

GLENURQUHART PRIMARY SCHOOL/ BUN-SGOIL GHLINN URCHADAIN



Guiding, Uniting and Promoting Success



School Handbook/ Leabhar-làimhe sgoile 2024/25

(Updated November 2023)

Glenurquhart Primary School
St. Drostans
Drumnadrochit
IV63 6UT

Telephone : 01456 450458

e-mail : glenurquhart.primary@highland.gov.uk

website : <http://www.glenurquhartprimary.org.uk>



Dear Parents/Carers

Welcome/ Fàilte

Glenurquhart Primary School would like to extend a very warm welcome as your child begins their journey with us. We look forward to working in partnership between home and school to support your child to achieve to their fullest potential.

Whether your child is coming up from nursery, you have moved into the local area or you're using the handbook as a reference tool while your child is at our school, we hope that this booklet provides you with the information you require to make the transition to Glenurquhart a smooth, concern-free and happy one. You will see that we strive towards providing a range of engaging, enjoyable curricular experiences to meet each individual child's interests and needs. We aim to nurture their skills and abilities so that they can develop the four capacities – successful learners, confident individuals, responsible citizens and effective contributors - as set out in A Curriculum for Excellence.

We hope you find a friendly welcome to our school community. We have regular opportunities to involve parents in their child's education and encourage you to be active participants within the school. Please contact us at any time if you would like to contribute in any way, receive further information or to discuss your child's education or welfare. We are always happy to talk or meet with you.

We look forward to working together and to building a long, happy association with your family.

Yours sincerely,

Kerrie Laird

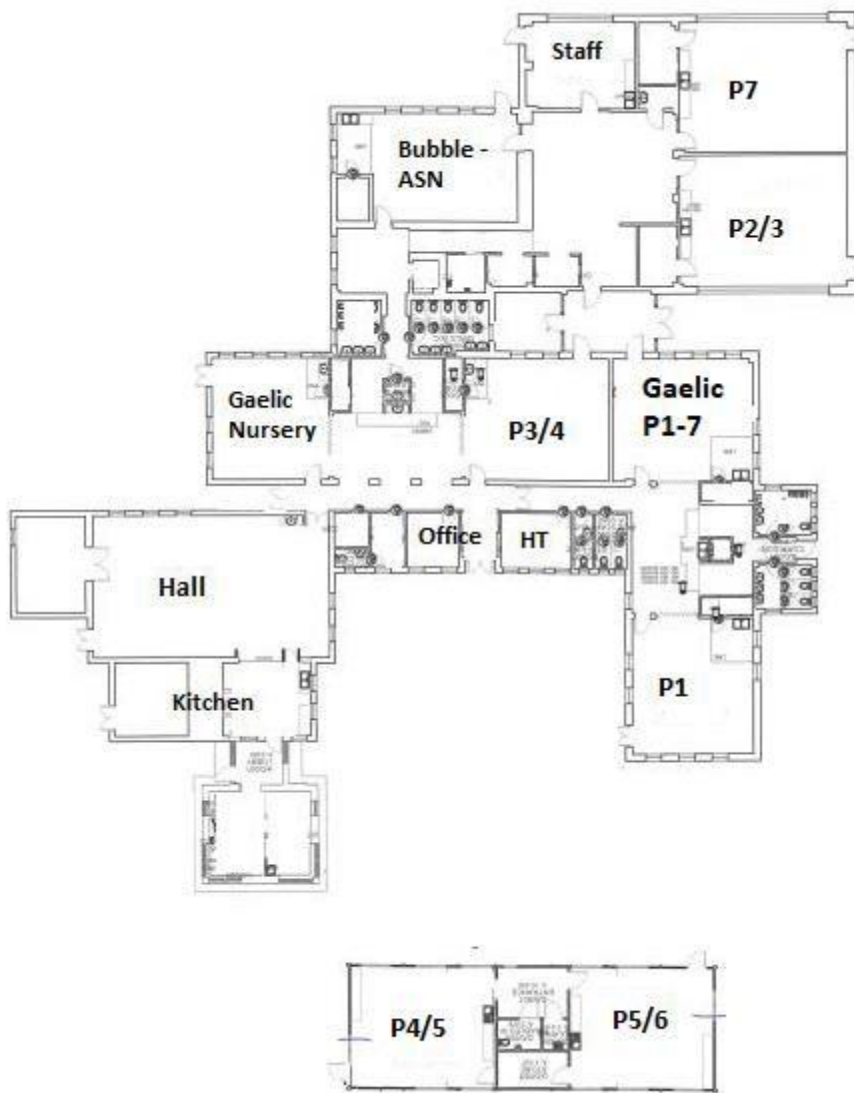
Head Teacher



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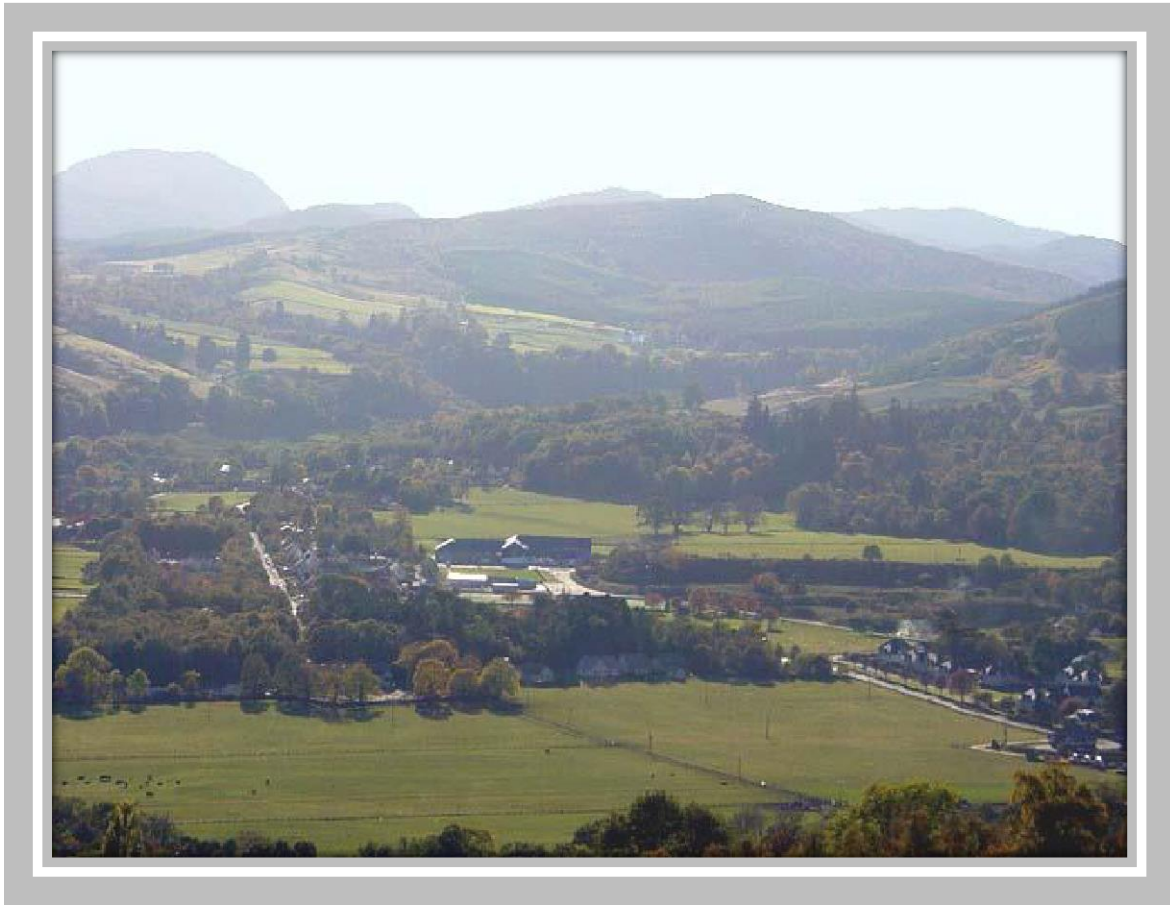
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School Plan for session 2024/25

GENERAL INFORMATION / FIOSRACHADH COITCHEANN

THE SCHOOL HISTORY AND FACILITIES/ EACHDRAIDH IS GOIREASAN SGOILE



Glenurquhart Primary School is a non-denominational school which occupies an attractive position in the centre of the village of Drumnadrochit, with splendid views of the surrounding hills.

Initially the primary school began as a primary department in the nearby secondary school. The building we now occupy was constructed in 1975 and the school has existed as a separate entity since 1980.

The single storey campus supports infant, middle and upper pupil areas providing for children in Primary 1-7, both in English and Gaelic medium, as well as a Gaelic medium nursery. Pupils have regular access to the nearby Astro-turf pitch, the gym/theatre and the library at Glen Urquhart High School.

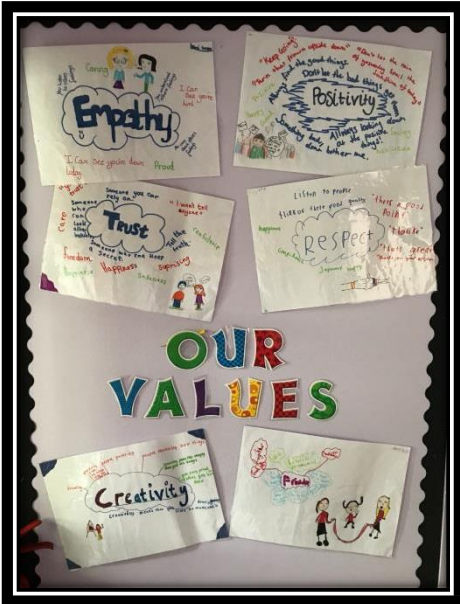
During the 1992/93 session, an additional classroom, cloakroom area and toilets were built, extending from the present senior block. In 2005 the school was further extended to provide two classrooms, a staffroom and a resource area. Each classroom is equipped with an interactive Cleverboard. There is a small hall which serves as a dining room and games hall. The serving area was refurbished and extended to provide new facilities in early 2017. Following the completion of the new Glen Urquhart High School, the primary school playing field is now situated to the rear of the building.

In spring 2011 a demountable unit was installed in the front playground to house the Gaelic Medium Unit to provide primary education through the medium of Gaelic for children whose parents choose this. The Gaelic class was re-situated into the main school building in June 2018 when it was re-opened following 2 years of the children being transported to Bun Sgoil Ghaidhlig Inbhir Nis (the Gaelic school in Inverness). In November 2020, the demountable was replaced with a double classroom unit and now accommodates two classes. Work was completed in March 2022 to remodel a classroom within the school and open a Gaelic Nursery.

THE VISION, VALUES AND AIMS / LÈIRSINN, LUACHAN AGUS AMASAN

Our vision, values and aims were reviewed with children, parents, staff and the community during the 2016/17 session. These are reviewed annually and updated accordingly.

VISION AND VALUES/ LUACHAN AMD LÈIRINN



**Respect/
Urram**

**Trust/
Earbsa**

**Creativity/
A' cruthachadh**

Guiding, Uniting and Promoting Success

**Friendship/
Càirdeas**

**Empathy/ Co-
fhaireachdain**

**Positivity
/ Sonas**

OUR AIMS/ AR N-AMASAN

- Provide a safe, nurturing, bright and happy learning environment.
- Provide an engaging, challenging and creative curriculum enabling all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors.
- Aiming for excellence through setting high expectations for attainment, achievement, behaviour, attendance and punctuality.
- Develop relationships with children, parents, partners and the community to provide opportunities for all learners to achieve with a focus on inclusion and equality.

CHILDREN'S AIMS/ AMASAN NA CLOINNE

CHILDREN'S AIMS – WE WOULD LIKE TO:

- Learn the skills we need to help us know what we'd like to do when we are older and be able to achieve all that we wish for.
- Work outside, learning in and about our environment and community, being fit and healthy.
- Enjoy giving 'fun hundred per cent' to our learning.
- Have classrooms which are bright and comfortable.
- Have our work and achievements displayed so that we can be proud of it.
- Feel included, supported, confident and listened to.
- Have good friends, with everyone showing our school values.



WHAT MAKES OUR SCHOOL UNIQUE?/ DÈ A THA SÒNRAICHTE MUN SGOIL AGAINN?

The children, families and staff feel our school is unique/special in the following ways:

- Our school is friendly and happy.
- The staff know us well, support us to learn and are caring, kind, positive and committed.
- We have a great outside playground and area to work in and we love this.
- We are in the heart of community where everyone is involved and works closely together.
- We have strong links with the nursery and High School so children have great transition experiences.
- We are on the shores of Loch Ness, have Craigmonie forest right next to us, Mary's Rock above us and a great country setting which we enjoy spending time in.
- We have fun.
- We celebrate achievements.



SCHOOL STAFF/ LUCHD-OBACH

Head Teacher / Ceannard	Mrs Kerrie Laird (Acting HT - Mrs Amanda Graham until June 2024)
Principal Teacher	Miss Kirstine Mullin
Primary 1	Mr Adrian Macleod
Primary 2/3	Ms Kirsty Glass
Primary 3/4	Miss Rachael MacKenzie
Primary 4/5	Miss Louise MacDonald
Primary 5/6	Mrs Cara Myers (2 days) and Mrs Lisa James (3 days)
Primary 7	Miss Kirstine Mullin (4 days) and Mrs Lisa James (1 day)
Tidsear Gàidhlig/ P1-7 Gaelic	Miss Rosie Greig
Additional Support Needs Teacher	Mrs Mandy Everitt
Pupil Support Assistants	Mrs Janette MacDiarmid, Mrs Susanna Martin, Ms Amanda Young, Mrs Alison Menzies and Mr Jared Christie
Playground Supervisor	Ms Amanda Young
Clerical Assistant	Mrs Margaret MacKintosh
Visiting Teachers	Mr Fraser McMillan (P.E) Mrs Susan Mann (STEM subjects)
Early Year Practitioners	Miss Lauren Nicolson Miss Avril Garrow
Sports Coordinator	Mrs Storm Bennett (currently on maternity leave)
Strings Tutor	Mr Mark Osborne
Chanter Tutor	Mr Christopher Thomson
Brass Tutor	Ms Heather Hook
School Chaplain	Rev. Dr. Adrian Varwell
Catering Assistants	Miss Karen Mackintosh, Miss Jenny Lindner, vacant post
Cleaners	Mrs Nichola Christie and Mrs Rosie MacKenzie
Facilities Management Assistant	Mr Nigel Hollot
Parent Council Chairperson	Mrs Kath Fraser glenurquhartprimarypc@gmail.com
Parent Council Secretary	Mrs Yvonne Marshall

School roll for session 2023/24 (Nov 23)

P1 ~ 19 P2/3 ~ 22
P3/4 ~ 22 P4/5 ~ 21
P5/6 ~ 23 P7 ~ 28
GM1-7 ~ 14 Nursery ~ 6
= 155 children



ETHOS

Glenurquhart Primary centres around care and community. Pupils are at the heart of the school and are provided with a nurturing, happy, safe and stimulating environment where their views are actively encouraged and valued.

We share open, inviting relationships with parents and our community partners, and promote partnership working to ensure that we are achieving the very best for all our children. We celebrate our unique features and encourage creativity and innovation throughout the curriculum. As such, the children enjoy learning in the outdoor environment and also from working with the various businesses and partners the school shares. In doing so, we focus on the skills children will require as they grow, develop and move on to be successful. We provide various opportunities for challenge and for these skills to be applied in a wide variety of real-life contexts to ensure relevance and inspire independent, lifelong learners.

We interweave learning around the health and wellbeing of the children to include a focus on children's rights (United Nations Convention on the Rights of the Child – UNCRC), our vision, values and aims, equality and diversity and the relationships shown throughout the school. Children with barriers to learning are supported to ensure they have an equal opportunity to progress. Achievements are shared and regularly celebrated as part of the children's learning journey.



When I think of Glenurquhart, I think of:

'I feel safe' Logan

'It is fun' Finn

'People helping each other' Eva

'Respecting other people' Joshua

'People being confident at getting over their fears' Aoife

'friendship' Jack

'Tha me sàbhailte' (I am safe) Mileigh

'playing with my friends' Ella

'I love it' Ruari

'The sun' Hollie

'Tha me toilichte' (I am happy) Jessica

'Lots of space' Sam

'Being kind' Hamish

BEHAVIOUR AND POSITIVE RELATIONSHIPS/ MODH AGUS DÀIMHEAN LÀIDIR

The school focuses on building positive relationships. Pupils generally behave with courtesy and thoughtfulness and misdemeanours are usually of a minor nature.

We work to create a positive and supportive atmosphere where positive behaviour such as restorative practices, solution focussed and nurturing approaches are adopted. However, if a child appears to be having difficulty following these behaviour agreements on a regular basis, parents will be invited to discuss their child's behaviour and strategies for support agreed together.

Schools in Highland have a 'Positive Relationships and Bullying Prevention' policy which we closely follow and our work in Health and Wellbeing is woven throughout the year to support anti-bullying practices.

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

The ethos of respect and responsibility is one which we hope pervades all we do in school but specific work to encourage these attitudes is undertaken in assemblies. School and home achievements are celebrated in various ways including, weekly at assemblies, within classes, in newsletters and displays as well as, in pupil profiles.

A copy of our 'Positive Relationships and Behaviour' policy can be found on our school website

<http://www.glenurquhartprimary.org.uk/our-school/policies/> or, on request from the school office. This was created in session 2021/22 to incorporate new training around developmental approaches as well as the school's work on the rights of the child. We created our own school's

UNCRC Article 28 Right to Education

'Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.'

anti-bullying guidance in session 22/23, to work alongside the Highland Council policy which can also be found on the site above.



SHARING RESPONSIBILITY/ AG OBAIR CÒMHLA

In session 2018/19, we reviewed our pupil citizenship groups. Every pupil is now a member of a citizenship group. Last session (2023/24) these comprised of; Pupil Learning Council, Digital Leaders, Eco and Outdoor Learning, Rights Respecting/Fairtrade/Global Citizenship and Wellbeing. P6 also have Junior Road Safety Officers. Each of these citizenship groups leads areas to support continuous school improvement. We also appoint Prefects from P7 to support leadership and responsible representation of our school.

Since 2002 /2003 the School Board presented a Citizenship Award to a Primary 7 boy and girl, voted for by peers and staff. This is now undertaken by the Parent Council.

'The committees are when you get your own right to have the chance to do different things to help the school' Maisie

UNCRC Article 12 Respect for the views of the child *'Every child has the right to have a say in all matters affecting them and to have their views taken seriously.'*

ENROLMENT/ CLÀRACHADH

The school serves the village of Drumnadrochit and surrounding area. Our catchment area can be accessed through the Highland Council maps online:

https://www.highland.gov.uk/downloads/download/678/school_catchment_maps

Pupils whose homes are located within the area 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 sent to: **Fiona Shearer, Area Education and Learning Manager, Headquarters, Glenurquhart Road, Inverness, IV3 5NX**

More information and placing request forms can also be found 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. If pupils live out with the school catchment area and their parents wish them to attend Glenurquhart Primary, they can contact the Head Teacher to arrange a visit.

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

PRE-SCHOOL EDUCATION

For children aged 3 and 4 is provided by:

Glen Urquhart Childcare Centre

01456 450679

The Childcare Centre also provides Breakfast Club and After School Care.



SECONDARY EDUCATION

For their secondary education, pupils transfer to:

Glen Urquhart High School

01456 459 134

TRANSITION/ A' GLUASAD SUAS

We work very closely with both the High School and Childcare Centre to make your child's transition into or on from Glenurquhart Primary as happy and successful as possible. We aim to have termly interactions throughout their transition year, including visits and time to integrate with new children. In the final term the P7 children spend days up in the High School and the nursery children in Primary 1. For children with additional needs we ensure that transition discussions and sharing of information are started as early as possible to ensure a successful move.

Other links have included joint sporting events, activity days and staff visits. Staff also meet prior to the children moving on to exchange information to support their learning progression.

We have also made close links with our neighbouring primary schools, Balnain Primary and Cannich Bridge Primary, to share good practice and enable the children to integrate and establish wider friendships.

SCHOOL TIMES/ UAIREAN SGOILE

Our school times are:

Primary 1 - 3 - 9.00 am to 3.10pm

Primary 4 - 7 - 8.55am to 3.25pm

All classes start at the times as above on a Friday and close at 12.10pm



There is a 15 minute morning break for all children from 11-11.15am as well as a 45 minutes lunch break for P4-7 and an hour long lunch for P1-3.

CLASSES/ CLASAICHEAN

Class arrangements within Glenurquhart Primary are dependent on numbers and not finalised until each new school year. The organisation of classes is dependent on the number of pupils and teachers that have been allocated to that number of pupils. Often classes are joined to make composite classes where two stages are in the same class. There are Scottish Government guidelines for class sizes which state that composite classes have a maximum capacity of 25. The number of pupils in each grouping within the composite class will also depend on the composition of other classes in the school.

In forming a composite class, the Head Teacher, together with the Principal Teacher, will discuss prospective class lists with your child's current class/nursery teachers.

Together, school staff will consider an individual pupil's:

- Educational development
- Attainment levels
- Additional Support Needs
- Personal and social development
- Chronological age
- Gender (to ensure a reasonable balance in the class where possible)

The teacher within the class accommodates all stages and is able to differentiate and support learning to suit. We also try to arrange opportunities for pupils at the same stage to mix socially with each other and share similar learning experiences through joint teacher planning.

Our composite class policy can be found on our website here: <http://www.glenurquhartprimary.org.uk/our-school/policies/>

UNIFORM/ ÈIDEADH SGOILE



Our pupils look very neat and tidy and identify with the school by the wearing of their red or black tops. We encourage pupils of all ages to adopt the school colours and note that the introduction of fleeces, jackets and school or book bags has proved popular. Tops can be embroidered with our school logo; an outline of Urquhart Castle. We have an optional 'Dress Down Day' the last Friday of each month as a fundraiser for our school fund.

The uniform is red/black sweatshirt, fleece or cardigan. These can include the school logo and dark coloured bottoms.

Orders can be placed at:

- Gilmore Sports on Harbour Road in Inverness <https://www.schoolwearmadeeasy.com/badged-school-uniform/e-h/g/glenurquhart-primary-school/>
- Highland Embroidery – www.highland-embroidery.co.uk or telephone/fax Highland Embroidery on 01549 402707
- My Clothing – <https://myclothing.com/ueslink/16031.school?t=1586264048222>

There is standard low cost school wear (without the school logo) available from local retailers.

Information on funding to support uniform costs and clothing can be found at: https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

In order to maintain a high standard of appearance and to reduce the undue influence of fashion trends, we request that designer sweatshirts, sports and football wear not be worn to school.

Shorts or sports leggings are worn by all children for P.E. Children will require an indoor pair of trainers/gym shoes for indoors and P.E. in the High School hall.

Teachers would find it helpful if clothes and gym shoes were labelled with your child's name.



FOGHLAN TRO MHEADHAN NA GÀIDHLIG / GAELIC MEDIUM



Language lies at the centre of our thinking and learning, and our pupils have the opportunity to be taught completely in Gaelic. Learning Gaelic contributes to learners' wider education and life experience. There is no need for pupils to speak Gaelic at home, as our pupils are taught new vocabulary, words and phrases, have stories read to them etc all in Gaelic. The Gaelic Medium Teacher is happy to share resources and information with families and regularly sends home lists of vocabulary the children are learning. At the early stages, all reading and writing is completed in Gaelic and it is only when pupils reach the P4 stage that they begin to read and write in English.

Gaelic Medium Education is provided for pupils in P1-7, therefore pupils will be in a multi composite class. Pupils are taught by an experienced Gaelic teacher who provides excellent support to families with materials in Gaelic to help with day to day activities. In P4 onwards, pupils are taught to read and write in English medium as well as in Gaelic. At Glenurquhart, we use many opportunities to allow the children to join their peers in the other P4-7 classes for English work as well.

Highland Council recently produced a video highlighting benefits of being multi-lingual which can be found here: - <https://goo.gl/ph9Uu2>

After previously being mothballed with children from Glenurquhart travelling to Bun-sgoil Ghàidhlig Inbhir Nis, we were delighted to welcome Gaelic Medium education back to Glenurquhart Primary in June 2018.

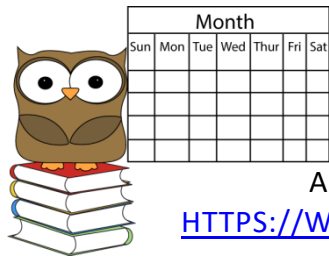
Kirsty MacVicar, previously Acting Head Teacher at Bun-sgoil Ghàidhlig Inbhir Nis, joined us on a 23 month secondment as the class teacher. Our current Gaelic Medium teacher, Miss Greig joined us in August 2023. Clear links will be maintained with Bun-sgoil Ghàidhlig Inbhir Nis and have been established with other Gaelic Medium schools, as well as support from outside agencies such as Bord na Gàidhlig.

In March 2022, we then added the provision of Gaelic Nursery within the school.



Education Scotland Awards June '22





CALENDAR SESSION 2024/2025/ MÌOSACHAN

A copy of the school calendar (below) is available for download from:

[HTTPS://WWW.HIGHLAND.GOV.UK/INFO/878/SCHOOLS/32/SCHOOL TERM DATES](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

AUTUMN/ AM FOGHAR

Autumn term starts - 19 August 2024 (staff only) 20 August 2024 (for pupils)

Autumn term ends - 14 October 2024

WINTER/ AN GEAMHRADH

Winter term starts - 28 October 2024

Winter term ends - 21 December 2024

SPRING/AN T- EARRACH

Spring term starts - 6 January 2025

Mid term break - 17 and 18 February 2025

Spring term ends - 4 April 2025

SUMMER/ AN SAMHRADH

Summer term begins - 22 April 2025

Summer term ends - 3 July 2025

PUBLIC HOLIDAYS/ SAOR-LÀITHEAN POBLACH

May Day - 5 May 2025

IN-SERVICE DAYS/ LAITHEAN IN-SHEIRBHIS

19 August 2024

16 September 2024

17 September 2024

19 February 2025

2 June 2025

TRANSPORT / CÒMHDHAIL

Pupils under 8 years who live more than 2 miles from school and those over 8 years who live more than 3 miles from school (within the delineated area), are entitled to free transport. Application forms are available from http://www.highland.gov.uk/info/878/schools/12/school_transport. Infant pupils may need to share transport with P4-7 and remain at school until 3.25pm.

Some of our children also choose to cycle to school and there are bike shelters at the front for storing bikes, at owner's risk, during the school day. When cycling we expect children to wear a safety helmet to/from school and to dismount when reaching the school gate for their own and others safety.

Access to the school is through the main gate on Pitkerrald Road. The entrance through the gate at St. Drostans is reserved for deliveries. There is a circular drop - off point for vehicles adjacent to the main access road, next to the Astro-turf pitch. **There should be no parking in the drop off area.**



In order to avoid traffic congestion, parents/carers are asked to park at the public car parks at the local shop or at the village centre and walk their children for the remaining part of the journey to school. Limited car parking for visitors is available outside the school. A designated bay for disabled use is available.

SCHOOL SECURITY/ TÈARAINTEACHD

Our school security was enhanced in session 2021/22 to include a secure front gate with video call entry system. All fire exits and entrances are alarmed. Parents should enter by the main gate then to the main door, using the visitor's bell.

Pupil entrances automatically lock after starting times. Pupils who arrive late need to use the visitor's bell at the front gate and door, sign in and have their lunch orders taken by our clerical assistant, Mrs MacKintosh.

SCHOOL POLICIES/ POILEASIDHEAN

School policies are linked with our school curriculum rationale which we review annually. These are published on our school website. <http://www.glenurquhartprimary.org.uk/our-school/policies/>

Authority Policies can be accessed through the school website and here: [https://www.highland.gov.uk/info/893/schools -
general information/29/school policies procedures and guidelines](https://www.highland.gov.uk/info/893/schools-_general_information/29/school_policies_procedures_and_guidelines)

ADVERSE WEATHER AND EMERGENCY CLOSURES/ DROCH SHÌDE AGUS DÙNADH SGOILE

The general policy will be to remain open where possible, but in extreme circumstances where the school has to be closed, children will be sent home. Parents (or emergency contact) will be contacted, before sending children home. Children of parents we can't reach will remain in school, with adult supervision until the usual closing time.



In the morning, if there is extreme weather parents should contact the Schools Information Line on **0800 564 2272** and enter the school access code **04 2130** where they will then hear a recorded message informing them of any closures. They can also access the winter weather website at the following web address: <https://www.highland.gov.uk/schoolclosures> Please click on the relevant geographical area for local school closure information. Parents can also listen to local radio stations which will report any closures due to adverse weather.

SCHOOL MAJOR INCIDENT/ EMERGENCY PLAN / PLANA ÈIGINNEACH NA SGOILE

In accordance with Highland Council policy, Glenurquhart Primary School has a major incident plan. The aim of this Plan is to set out the initial arrangements for dealing efficiently and effectively with a major incident involving school pupils and / or staff occurring in school premises or school transport or during school excursions. It is intended to summarise the interface between Care & Learning Service staff, Facility Management staff, other Council Services and the Emergency Services, and thereby provide a framework for the co-ordination of activities.

This Plan is not designed to meet the routine, day-to-day incidents which can affect a school's normal functions and resources, such as school closure or loss of public utilities.

A Major Incident for the Highland Council is one which threatens or causes one or more of the following:

- serious disruption to normal life,
- death or injury to numbers of people,
- extensive damage to property,
- contamination of the environment,

on a scale beyond the normal operation and response of the public services, in an affected area, to control and deal with. Because of its nature or effects it will probably require a full multi-agency response.

The school practises termly drills with pupils with regards to these.

In the event of a major emergency, class teachers would lead pupils to Blairbeg Hall as our main reception centre. Class registers would be checked and pupils remain there until permission to disperse is given by the Police.

The risk of a Major Incident occurring at or affecting one of Highland's schools is low. However, our plan ensures we are well prepared to handle these hazards, and to minimise their impact.



PUPIL WELFARE/ SLÀINTE SGOILEARAN

ATTENDANCE AND ABSENCE OF PUPILS/ LÀTHAIREACHD AGUS NEO-LÀTHAIREACHD

Good attendance is vital if pupils are to achieve their full potential. An attendance register is required to be kept by law. Regulations stipulate that this must show the reason for absence and if the absence is authorised or unauthorised. We have a responsibility for the care and welfare of all pupils during the school day therefore we need to know the whereabouts of absent pupils.

If your child is absent from school, for whole or part of a day, please can a parent or guardian notify the Head Teacher or Class Teacher, by letter, email or telephone by 9.15 am. After this time the school will call to find out the reason for absence. If your child goes home for lunch and becomes ill please let the school know that the child will remain at home.

If a pupil needs to leave during the school day for an appointment, parents must notify the school by phone or a note. Where at all possible, medical and dental appointments should be made out with school hours.

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

Please note that pupils should not attend school for 48 hours after the last bout of sickness or diarrhoea.

Lateness causes considerable disruption to teaching time and parents are requested to support the school in helping their child arrive on time.

Below are the guidelines which Highland Council has set out to protect your children.

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS



DAY 1: First Day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have your help with the following:

STEPS FOR PARENTS

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place. In this case, a member of staff must be notified when the child leaves the school and if they return to school. Where at all possible, medical and dental appointments should be made out with school hours.
- Inform the school or pre-school of your child's absence by 9.15 am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contacts from the school.

TERM TIME HOLIDAYS

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

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

MEALS/ BIADH

As a Health Promoting School we encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes and staff promote healthy activities.

School meals are prepared daily and delivered from Glen Urquhart High School. A monthly menu is available showing the hot and cold options available. All pupils in P1-5 receive their school meal free of charge. Currently meals cost £2.30. For those paying, meals are paid **in advance** and money is collected on Monday morning. Cheques should be made payable to 'The Highland Council'. Money and cheques should be sent to school in School Dinner Envelopes which are provided by the school. Please let us know if your child has any special dietary requirements so that we can inform our school cook.

Children of families who are in receipt of certain benefits may be entitled to Free School Meals. Information on free school meals can be found at



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

PACKED LUNCHES/ DÌNNEIR PACAICHTE

Pupils who do not wish to have a school meal may bring a packed lunch to school. Highland Council has issued the following recommendations in order that standards of health, hygiene and safety are maintained.

- All food should be carried in a semi-rigid container with a secure lid - eg. an ice-cream container or similar.
- Glass bottles are not permitted.
- Fizzy drinks in cans or bottles are not permitted.
- Packed lunch boxes should be clearly labelled with pupils' names.

The Authority cannot be held responsible for any loss or damage to packed meals or their containers.



SCHOOL HEALTH SERVICE/ SEIRBHEIS SLÀINTE NA SGOILE

Pupils receive a Health Check in P1. The school nurse and Speech and Language Therapists visit as necessary. The Inverness West School Nursing Team co-ordinates the healthcare needs of pupils and can be contacted in the following way:

email: schoolnurses.ivwest@highland.gov.uk

Public Health Nurse, Schools

Hut 1

Dochfour Drive

Inverness

IV3 5EB

01463 644850

Parents/carers should keep the school informed of any relevant details concerning their child's health.

UNCRC Article 24 Health and health services 'Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.'

ADMINISTRATION OF MEDICINES/ CUNGAIDHEAN

Glenurquhart Primary School aims to meet the needs of, and provide equal opportunities for, all pupils. In trying to fulfil this aim it is accepted that some children may require to take medication in order that they can continue to attend school. National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government and can be found here: <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

CRPD Article 7 (Children with disabilities) 'Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.'

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

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

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

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

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

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

Our policy for administering medicines can be found on the school website along with administration forms <http://www.glenurquhartprimary.org.uk/our-school/policies/>

MINOR INJURIES

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

MONEY AND VALUABLES/ AIRGEAD AGUS NITHEAN LUACHMHOR

Children are encouraged to leave any valuables or toys at home. If these items or money require to be taken into school, they should be handed into the teacher and not left in the cloakroom. Pupils are responsible for all jewellery/watches etc. which must be removed for PE. If a pupil needs to have a mobile phone it should be switched off when entering the school grounds and given to the class teacher at the start of the day for safe keeping.



SUPPORT FOR PUPILS/ TAIC DO SGOILEARAN

We work within the school to ensure that all children's needs are met so they can reach their full potential. We also work with various partners to support children's needs when necessary. Most commonly, these include Support for Learning teachers, Social Work, Educational Psychologist, Community Paediatrician and Speech and Language therapists. The partners work in consultation with the school, with particular children and also offer training for our school staff. The named person with overall responsibility is the Head Teacher, but all staff have had training in Getting it right for every child (GIRFEC) and are aware of their role in supporting children.

getting
it right
for every child

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting it right for every child is about ensuring the wellbeing of every child and young person in Scotland. Through the Getting it right for every child programme, children and their carers are central to the process of finding

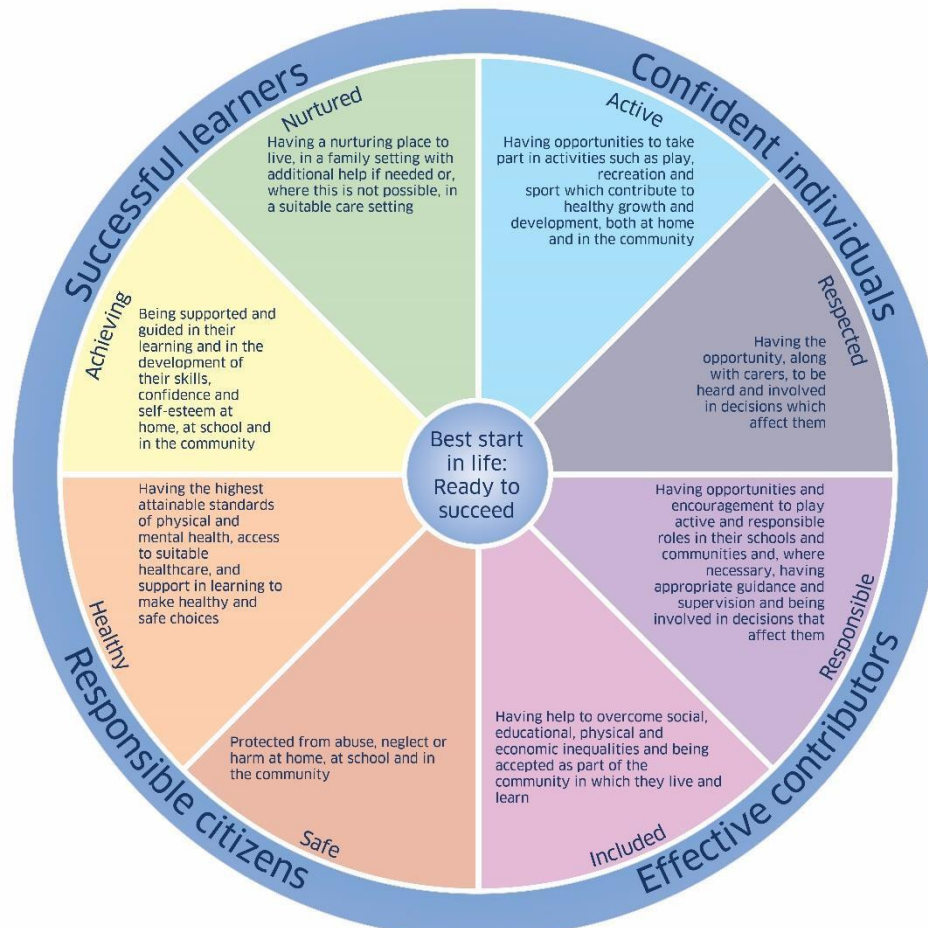
solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

Confident Individuals
Responsible Citizens

Effective Contributors
Successful Learners

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included. These are known as the 'wellbeing indicators' and are remembered by the acronym S.H.A.N.A.R.R.I.



Class teachers, in conjunction with Additional Support Needs Teacher and Head Teacher, monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

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

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

In March 2017 we also set up a nurture area within the school which is named, 'The Bubble.' This provides a calm nurturing environment, where children can develop a sense of belonging and of being valued. It establishes and builds on various skills through creating trusting relationships and raising self-esteem. It is also used as a quiet area for various learning activities and for baking clubs and social skills groups.



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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher, Kerrie Laird. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

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

Further information for Highland Council –

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

Meeting the needs of children with additional needs in Gaelic Medium –

https://www.highland.gov.uk/downloads/file/150/meeting_asn_in_gme_identification_assessment_and_support_strategies_english

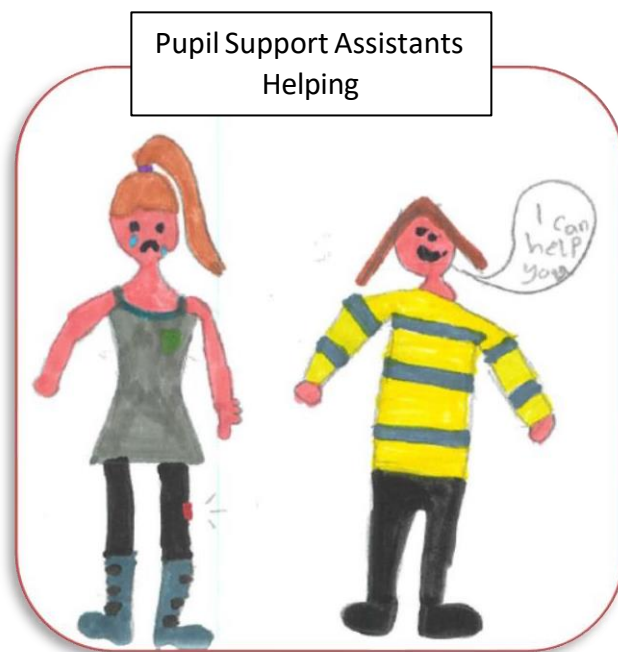
Education Scotland - <https://education.gov.scot/scottish-education-system/Support%20for%20all>

More information about the GIRFEC policy and practice can be found at the website: <http://forhighlandschildren.org/>

If a teacher feels that a child has particular learning needs, these will be discussed mutually with parents and the appropriate support agreed. If you feel that your child has additional support needs please contact their class teacher or the Head Teacher (named person) to discuss how these can be met.

There are many organisations which can provide advice, further information and support to parents and young people with additional support needs. These include:

- (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; <https://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](#), a charitable body registered in Scotland under registration number SC033576; and
- (d) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SCO12741.”



MILITARY FAMILIES/ TEAGHLAICHEAN BHON AIRM

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

Please get in touch with your child’s named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#).

CHILD PROTECTION/ DÌON CHLOINNE

From time to time incidents can occur within the school setting which cause concern. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

Copies of Child Protection policies are available from the school office or online at:

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

For more information go to:

<https://hcpc.scot/>

EQUAL OPPORTUNITIES/ COTHROMAN CO-IONANNACHD

The school is opposed to all forms of prejudice and discrimination and provides a strong sense of fairness, tolerance and sensitivity to the particular needs of individuals and societies and takes steps to prevent discrimination on any grounds. These are reflected in our school vision, values and aims. We recognise and celebrate difference within a culture of respect and fairness. We provide equality of opportunity through our ethos and working practices and promote understanding and respect for other people's cultural identity and beliefs. We are Rights Respecting School and work to ensure all children have an understanding of their rights and that these are met.

Our Equality and Diversity Policy was reviewed in March 2017 with children, parents, staff and the school community. This is available on our school website: <http://www.glenurquhartprimary.org.uk/our-school/policies/>

For up to date information from Highland Council please see: https://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

UNCRC Article 2 Non-discrimination

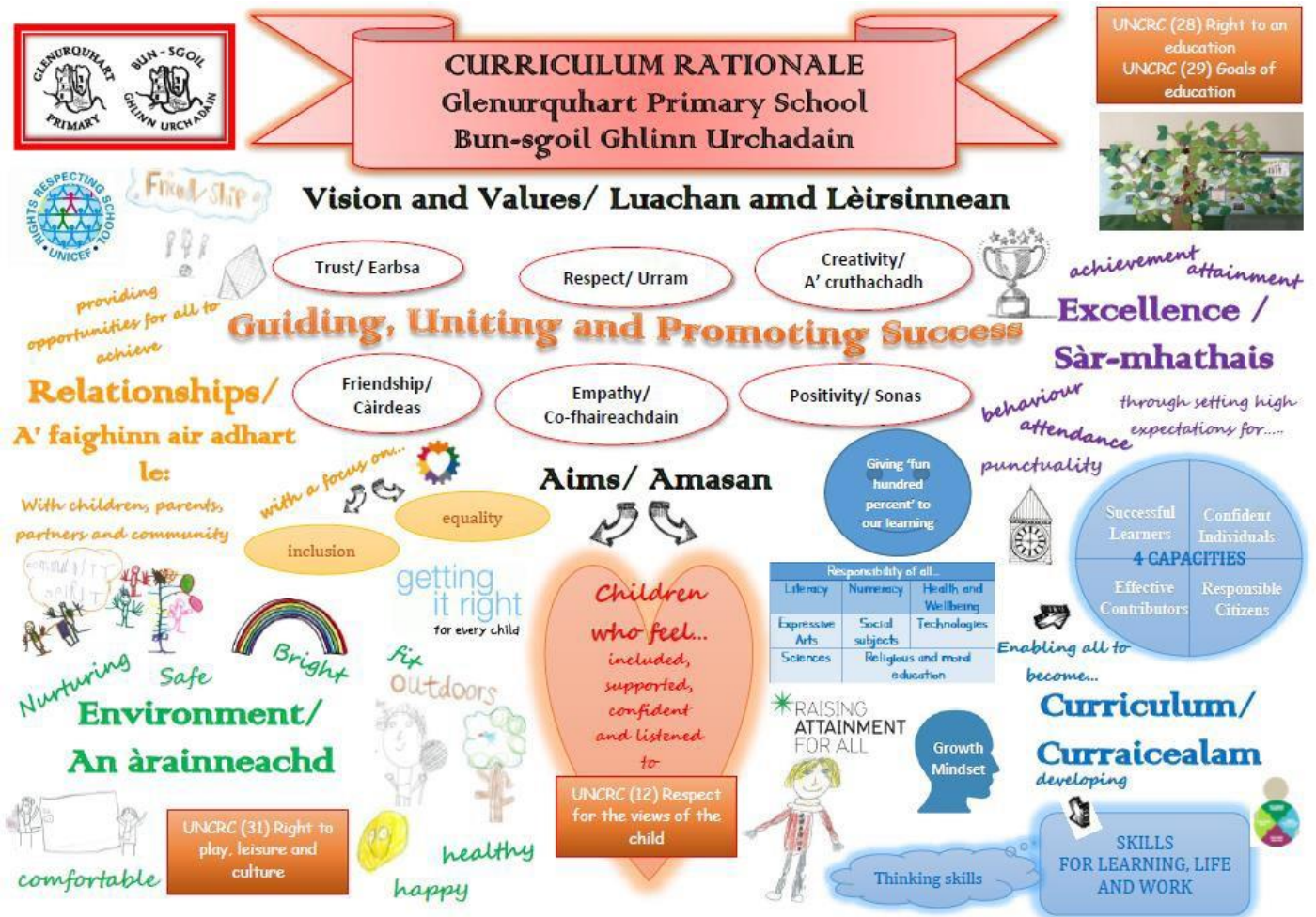
'The Convention applies to everyone; whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.'



'One child, one teacher, one book, one pen can change the world.' Malala Yousafzai

CURRICULUM/ CURRAICEALAM

Our school curriculum is detailed in Our Curriculum Rationale – <http://www.glenurquhartprimary.org.uk/our-school/curriculum/>



Most parents will by now, be familiar with the term **A Curriculum for Excellence**. More detailed information on this can be found at <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence> and https://www.highland.gov.uk/info/878/schools/17/school_curriculum

The values and principles are based on enabling all our children to become:

- Successful Learners*
- Confident Individuals*
- Effective Contributors*
- Responsible Citizens*

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

Education Scotland

The Curriculum for Excellence recognises the need for children to access a broader range of achievements, as well as striving for high attainment.

In line with all Scottish primary schools, the school curriculum is split into eight main areas which are –

- Languages
- Mathematics
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Health and Well Being
- Technologies
- Sciences

The school offers a broad and general curriculum in line with A Curriculum for Excellence. There are differences in age, maturity, ability and personality of children in each class. Effective teaching and classroom organisation is flexible and varied to extend the abilities of all pupils.

UNCRC Article 29 Goals of Education *‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights as well as respect for their parents, their own and other cultures and the environment.’*

LANGUAGES/ CÀNANAN



'Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.' 'Principles and Practices Paper: Literacy and English'

This covers the teaching of **listening, talking, reading and writing**. As pupils progress through primary school and their skill in reading develops, they will be guided to read to learn and so extend their knowledge in other subjects. It is important that from the start,

children are supported to listen - to the teacher and to each other - and much time will be spent on listening and talking, so that written work alone is not a reflection of the amount of time spent on language activities. It is vital that pupils can express themselves well and communicate with others.

Many forms of writing are tackled in meaningful situations - writing letters, reports, taking notes to share information with the class, expressing personal opinions. At times, this is linked to other areas of the curriculum, e.g. Religious and Moral Education and Social Studies.

Children will be encouraged to produce work showing due care for spelling, punctuation and handwriting as appropriate to their age and stage of development.

Programmes of Work are planned to incorporate Literacy into the term's theme and take account of the Curriculum for Excellence experiences and outcomes.

MODERN FOREIGN LANGUAGES/ CÀNAIN CÈIN

Learning other language enables children and young people to make connections with different people and their cultures and develop as global citizens. In line with the Government's 1+2 Languages initiative, all teachers in Glenurquhart Primary will teach French as a second language to all pupils from Primary 1, so they have gained in confidence in the subject before going to the High School. From Primary 5 onwards, the teachers also work together to offer Gaelic as the 3rd language. For those in Gaelic Medium Education, the 3rd language becomes French, which is also offered to them from Primary 5.

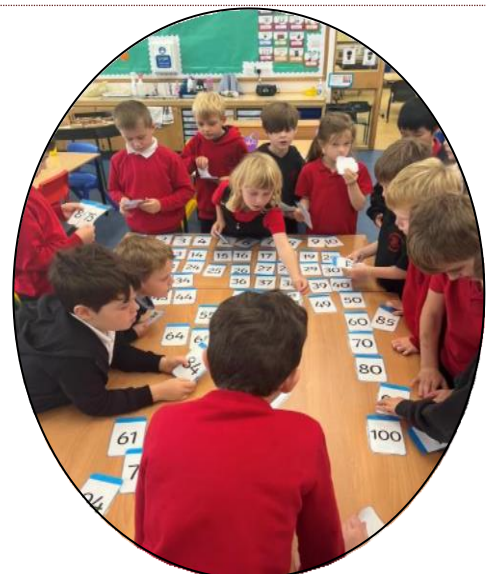


NUMERACY AND MATHEMATICS/ ÀIREAMHACHD AGUS MATAMATAIG

From the early stages, this covers many areas including work on shape and measure - time, length, weight, volume and area, information handling, e.g. graphs and surveys and problem solving and enquiry.

Account has been taken of the Curriculum for Excellence outcomes and experiences in planning for this wide range of activities. It is important that children see the practical uses of the mathematical ideas they meet in the classroom. Many 'maths' experiences are taught in an active way, which is meaningful to children. Their skills are enhanced by their usage in practical situations e.g. going 'shopping' and weighing goods.

New topics are introduced using materials which the children can handle before reaching the more abstract stage of recording on paper. Calculators are used to check work and improve handling of large numbers in the later primary years.



SOCIAL STUDIES/ EÒLAS SÒISEALTA

During the school year, each class undertakes a variety of inter disciplinary topics where experiences and outcomes are chosen from within and across various curricular areas. These are planned with the children and take into account pupil choice, interest and relevance to our society or the local environment.

Social Studies begins with the child, their interests and immediate surroundings and extends to the wider world as they mature. Often a study can include aspects of English, Mathematics, Music and Art incorporated into the topic rather than taught in isolation.

Early years topics may include – Shops, Children in History, Fairyland, while topics with older classes could be wider ranging, e.g. A study of part of the local area, - farming, tourism etc. or a study of people in the past, eg. The Jacobites, Victorians or World War 2.

Themes have been selected to balance subject areas and concepts, with skills identified as appropriate to the different stages and developed throughout the topic. These include cross cutting themes of sustainability, enterprise, creativity and citizenship, including global citizenship and Scottish heritage and culture which are used to provide rich contexts for learning.

EXPRESSIVE ARTS/ EALAIN LÈIR SINNEACH

This covers children's work in Art and Design, Music, Dance and Drama. Pupils are encouraged to express their individuality and enhance their creative talents. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. The emphasis is on a pleasurable experience which might be developed in later years and on communicating with others in an informal setting.

Music involves pupils in singing, music making and listening to music. Violin/cello, brass and chanter instruction is offered in P4 or P5 and is intended to carry on into secondary school. Music tuition is supplemented by Feis Rois and Kodaly instructors. Aspects of art, music and dance are taught by class teachers and where possible, linked with class topics and interests.



UNCRC Article 31 Leisure, play and cultures *'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'*

RELIGIOUS AND MORAL EDUCATION/ FOGHLAM CREIDEIMH AGUS MORALTA

Each class has regular teaching which involves the study of all world religions. This will include values, key figures, places of worship, major festivals and traditions or customs. Children will be encouraged to think

about their own beliefs and values to express reasoned views and opinions. We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

A school chaplain takes occasional assemblies. At other times the Head Teacher, visitors to school as well as classes and individual children take assembly. Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness and courtesy. Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children on written notification to the Head Teacher and separate arrangements can be agreed.



UNCRC Article 14 Freedom of thought, belief and religion

'Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.'

HEALTH AND WELLBEING/ SLÀINTE IS SUNND

Schools have responsibilities to help each child develop personally and socially. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We aim to enable the children to have a positive regard for the needs of self and others, develop skills to enable them to participate effectively and safely in society, and take increasing responsibility for their own lives. We try to develop a high self-esteem in each child by consistently praising their efforts and achievements.

Experiences and outcomes within Health and Wellbeing look at the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood





The school takes pride in being represented at various sporting events and competitions. All pupils have 2 hours a week of physical activity provided by class teachers and visiting teachers. It is essential that pupils are provided with shorts and indoor shoes for gym. The Active Schools Co-ordinator, visiting teachers, staff and parents organise further after-school opportunities.

Parents are informed through letters and the class teacher's newsletter about plans for teaching sensitive aspects of learning such as, relationships, sexual health, parenthood and drugs awareness.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#).

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from the Head 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 young persons over the age of 12 can ask for support themselves.



TECHNOLOGIES/ TEICNEÒLASAN

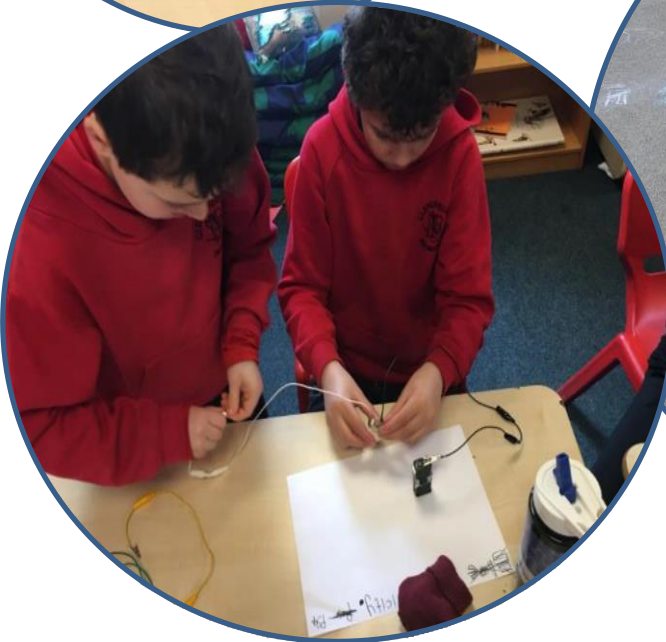
The technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

The use of ICT is integrated into all areas of the curriculum as well as, being taught separately when appropriate. An example of this is when a child is using the internet to research a given topic and at the same time as finding the information necessary to understand this topic, they also develop internet researching skills. The school has an excellent allocation of ICT resources including Cleverboards and an iPad in each classroom. All P6 and P7 pupils are allocated their own Chromebooks. There are Chromebooks in all primary classrooms.



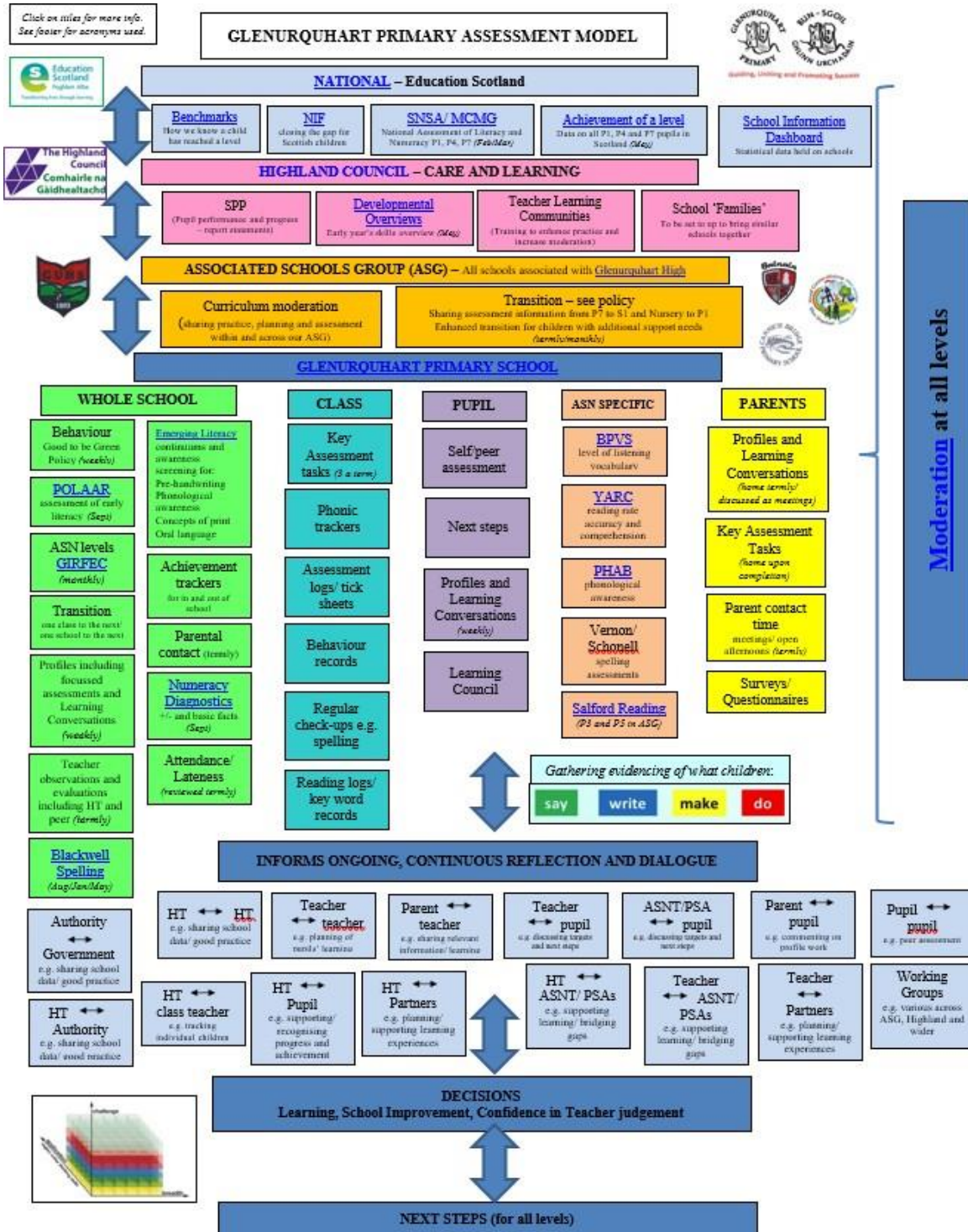
SCIENCES/ SAIDHEANSAN

Through science, children and young people develop their interest in, and understanding of living things, materials and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creative and enterprising adults. Children are encouraged to investigate their environment by observing, investigating, exploring and recording. Mrs Mann visits us each week to support learning in this subject area.



ASSESSMENT AND REPORTING/ MEASADH AGUS AITHRIS

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching processes and in raising attainment. An overview of our assessment approaches can be found in our 'Assessment Model' available in our Curriculum Rationale [here](#).



Where are children in their learning? What decisions are we making for our learners? What are the next steps?

Acronyms used:

- SSLN – Scottish Survey of Literacy and Numeracy
- PSA – Pupil Support Assistant
- NIF – National Improvement Framework
- SPP – Summary of Personal Progress
- ASG – Associated Schools Group
- POLAAR – Primary One Literacy Assessment and Action Resource
- SNSA – Scottish National Standardised Assessment (English)

- ASN – Additional Support Needs
- ASNT – Additional Support Needs Teacher
- GIRFEC – Getting it Right for Every Child
- BPVS – British Picture Vocabulary Scale
- YARC – York Assessment of Reading Comprehension
- PHAB – Phonological Assessment Battery
- MCMG – ~~MANAGAR COLLEGE MCMG GROUP~~ (Gaelic National Assessment)

Updated Feb 2020

Teachers engage children in all aspects of the assessment process. They 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's next steps. More information on assessment and qualification can be accessed here – Education Scotland – [Assessment and Qualifications](#).

Assessment is carried out in a variety of ways:

1. In partnership with pupils on a day to day basis, using observations of and dialogue with pupils to assess what they say, make, write and do and considering how they answer questions. Children are given personalisation and choice in deciding how they show what they have learnt and are involved in planning their next steps in learning.
2. Periodically, class and group assessments are used to check more precisely how well pupils are coping with the work provided. In this way teachers can evaluate progress and ensure necessary action is taken if increased support or challenge is required.
3. Scottish National Standardised Assessments (SNSA) – This is an online diagnostic assessment tool which all Primary 1, 4 and 7 pupils in Highland Council complete. It gives useful information about individual learners in literacy and numeracy. It is used, alongside the other forms of assessment, to identify pupils' strengths and areas for improvement.

Assessment information is particularly important at transition points when children move from home to nursery, nursery to primary and primary to secondary. Information about a child's progress and achievements will be passed on to ensure progression. For children with additional needs we ensure that these discussions and sharing of information are started as early as possible to ensure a successful transition.

Parents will receive regular feedback on their son or daughter's progress throughout the session within the profiling process. This will be in line with the expectations of progression through curriculum levels in relation to Curriculum for Excellence as shown below:

Curriculum level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior Phase	S4 TO S6, and college or other means of study

An annual pupil report is provided at the end of each academic year and parents are informed of progress at our parent-teacher meetings, open afternoons, information evenings and through pupil profiles which are sent home termly.

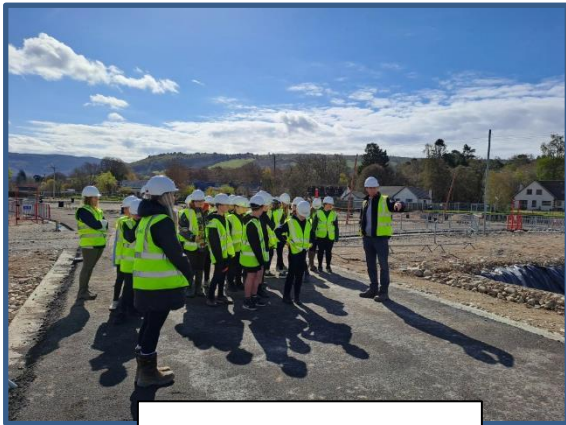
Pupils will reflect on their progress, achievement and best work throughout their learning and set goals and next steps for themselves. These forms of self-assessment aim to give the pupils self-awareness of what they can do well and what they need to do next in their learning. This is recorded in the pupil's personal learning profiles which are sent home for parental input and viewing at the end of each term.

Parents wishing to discuss their pupil's progress at any points in the year are invited to get in touch with their child's class teacher or the Head Teacher.

Further information can be found on the Education Scotland website:

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

SKILLS FOR LEARNING, LIFE AND WORK/ SGILEAN AIRSON IONNSACHADH, BEATHA AGUS OBAIR



Skills for Work May '23

Through delivery of the above curricular areas pupils will develop a range of **skills for learning, life and work**. Pupils will constantly reflect on this skills development as part of their on-going reflection about learning and in making links with their learning and the world of work. See our skills poster in our Curriculum Rationale for greater detail.

More information can be found at: <http://www.skillsdevelopmentscotland.co.uk/> and parents can spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/>



FAMILY LEARNING (HOMEWORK)/ IONNSACHADH TEAGHLACH (OBAIR-DACHAIGH)

In session 2019/20 we adopted a move away from set homework with a focus toward Family Learning. This was led by recent work producing maths packs for the school and workshops around this which were received very positively. Furthermore, recent articles related to the stress homework can cause and research has shown that the benefits of set homework for Primary school children are limited. Parental engagement and family learning have been shown to have much better impacts.

At each stage, pupils will be encouraged to continue their learning at home through various means. Parents can help by talking with your child about their day, their learning and homework, reading with their child, discussing the passage, providing materials to support homework, playing games shown in school and checking spellings and tables. To support parents, we set up a website with various home learning opportunities;- <https://sites.google.com/glenurquharthigh.org.uk/familylearninggups2324/home> Following consultation in session 2022-23, family learning activities will be included in termly newsletters. Furthermore, the school provides each family with a maths learning resource pack containing ideas and resources and STEM packs with various investigations, experiments, games and activities go home to each stage and one point throughout the year.

To support this, the school also offers open sessions and workshops termly where we demonstrate learning approaches and support parents to share experiences with their children.

SCHOOL SELF-EVALUATION/ FÈIN-MHEASADH NA SGOILE

Glenurquhart Primary has a Standards and Quality Report and School Improvement Plan which details the school's self-evaluation and outlines our plans for improvement areas. A copy of this can be requested from the school office or found on the school website.

<http://www.glenurquhartprimary.org.uk/our-school/improvement-plan/>

This year, our school improvement priorities focus on the following areas;

1. Raising Writing Attainment (Year 2 ~ Incorporating Handwriting)
2. Listening and Talking (Year 2 ~ Associated Schools Group)
3. Approaches to Learning through Play (Year 2 ~ Associated Schools Group and Northern Alliance)

Detailed action plans for these can be found within the document online.

The school's performance at local and national level can be obtained from Schools Information Dashboard through Parentzone: <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Our recent school inspection report can be found at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2768>

or to look at other Education Scotland reports

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

We work together with our whole school community to gather views, identify targets and evaluate impact against these.

PARENTS AND CARERS/ PÀRANTAN AGUS LUCHD-CÙRAIM

We highly value the work we do with parents to ensure a close partnership with home. There are a number of ways that parents can be involved in the school:-

- **Supporting Learning** – We aim to fully involve parents in their child's education and provide regular opportunities for parents to be involved in evaluating our school provision and leading it forward. We also aim to guide parents to help them support their child's learning across the stages. 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 through the family learning opportunities and encouraging responsibility are examples of this. We involve parents fully through our profiling processes which include sharing learning targets, progress, assessments and achievements.
- **Home/School Partnership** – We believe that much of the strength of the school lies in the positive relationships between staff, pupils and parents. These relationships must be nurtured by a healthy exchange of information. The school works hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes parents' evenings, opportunities to see the work in class, curriculum workshops, information on the class blogs and open forums. We also have pupil led profiles which detail targets the children are working towards and their progress in meeting them. We always welcome parental interest in the welfare of our pupils and you can be assured of our understanding and support if any issues arise.

- Parental Representation** – Parent Council is a group of parents elected to represent all parents of children in the school – the Parent Forum. Parent Council Meetings are open to all parents and are held in the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting our Parent Council Chairperson on Glenurquhart.Primary@HighlandPC.co.uk Minutes of meetings are taken and are available to all parents both on the school website and emailed out to parents. <http://www.glenurquhartprimary.org.uk/for-parents/parent-council/> The aim of the Parent Council is to further enhance the education of children in school, and help build a stronger relationship between the school and community. The Parent Council also raise funds through a number of events held over the course of the year which benefit all the children in school. The Parent Council has an account for funds, which is held by the Treasurer. There is also a School fund account, which is held by the Head Teacher. Accounts are prepared and audited annually.

The school is aware of and appreciates the tremendous resource we have in our parents. If you have a special area of knowledge, skill and/or expertise, which would benefit the children, please don't be shy. If you enjoy baking, play a musical instrument or are keen on singing we would love to know. Perhaps you have a gift for storytelling, which could be shared or would just like to be an extra pair of hands (always invaluable).



Parents can also contribute to the success of the school through volunteering at various activities including helping with our citizenship groups, helping at outings/visits, helping in classes or for various curricular areas or organising and supporting fundraising and social events for the school and pupils.

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

Parentline is Scotland's free helpline, email and web-chat service for anyone caring for or concerned about a child.

Parents can access this resource through:

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

Call free: 08000 28 22 33

Email: parentlinescotland@children1st.org.uk

Text-chat: 07860 022844 (standard network charges apply)

Opening Times: Mon-Fri 9am-9pm

Parental feedback is sought regularly throughout the school year including through questionnaires, parent forums, meetings, workshops and open sessions. We are continually aiming to evaluate and improve the provision our school has and in doing so, actively seek and value the opinions of parents.

COMMUNICATION/ CONALTRADH

At Glenurquhart Primary School we strive to share information with parents and work in partnership with them. To facilitate this we operate an open door policy where by parents can, when possible, speak with a member of staff at the start/end of the school day or make an appointment to do so. We will endeavour to be responsive to any request within 24 hours but certainly within 5 days of issue being raised.

We also have **parents' meetings** twice a year (*normally September and March*) and regular informal times for parents to meet with their child's teacher e.g. **open mornings/workshops** (*normally November and May.*) As part of these we present our ongoing improvement work in the hall and gather parental thoughts and opinions. These are also gathered using **questionnaires** and **surveys**.

An information **newsletter** is issued at the end of each month to all parents. This contains features about the life of the school and includes information about important dates and events as well as on-going school improvement. As we work towards being an Eco School, many of our parents choose to have this emailed to them to save paper. Please also regularly check your child's **schoolbag** for any further correspondence. The school **website** is also regularly updated with information and the newsletter is put on the website. We have a **News** blog as part of this, featuring most up to date information. Each of the classes also has their own **blog** which are updated at least weekly. Parents are encouraged to follow these to keep up to date with what is happening in their child's class.

The school's **Improvement Plan and Standards and Quality Report** are published on the school website detailing the school's self-evaluation and improvement targets. A paper copy of these documents can be obtained from the school office on request.

Regular events happen throughout the year which parents are invited in to support. Each class has **open morning/afternoons** to allow parents to see the work and progress their children are making. Class teachers also issue a **termly letter** that explains the main learning and teaching planned for the forthcoming term and opportunities for parental involvement with this.

We also communicate through **curriculum evenings** to demonstrate specific aspects of the curriculum.

Each term the Head Teacher has an **open forum** for parents to come in and meet with the Head Teacher and other parents informally, ask questions and give feedback.



Basketball winners May/June 23

Tulloch Cup June '23



Flag Football June '23



Inter-school sports
May '23



THE SCHOOL AND THE COMMUNITY/ AN SGOIL AGUS A 'CHOIMHEARSNACHD

Details of our partnership with our community and others which supports pupils' learning and achievement and promotes them to become responsible citizens can be found in more detail in our [Curriculum Rationale](#).



AFTER SCHOOL ACTIVITIES/ CUR-SEACHADAN ÀS DÈIDH NA SGOILE

Parents and members of the community lead a number of after school leisure activities. They organise Football, Shinty, Brownies, Guides, Athletics Training, Karate and Rugby as well as after school or Saturday activities. School staff have provided after school chess and coding clubs also. The Active Schools Co-ordinator arranges a variety of activities for all ages. These include badminton, karate, basketball, mountain biking and dance.

G.O.O.S.C

Glenurquhart Out of School Care offers wrap around care for children up to the day before their 14th birthday. This includes Breakfast Club, day-care, Out of School Club and Holiday Club. More information can be found at: <http://www.glenurquhartchildcarecentre.com/>



COMMUNITY LIBRARY AND CRAIGMONIE THEATRE/ LEABHAR-LANN AGUS TAIGH-CLUICHE

Pupils visit the High School Community library every fortnight and can also access the internet for further study after school. In summer term, the Highland Children's Book Group mounts a display of reading materials from which parents and pupils can choose and the children are encouraged to take part in various reading events.

We are also invited to events held throughout the year within the Craigmonie Theatre at the High School. These have included theatre and music group workshops and productions.

MINISTER/ MINISTEAR

Rev. Dr. Varwell is our current school chaplain. He is involved in some school assemblies and hosts our Christmas Carol Service.

EMERGENCY SERVICES/ SEIRBHEISEAN ÈIGINN

The local emergency services are a much-valued part of our school community. Local community police officers, local firefighters from SFRS, ambulance staff and nurses from the school nursing service visit for various purposes throughout the year.

BUSINESSES/ GNÌOMHACHASAN

The school has established great links with local businesses including the Scotmid shop, cafes, hotels, wind farms ~ Siorbheas, local riding centre ~ Borlum farm and farms. We also visit the various tourist centres including cruise companies, Urquhart Castle and Loch Ness Monster Exhibitions. This makes learning experiences relevant for the children and supports them to develop skills for life and work.

FORESTRY/ COILLTEARACHD

The school makes regular use of Craigmonie and Balmacaan Woodland, often supported by Woodland Trust staff and volunteers or a Forestry Land Scotland Ranger. The SSPCA visit the school annually to provide workshops on various topics for the children.



Queen's Green Canopy Coins presentation August '22



WIDER PARTNERS AND AWARDS/ COM- PÀIRTICHEAN AGUS DUaisean

Over the last few years, children in Glenurquhart Primary have worked with various partners to achieve a variety of awards. These have included John Muir accreditation, Crest Science Awards, Fairtrade Award, RSPB Bronze Wild Challenge, Woodland Trust Silver, Fair Achiever Gold Rights Respecting Award, Online Safety and Eco Flag Award. We continue to work towards the next steps in these as well as new forms of accreditation, utilising our links with partners and promoting success and achievement with the children.



COMPLAINTS AND REQUESTS FOR SERVICE/ GEARANAN

If a parent has any concerns they should contact their child's class teacher in the first instance, or the Head Teacher for more serious issues.

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:

Fiona Shearer,
Area Education and Learning Manager,
The Highland Council Headquarters,
Glenurquhart Road,
Inverness,
IV3 5NX
Telephone: 01463 702000

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

public.transport@highland.gov.uk

FINALLY/ MU DHEIREADH.....

We have tried to include all the relevant information within this handbook and we hope all your questions have been answered. However, if you have any further concerns or queries please feel free to telephone or drop in for a chat. Any suggestions or comments on our handbook would be warmly received. We look forward to welcoming you and your child/children to Glenurquhart Primary.

Whilst the information in this handbook is considered to be true and correct at the date of publication (December 2023) changes in circumstances after the time of publication may impact on the accuracy of the information.

APPENDIX 1

Access to Pupil Records

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

Data Protection Legislation

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

Transferring Educational data about pupils

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

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

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

Data policy

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

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

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

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

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

Why do we need your data?

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

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

Your data protection rights

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

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:

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

<https://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.