a clearer understanding of a child's difficulties so that we may put into effect a programme to aid a child conquer the difficulty or provide a strategy to get round the difficulty.

In 2012, the new Assessments for Excellence, computer generated testing for P3, P5 and P7 will begin. These are diagnostic tests to gauge pupils learning and the next steps needed.

### **Attendance**

Children by law are expected to attend school. Schools and Education Authorities are expected to enforce this regulation. If a child is absent from school, please telephone by 9.30am to indicate the reason for this absence. By regulation, schools must keep records of all unexplained absences. This means that if we receive no communication from parents regarding an absence, we must record it as unexplained. The numbers and percentages of these unexplained absences must be collated and officially presented annually. It is most important then that you communicate to us when your child is absent so that we do not have a 'phantom' truancy rate! A verbal message from your child will not be adequate. If you wish your child to have leave of absence from school, for example for parents' holidays, (although this is discouraged by Highland Council and the Scottish Executive), it is necessary to advise the school beforehand.

### **Discipline**

We believe that a school should have a happy working atmosphere and should provide an environment which is safe and where effective learning can take place. Rules, therefore, must be made to encourage this environment. Disciplinary action is taken against any offender of these rules.

### **Health provision**

At certain times during the child's school career, your child may receive a full medical examination by the Highland Health Board, to which you will be entitled to attend. Your child's hearing and sight will also be tested periodically by visiting medical officers. Any parent who wishes to opt out of any part of the health provision for their child must contact the Head Teacher.

### **Psychological Service (Education)**

The Council helps the staff in a supportive role by providing further assessment for any child we feel may have learning difficulties, through the Psychological Services. With the help of our Support for Learning Teacher, we now carry out various specialist assessment techniques to pinpoint particular difficulties. We are always in close contact with our Psychological Service to discuss the review test results and child progress.

### **Speech & Language Therapy (Health Board)**

In the nursery and school we have the services of the Speech and Language Therapist, who provides screening and follow-up of our children.

### **School Meals**

The school meals facility is run with set menus, rotating through 4 weeks, providing meals which are considered well balanced. Contrary to what you may hear in the popular press, this does not mean your children will be eating nothing but chips, fizzy drinks and sweets! Children are encouraged to aim at a balanced diet. Fresh fruit, raw and cooked vegetables and salads are always available. Snacks like toast, fresh fruit and drinks are also on sale at morning break.

If your child has a Special Dietary requirement, please inform the school as soon as possible and we will issue Special Dietary Request Forms to be completed and returned to the school when they will then be passed on to the Catering Service. Children of parents on benefits may receive free lunches. (Application can be made online via the Highland Council website)

There is always staff on duty in the canteen to help children to have a healthy eating outlook.

### **Brora Primary Parent Council**

All parent/carers are automatically members of the Parent Council and are free to attend meetings. The following are the current office bearers of the Parent Council:

Chairperson:	Jane MacKintosh
Vice Chairperson:	Donna Pryde
Treasurer:	Kirsteen MacKay
Secretary:	Shira Drain

The Parent Council is a vital part of school life and where parents are able to raise issues, through the Chair, that concern them. It is also the main conduit through which parents, and the wider community, raise funds and enhance the opportunities for the children at the school. We would really like to see you at their meetings and hope that you will feel that in time you too would have something to offer within this body. The meetings are well published in advance and are approximately every 6 weeks. The AGM is usually early in the academic year.

### **Brora Primary Childrens Councils**

During some of the school session we run Pupil, Eco, Health and other various committees. These give children a chance to have a say in the life of their school.

### **Active Schools**

Our Active School Co-ordinator organises a calendar of annual event, helps train our playground leaders, offers support to school and parents to become sports volunteers and active citizens.

### **Adverse Weather guidance for Parents**

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

When severe weather warnings are received your school will endeavour to keep the system updated. 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.

There are other features of this service which may be available for your school. These are described below. (Note that this is a 0870 service and charges are slightly higher than normal. Currently (Nov. 2005) BT rates are approximately 8p per minute peak and 4p per minute cheap rate. However there is no queuing and an adverse weather call should last less than 1 minute.)

#### **How to use the service.**

- Dial Highland Council's access number - 0870 054 6222
- Now enter your own school's pin number **04 1600**  
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- You will now hear the school's name. Ensure that this is correct before going on. You will now be taken to the MAIN MENU where you will be given 4 options:

**Press 1 to hear your school's message about the adverse weather** for example whether or not the school is to close or if transport arrangements have been affected.

**Press 4 to enter the pin number for another school within the authority.** Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

### USING OTHER FEATURES

**Press 2 to send the school a NON-URGENT message** e.g. that you cannot attend a Parent Council meeting. **Do not** leave an urgent message as the school cannot guarantee to pick up the message soon enough for action. For urgent messages, speak to someone directly. **This service may not be available initially - your school will inform you on this.**

### **Press 3 to hear general information messages**

The school may use this as an additional way of informing parents about school events. Parents may hear up to ten messages with the most recent played first.

#### **Inter-Schools Competitions**

We believe that healthy competition in sport is important for our children, therefore they are entered for various inter-school events throughout the year. All of the following are organised by the Sutherland Schools Sports Association.

<b>Football</b>	County 7 a side competition	boys
	5 a side competition	girls
	5 a side competition	boys
	Paynter Cup competition	boys
<b>Benchball</b>	P4 & P5	boys & girls
<b>Country Dancing</b>	P6 & P7	
<b>Basketball</b>	P6 & P7	boys & girls
<b>Badminton</b>	P7	boys and girls
<b>Cross Country</b>	P4-7	boys and girls
<b>Swimming</b>	Gala	boys & girls
<b>Highland Games</b>	P6 & P7	boys & girls
<b>Golf</b>		

A wide range of sporting and other opportunities is offered in our school. The following should give a taste of our activities which take place out of school time. We work in partnership with the Active School Co-ordinator to provide some of the following:

### **EXTRA-CURRICULAR ACTIVITIES AND SPORT TRAINING SESSIONS**

<b>BADMINTON:</b>	Training sessions before inter-school competitions
<b>BENCHBALL:</b>	P4-5
<b>BASKETBALL:</b>	Primaries 4 - 7
<b>FOOTBALL:</b>	Do Soccer training sessions
<b>GOLF:</b>	In association with Brora Golf Club
<b>CROSS COUNTRY:</b>	Before the school cross-country championships, and after School, fun running sessions may be arranged.
<b>END OF TERM ACTIVITIES:</b>	Parents are invited to attend our Christmas Assembly and also our End of Session Service. Children will participate in both of these.
<b>SCHOOL CONCERT:</b>	The school organises concerts involving every child in the school
<b>COUNTRY DANCING:</b>	The school enters a team for the Dancing Competition with regular dance sessions available

## **Secondary Education**

Our children normally transfer to Golspie High School at the end of Primary 7. In the months leading up to the transition, much communication takes place between the P7 Class Teacher and both the Pastoral Care Department and Support for Learning Departments of the High School.

In the summer term, P7 pupils will have a visit from a member of the Guidance Team and a visit from a senior pupil, before spending 5 Familiarisation Days in the High School. We organise transition activities along with Secondary Departments. Any pupils with additional support needs will have extra transition arrangements put in place.

Golspie High School

Telephone (01408) 633451

I hope you have found the information in the brochure useful. It is reviewed and revised periodically and although the contents are correct at the time of publication, there may be subsequent changes as the year progresses.

If you are unsure of anything or would like further information or clarification, please do not hesitate to contact me.

Mairi Scott  
Head Teacher

## Useful dates for 2024/25

Spring Term	Monday 8 January 2024 to Thursday 28 March 2024
Holiday	<b>Monday 19 February 2024</b>
Holiday	<b>Tuesday 20 February 2024</b>
In Set (staff only)	<b>Wednesday 21 February 2024</b>
In Set (staff only)	<b>Thursday 2 May 2024</b>
May Day	<b>Monday 6 May 2024</b>
Summer Term	Monday 15 April 2024 to Thursday 27 June 2024
Autumn Term	Tuesday 20 August 2024 to Friday 11 October 2024
In Set Days	<b>Monday 16 September 2024</b> <b>Tuesday 17 September 2024</b>
Winter Term	Monday 28 October 2024 to Friday 20 December 2024