

Spean Bridge Primary School



School Handbook 2024-25



Head Teacher's Welcome

Dear Families,

Welcome to our school community! We are delighted that you have chosen to enrol your child in Spean Bridge Primary School, and we very much look forward to welcoming you to our school. We are very proud of our school and nursery; we have a modern building with access to extensive outdoor spaces for learning, playing, and having fun.

We aim to provide a safe, kind, respectful and fun environment where pupils develop resilience for life and a love of learning. Spean Bridge Primary School is a vibrant and nurturing environment where your child can fulfil their potential to become confident individuals, effective contributors, responsible citizens, and successful learners.

This handbook has been written in consultation with pupils, staff, and parents to provide you with some details and information which should be helpful to you as your child joins Spean Bridge Primary. We ensure that parents/carers are always made to feel welcome and listened to. If you have any queries which this handbook doesn't cover, please get in touch.

Kindest Regards,

Liz Doyle, Head Teacher

General School Information

Contact Details	Spean Bridge Primary School West Tirindrish Spean Bridge PH34 4EU Telephone: 01397 712914 Email: speanbridge.primary@highland.gov.uk Website: https://sites.google.com/highlandschools.net/speanbridge/home
We provide non-denominational education for children aged 3 to 12 years old.	
School Hours	Monday to Friday, 9am - 3.15pm (2.45pm for Primary 1 to 3 pupils)
Nursery Hours	Monday to Friday, 9am - 3pm
School Roll	87
Nursery Roll	21
Associated High School	Lochaber High School, Camaghael, Fort William

School Staff

Correct December 2023

Ms Liz Doyle - Head Teacher, Monday - Friday	Mrs Heather Thomson - Principal Teacher and P6/7 Teacher, Monday - Friday
Mrs Hannah Bamber - P4/5/6 Teacher, Monday - Thursday	Miss Alison Munro - P3/4 Teacher, Monday - Friday
Mrs Gemma Cameron - P1/2 Teacher, Monday & Tuesday	Mrs Jasmine Adams - P1/2 Teacher, Thursday & Friday
Ms Anne MacLean - P6/7 Principal Teacher cover, Mondays	Mrs Elizabeth Weld-Moore - Additional Support, Teacher's Planning Cover and P4/5/6 Teacher, Wednesday - Friday
Mrs Jennie Abell: ASN Teacher, Thursdays	Mrs Gail Craig – Pupil Support Assistant
Mrs Ruth Fitzsimons – Pupil Support Assistant	Mrs Emma Sessions – Pupil Support Assistant
Mrs Charlene Ferguson – Pupil Support Assistant	Ms Sophie Jacobs - Pupil Support Assistant
Mrs Sheila Latto - Early Years Practitioner	Mrs Laura Stewart – Early Years Practitioner
Mrs Sam MacDonald - Early Years Practitioner	Mrs Lorna Weir – Clerical Assistant
Mr M. Reynolds – Brass Tutor	Miss K. Thomson – Woodwind Tutor
Ms Claire Hamilton – Strings Tutor	Ms MacMaster - Chanter and Pipes Tutor
Mrs Rhona Cameron – Catering Assistant	Mrs Catherine MacLeod – Cook
Mr Martin McGuire – Mitie Janitor	Mr R. Weir – Mitie Janitor
Mr Angus MacDonald – Mitie Janitor	

Curriculum Rationale

- ★ For our pupils to have an understanding of the world around us and the importance of the natural world and our importance in it.
- ★ We want our pupils to leave school with the skills they need to continue to learn and contribute to society.
- ★ We want our pupils to leave school with attributes which reflect our school values.
- ★ We want our students to leave school with excellent numeracy and literacy skills, knowledge and understanding which open the doors they need them to, and which reflects their very best.
- ★ We want our students to love learning for the sake of learning, viewing it as interesting, exciting and empowering
- ★ We want our pupils to be able to understand themselves and what makes them unique individuals
- ★ For our pupils be able to communicate and work cooperatively with others

This will be achieved through the embedding of our school values throughout the life of the school, achieved through our **teaching and learning policy**:

Values	All Adults in School Will:	All Learners in School Will:
<i>Kindness</i>	<ul style="list-style-type: none"> ➤ Model kind behaviour ➤ Highlight kindness in action ➤ Treat everyone equitably ➤ Look for the good in all children and adults 	<ul style="list-style-type: none"> ★ Do kind things for others ★ Share resources ★ Be kind to our environment ★ Include others ★ Look out for each other
<i>Respect</i>	<ul style="list-style-type: none"> ➤ Listen to, and value, pupil and parent views ➤ Develop all learners' individuality ➤ Model positive relationships within the school community ➤ Consistently apply the school's behaviour policy 	<ul style="list-style-type: none"> ★ Listen carefully to all adults and other children ★ Have respect for other cultures ★ Respect school and others' property ★ Listen respectfully to other thoughts and opinions ★ Appreciate that we are all unique and this is a strength
<i>Resilience</i>	<ul style="list-style-type: none"> ➤ Challenge learners to be their best ➤ Praise resilience openly ➤ Demonstrate personal resilience ➤ Discuss what went well ➤ Set high expectations ➤ Support learning about growth mindset 	<ul style="list-style-type: none"> ★ Challenge themselves to be their very best ★ Keep trying when things are hard ★ Complete tasks to a high standard ★ Have a growth mindset
<i>Safety</i>	<ul style="list-style-type: none"> ➤ Provide a safe learning environment ➤ Develop an ethos where it is OK to make mistakes and learn from them ➤ Risk assess ➤ Provide an emotionally safe and supportive environment ➤ Promote calm across the school 	<ul style="list-style-type: none"> ★ Take care ★ Assess risks ★ Follow instructions first time ★ Walk indoors ★ Look after each other
<i>Fun</i>	<ul style="list-style-type: none"> ➤ Plan and teach engaging and stimulating lessons ➤ Provide challenging activities ➤ Have a sense of humour ➤ Plan theme days for learning ➤ Take learning outdoors 	<ul style="list-style-type: none"> ★ Give your full attention in lessons and join in ★ Come to school with an enthusiastic attitude to learning ★ Try to make sure everyone is having fun in games

ABOUT SPEAN BRIDGE PRIMARY SCHOOL



Spean Bridge Primary School is a non-denominational local authority school which provides education for children in Primary 1- Primary 7. Our attached Early Learning Centre (ELCC), Spean Bridge Nursery, provides childcare for preschool children from 3 years old.

We are very fortunate to have an active, supportive and hard-working Parent Group.

Our building is situated on the A86 at the eastern end of the Village of Spean Bridge.

The school and ELCC cater for children from Spean Bridge, Roy Bridge, Inverroy, Kilmonivaig, Stronaba, and Achnacarry. Children from outside these areas also attend the school after applying for a placing request via the Area Education Office:

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



We have excellent facilities, equipment and accommodation in our school.

The large, bright and welcoming entrance foyer, holds our school library, and leads to the administrative area, medical room, disabled toilet, boys' and girls' cloakrooms, toilets and showers, gym hall and main teaching area.



Our nursery classroom, with a self-contained, outdoor play area, has a separate entrance.

The main teaching area in the main school building consists of a large central area, we call our **Discovery Zone**. Early and First Level Classes use this area for active learning and play. In the main building, our current classes are Primary 1/2, Primary 3/4 and Primary 4/5/6, along with a learning support and resources base and sensory room.



Two further classrooms are located in an annex building beside the school. Currently these are the Primary 6/7 classroom and an additional learning support base.



The gym hall has been built to satisfy the standards set by Sport Scotland and has staging facilities for assemblies and drama.

The kitchen and dining area are connected to the gym hall by a sliding wall.

The school has a large playground with marked playground games and boxes of play equipment for each class. There is a playground supervisor at break and lunchtime who organises playground games with the pupil helpers. The school has a large sports field with a poly tunnel, outdoor classroom and other outdoor play equipment.



There are experienced and committed staff members allocated to each class and additional expertise is provided by visiting part-time staff to assist with music and support for learning. There are also opportunities for pupils to take tuition in woodwind, chanter/pipes, brass and strings instruments.

Class organisation

At present we have four primary classes, P1/2, P3/4, P4/5/6 and P6/7 with numbers varying between 17-25 pupils.

All classes are composite classes, with some split year groups. The school has many years of experience managing this system, to ensure the needs of all the pupils are met to the very best of our ability.

Nursery



We have a nursery within the school which opens from 9am - 3pm offering a flexible approach for parents. Nursery is open to all 3 and 4 year old children in our catchment. Flexibility also offers parents the opportunity to purchase extra hours (where availability allows) for their child at a cost of £4.30 per hour.

A separate [nursery handbook](#) is available, giving further information.

Enrolment

Information is published in the school, local shops and in the local press when enrolments for nursery and Primary 1 are taking place.

The latest information about enrolment will be shared on Class Dojo, as well as on the Highland Council website:

Nursery:

https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare

Primary 1: <https://www.highland.gov.uk/enrol>

If you wish to enrol your child at any other time please contact the school to arrange an appointment. If you would like to visit the school prior to enrolment, we would be delighted to show you around and give you the opportunity to meet the staff and pupils. Please contact the school to make arrangements.

School Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to the Area Education and Learning Manager, Ms Mhairi MacDonald. Placing request applications are made online at: https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

If pupils live outside the school catchment area and their parents wish them to attend Spean Bridge Primary School they can contact 01397 712914 to arrange a visit.

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

Secondary Education

Pupils from Spean Bridge usually transfer from P7 to [Lochaber High School](#), Fort William. The Head Teacher is Mr Scott Steele. An extensive transition programme takes place for pupils throughout Primary 7 in order to prepare them for this huge life change.

School Transport

If you live in the school catchment area and if your child is under 8 years of age and lives more than two miles from the school, or if your child is over 8 and lives more than 3 miles from the school, then free transport will be provided. If you live outside the catchment area you may be able to apply for concessionary travel if there is space on the existing transport. If your child uses school transport, please ensure that you advise the driver or school office if your child is not using the transport service for any reason. This communication is vital and is the parents' responsibility. Only those children who have been authorised to use school transport may do so for insurance purposes.

School Uniform

The school uniform is as follows: royal blue school sweatshirt, grey/black skirt/trousers, white polo shirt/blouse. Our uniform can be ordered online at any time throughout the school year from [Schoolwear Made Easy](#). We also ask that the children come to school suitably dressed for protection against the elements - waterproof jackets and sensible footwear. Pupils should also have a pair of shoes, trainers or slippers for indoor use only. Parents should ensure that all clothing and personal items are clearly labelled with the pupil's name. We have a *Uniform Swap Shop* where families may donate and take used school jumpers for a small donation to the school.

Application for Assistance with Footwear and School Clothing

If you are in receipt of Income Support or Working Families Tax Credit can apply for the above. Forms are available from the school office in strictest confidence. These are also available on The Highland Council website at:

[https://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

PE/Spare Clothing

Shorts, T-shirts and gym shoes/trainers must be worn for P.E. Pupils are discouraged from wearing jewellery to school. If worn, it must be removed for PE. Football tops / logos are not permitted. These should be kept in school in a gym bag during the week.

A number of unclaimed/unnamed items of clothing and personal belongings are handed in throughout the year. We have a lost property box in the school office and each term this box is emptied and any unclaimed clothing donated to a local charity.

Indoor Shoes

Children should bring in plimsolls or indoor shoes for wearing in class if they arrive at school in welly boots or other boots. This preserves our floor coverings and also allows children to be comfortable in class.

School Letters

Letters are shared via the home/school communication App *ClassDojo*, parents are invited to join the app when pupils enrol in school. When letters *are* sent home in the eldest child's school bag a reminder will be posted on the ClassDojo app, and in some instances by email. Please contact the school office and we will add you to our email mailing list.

Attendance and Pupil Absences

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence on the school number, 01397 712914. When returning to school after an absence, the parent or guardian must give a written reason for the time absent either by written note or Class Dojo message.

Permission to leave during the school day: if a pupil needs to leave during the school day for an appointment etc, please inform the school office and/or class teacher either by telephone, Class Dojo message or written note. Where at all possible, medical and dental appointments should be made 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.

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

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have included a link below 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 Headteacher.

A copy of the most recent Highland Council attendance policy can be found on the [school website](#).

Phone Line

There is only one phone line into the school (01397 712914). The office is usually manned from 8:30 am each day by the Head Teacher, the clerical assistant Mrs Lorna Weir and by staff; however you will appreciate that there are times, out with our control, when we are unable to answer a call. In the event that you cannot get through to the school office please leave a voicemail message or contact the relevant member of staff on Class Dojo.

School Website

We have a school website which has recently been refreshed and we work hard to keep this up to date. Here you can find school improvement information, the current school dinner menu, school policies, Parent Group meetings, school news, etc.

<https://sites.google.com/highlandschools.net/speanbridge/home>

Schools Information Service & Adverse Weather

Spean Bridge has 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. You can also use the system to hear general information messages about events at the school.

How to use the service.

- Dial Highland Council's access number - 0800 564 2272
- Now enter your own school's pin number 04 **2320**
- You will now hear the school's name.
- You will now be taken to the MAIN MENU where you will be given 3 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 3 to hear general information messages

The school may use this as an additional way of informing parents about school events.

You can also access the highland school closure website at:

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

Information on school closure due to adverse weather will also be publicised on Nevis Radio.

School Meals

We are very fortunate in having our own school kitchen with excellent kitchen staff, who provide a healthy and varied menu. The menu is available from on the school website and on Class Dojo. A two course meal is offered daily and the standard of food served in the school is high. Special diets - medical, religious, vegetarian and vegan are catered for by the staff – please ask at the school office for details.

The cost of a school meal is £2.30 and this is payable on Mondays in advance to the cook. The money should be in a sealed envelope with the child's name/class/days taking lunch/total amount on the front.

Cheques should be made payable to 'The Highland Council'.



Catherine and Rhona often dress up for our themed lunches!

You may be able to apply for free school meals and assistance with clothing from the authority. Forms are available from the school and on the website in strictest confidence.

All children are supervised by staff during mealtimes.

Children with packed lunches eat with the school meals children in the hall. Packed lunches must be carried in an appropriate container, and for health and safety reasons no glass containers, breakable flasks or cans are permitted in school.

As a Health Promoting School we strongly encourage and promote healthy packed lunches, school lunches and healthy snacks.

Parking

The car park within the school grounds is for staff and visitors to the school. Parents parking in the disabled spaces must display a disabled sticker. The drop off/pick up zone must only be used by parents for that purpose. We strongly discourage parents from parking for any lengths of time in the drop off/pick up zone. School taxis use this area at the start and end of the school day, and it must therefore be kept clear for ease of access. Congestion in this area impacts significantly on the safety of pupils. The playground is also made available for parents to park for larger school events such as concerts and Fun Evenings.

Electronic Toys/Mobile Phones etc.

We request that children not bring these into school as they can be a distraction, and may also get damaged or lost, for which the school cannot accept any responsibility. If a child must have their mobile phone with them in school, the class teacher should be informed of the reason. The phone should be kept in your child's school bag throughout the school day, including break times and set to silent mode.

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 relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Progress checks
- Target Setting
- Information on the school website

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

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress and parental information is also obtained from questionnaires issued.

Our Parent Group is open to all parents of children at the school. Any parent who wishes to raise an issue for the Parent Group, can do so by contacting the Chairperson.

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:

<http://www.educationscotland.gov.uk/parentzone/>



We love to work in partnership with members of our school community, and always welcome parent/family helpers into the school. Being a school helper gives you the chance to work with school staff to develop pupils' skills and knowledge, and to build an active partnership with the school which will benefit your child and others. In the past, we have had parents/family members share skills in art, music, gardening, storytelling, cooking and outdoor learning to name a few!

If you are interested in sharing your skills or simply your time, please get in touch to discuss.

School Assemblies

We have a whole school assembly most weeks, where we gather together to share and celebrate achievements, including house points gained across the week. We learn more about our school values. Occasionally, we are joined by the local minister in attendance to share in collective worship. We also have special assemblies, for example to celebrate Harvest, and also to promote the many charities we support such as Children in Need. We warmly welcome parents at all our assemblies, however please contact the school beforehand as occasionally times/days may need to be changed.

Parents have the right to withdraw their child from religious instruction and observance if they wish and special arrangements will be made for these pupils.

Extra-Curricular Activities and After School Clubs

At Spean Bridge Primary, we offer a number of after school activities and lunch clubs. At present, we have football and netball after school. During lunchtimes, we offer a supported indoor play club for younger pupils and a weekly mental health support group for P6/7 girls on a Thursday lunchtime. If you have any skills you may be able to offer in the form of running an after school or lunchtime club, please do get in touch!

Residential Trip

Primary 7 children have the opportunity to attend a residential trip to participate in a range of outdoor activities and experience being away from home. This helps to develop independence, team work and social skills prior to moving from primary to secondary school. The current Primary 7 pupils enjoyed a hugely successful visit to Loch Insh Outdoor Centre in September, where they took part in activities such as wild swimming, skiing and sailing.



Health and Wellbeing at School

Administration of Medicines

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

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

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

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

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

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

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

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

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

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

Minor injuries

School will only deal with minor cuts and bruises; these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

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

Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. Please contact the school to enable us to inform parents. This will be done confidentially, and personal details will not be disclosed.

For further information see: <http://www.healthscotland.com/uploads/documents/headlice.pdf>

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. Highland Child Protection Committee Inter-agency Protection Guidelines states that Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. We closely follow the guidelines in 'For Highlands Children 4' which is an Integrated Children's Services Plan for children. This structure has provided a sound basis for the development and implementation of 'Getting it Right for Every Child' (GIRFEC). Information on these documents can be found on www.forhighlandchildren.org.

Copies of child protection policy guidelines are available online at

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

All agencies involved in Child Protection regard the welfare of children as paramount and this is our priority.

Promoting Positive Relationships/Anti Bullying Policy

At Spean Bridge School we set out to foster and emphasise the following values in all we do:

Kindness. Respect. Resilience. Safe. Fun.

Our Behaviour Policy enables us, as a partnership with pupils and parents, to fulfil our stated aims by providing an appropriate ethos for a successful educational environment.

We are very fortunate at Spean Bridge Primary School that discipline and behaviour is generally of a high standard. As a partnership with pupils and parents, we work together to develop a caring, considerate environment in which all children are entitled to learn effectively. As self-discipline is at the heart of effective learning, pupils at Spean Bridge Primary are encouraged to be responsible for their own behaviour and actions. The responsibility for pupil's pastoral care and behaviour lies mainly with the Class Teacher in conjunction with the Head Teacher. This responsibility is also shared with Pupil Support Assistants, Early Years Practitioners, and all support staff. Parents are actively encouraged to share responsibility for the behaviour of their child. They can contact the Class Teacher or Senior Management, just as school will contact them in the same circumstances.

Please click [here](#) to see our full Promoting Positive Relationships/Anti Bullying Policy.

Parent Group

Each parent/carer of children in the school is automatically a member of the Parent Forum. Representatives from the Forum then volunteer to serve on the Parent Group Committee supporting the school, and actively encouraging all parents to work in partnership with the school to enhance the pupils' learning and educational experiences.

We always welcome new members and if you are interested or have views you wish to express about educational issues, please email the parent council: speanbridge.primary@highlandpc.co.uk

Additional Support Needs (ASN)

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. The named person in primary school is usually the Head Teacher.

We are extremely fortunate to have an experienced team of Pupil Support Assistants (PSAs) working across the classes alongside our Support for Learning Teacher. Our support for learning team supports all pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas of curriculum. The support for learning teacher also assists the class teachers with materials/resources for use in the classroom, and administers pupil assessments as appropriate.

Where a child has specific needs, the most appropriate help is given through negotiation and consultation between Head Teacher, class teacher, support for learning staff, parents, and where appropriate, pupils. We hold interagency meetings with school nursing/social workers and other support specialists when required.

If a child's needs are such that further guidance is necessary, then it may be necessary to refer the child to specialists such as the educational psychologist, speech therapist, occupational therapists and outreach workers. Their expertise lies in assessing how the child is learning and where difficulties lie. With any learning difficulty parents/carers are fully involved at every step.

If you have a concern about your child, please contact your child's class teacher in the first instance or the 'named person'. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

Prior arrangements are made to support pupils with additional support needs to ensure successful transition to secondary school. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

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

Further useful information can be found at:

<https://www.thrivingfamilies.org.uk/>
<https://www.thepineshighland.com/>

We closely adhere to the information specified by the Education (Additional Support for Learning) Scotland Act 2009 which replaces the 2004 Act.

The Curriculum

In Scotland, the Curriculum for Excellence is arranged in progression 'straight through' – from nursery to 18. There are six curricular **levels**:

Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1 to S3
Senior Phase	S4 to S6

There are eight **curricular areas**:

Sciences, Languages (including English and Gaelic), Mathematics, Expressive Arts, Social Studies, Technologies, Health and Wellbeing, Religious and Moral Education. For each curricular area, within each curricular level, there are **Experiences and Outcomes**. These describe young people's learning from a pupil perspective and take the form of 'I can . . .' or 'I am able to . . .' statements.

Learning and assessment takes place in school and out in the community.

Examples of Experience and Outcome from Sciences:

Early Level (Pre-school to P1): 'I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.'

Fourth Level(S1 to S3): 'Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for fertiliser, taking account of its environmental impact.'

Why do we assess pupils?

To make sure that learners are being challenged and are progressing, it is important to check on development at key points.

Assessment enables schools and teachers to:

- plan suitable next steps for learning
- support learning effectively
- track progress
- recognise and celebrate achievement.

Assessment takes place continuously throughout learning. Some **online testing** also takes place. It gives teachers extra information about abilities in reading and mathematics to match against what they know from ongoing everyday assessment. This helps to build up a 'whole picture' of the young person and what he or she can do.

How do we go about assessment?

- Teachers and other professionals assess work
- All learners assess their own work
- Often, learners assess the work of their friends.
- Often, parents and carers are asked for their comments.

Learning intentions and success criteria are discussed and agreed with learners. This means that learners have a very good idea of what they need to do to succeed. They then discuss how they performed against these success criteria. They set next steps in learning and targets set for the future. Through this discussion of what success will look like, learners gain **self-awareness, confidence** and a sense of **ownership** of their learning. They take more **responsibility** for what they do.



What does assessment look like?

It is no longer just about 'tests' using pen and paper. Assessment is based on a variety of sources of evidence. These sources are chosen to best reflect the learning that has taken place. For example:

- a learner may have some written evidence WRITE
- a learner may make a model MAKE
- a learner may have given a verbal presentation SAY
- a learner may have completed an experiment DO

What evidence of progress will we see as parents and carers?

Much assessment involves the learner and teacher in discussing what is the best evidence of progress at a particular point. It is important that the learner is engaged in gathering this evidence. This helps to develop a sense of ownership and responsibility. Work is gathered, recorded and saved as a Pupil Learning Profile, either in a folder or online using a Google Site. Within this profile we might share:

- High Quality Assessments (formerly known as Key Assessment Tasks or KATs)
- written work – reports, stories, letters, instructions . . .
- presentations – power-point, notes . . .
- photographs and DVDs
- drawings, diagrams, sketches, plans . . .

This summarises progress and is produced and updated by the learner and teachers. It includes a snapshot of a learner's best achievements at a given point of time. The Pupil Learning Profile contains:

- information on progress across curricular areas
- information on progress in literacy, numeracy and health and wellbeing
- a learner's statement outlining best achievements in and out of school
- a record of awards and qualifications.

Learner's Statement Evaluation

'I felt very proud when I put examples of my work in my Profile and described my best achievements in my Learner's Statement. It was the first time I had mentioned my martial arts awards in school. My dad was also proud.' P7 pupil

How is progress reported to parents and carers?

Pupil Learning Profiles Report will be sent home for you to read and discuss with your child periodically throughout the year. Toward the end of each session, a summative written report will be sent home to parents stating your child's curriculum level for reading, writing and maths, as well as overall comments written by the class teacher(s).

We offer face-to-face parents evening appointments, twice per year. However, we strongly encourage parents to contact the class teacher for an appointment at any other time if they have concerns about their child's education or well-being, or to clarify any other issue. We greatly value our strong partnership with parents.

Mathematics and Numeracy

The Mathematics curriculum can be defined in the following 14 areas:

- Estimation & Rounding
- Number & Number Processes
- Multiples, Factors & Primes
- Fractions, Decimals and Percentages
- Money
- Time
- Measure
- Mathematics – Its Impact on the World, Past, Present and Future
- Patterns & Relationships
- Expressions & Equations,
- Properties of 2D Shapes & 3D Objects
- Angles, Symmetry & Transformation,
- Data & Analysis,
- Ideas of Chance & Uncertainty

Mathematical activities in this school are to develop knowledge, understanding and skills in these areas. In Spean Bridge we use a Singapore Maths based approach supported by the Maths No Problem scheme of work.

Languages and Literacy

The Languages curriculum consists of Literacy and English, and Modern Languages (French and Gaelic). The four broad areas of Literacy are Listening, Talking, Reading and Writing.

Language activities in this school have the following purposes:

Listening -

- to obtain information and respond appropriately;
- to establish relationships and interact with others;
- to appreciate the feelings of others;
- to reflect upon ideas, experiences and opinions;
- to gain imaginative and aesthetic pleasure.

Talking -

- to convey information;
- to establish relationships and interact with others;
- to express feelings;
- to present, share, clarify and reflect on ideas, experiences and opinions;

Reading -

- to obtain information and respond appropriately;
- to appreciate the feelings of others;
- to reflect upon ideas, experiences and opinions;
- for enjoyment!

Writing -

- to convey information;
- to express feelings;
- to order, clarify, record and reflect on ideas, experiences and opinions;
- for enjoyment!



As language is the principal medium of learning and instrument of thought, and since it is basic and essential to all other areas of the curriculum, we concentrate on teaching and developing these skills. During the primary school years, these skills are taught and developed in a variety of stimulating ways. Children are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and storytelling. Most of our language work, both oral and written stems from project work. Much effort is aimed at helping the pupil to produce good writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc.

To develop handwriting skills and neat presentation of work, we use the Nelson handwriting scheme and also encourage pupils to use Chromebooks for word processing. The computer keyboard is introduced in nursery. We use the Prim-Ed spelling scheme, Nelson grammar and a variety of comprehension and reading resources.

Health and Wellbeing

The Health and Wellbeing curriculum covers the following areas :

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

We have a gym hall which is well equipped with a wide range of PE equipment including large and small apparatus, and we also have a large, grassy outdoor area. Each class has two sessions of physical education per week and often more. The children take part in team games (i.e. volleyball, basketball, football, rounders) dance (modern and social), athletics, gymnastics, swimming and skiing.

Religious Education and Moral Education

Spean Bridge Primary School is a non-denominational school. All of the children meet for a weekly assembly, with the head teacher and sometimes other religious organisations.

The Religious and Moral Education curriculum can be defined in three broad areas:

- Christianity
- Other World Religions
- Development of Beliefs and Values

The aims of Religious and Moral Education are to help pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practises through a process of personal search, discovery and critical evaluation.

Parents who do not wish their children to attend RE lessons should contact the Head Teacher to arrange for exclusion.

Expressive Arts

The Expressive Arts curriculum covers the following areas:-

Art and Design :

Teachers follow a carefully structured approach to learning the key skills of art and design. The programme introduces these skills at a fundamental level in P1, and builds on this knowledge through to P7.



Artwork created by our P6/7 class for a competition in November 2023

Participation in Performances and Presentations through Drama, Dance and Music:

Pupils have many opportunities throughout the primary years to develop their musical and performance skills, both through class lessons and participating in shows, assemblies, etc. Depending on the availability of instruments children also get the opportunity from P3 onwards to learn to play a musical instrument. Instructors in strings, woodwind and brass visit the school on a weekly basis.

The pupils are strongly encouraged to take part in school productions, talent shows and music festivals.

Sciences

The Sciences programme is also mainly taught through class topics and covers the following areas :

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Senior pupils have participated in excellent science workshops delivered by the Newton Room, based in Caol Community Centre.

Social Studies

The Social Studies programme is mainly taught through a class topic and covers the following areas:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Technologies

The Technologies programme covers the following areas :

- Technological Developments in Society
- ICT to Enhance Learning
- Computing Science
- Food and Textiles
- Craft and Design

Digital skills are developed throughout the primary stages as online programmes, apps and search tools are used to enhance learning across the curriculum. All Primary 6 and 7 pupils have access to their own Chromebook for use in school. Pupils also have the opportunity to take their Chromebooks home for learning purposes once they have signed a Chromebook agreement, along with their parents.

The school will be developing their digital culture further by undertaking the Digital Schools Award in the near future.

Multicultural and Anti-Racist Education

The school:

- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect for other people's cultural identity and beliefs;
- aligns itself with the Education Service's "Anti-racist and Multicultural Guidelines for Primary and Nursery Schools"

The school ensures that these values are continually reinforced with the pupils through our assemblies, and as part of the curriculum.

Homework

Research about the positive impact of homework is mixed. We have a measured approach to homework, encouraging children to practise numeracy facts and reading at home, balanced with pursuing other interests and physical activities. This will vary from class to class, depending on the needs or work being covered. All pupils should be reading at home every day, as well as practising basic numeracy skills such as counting, addition, subtraction and multiplication. If you have any questions about homework, or would like to request ideas for supporting your child's learning at home, please contact the class teacher.

School Policies

Some school policies that are particularly relevant for parents are available to view on the school website.

Holiday Dates

Holiday dates and other school information can be found on our school website, the school office, or the Highland Council website at: https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, the Head Teacher, Ms Liz Doyle.

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 Education and Learning Manager:

Ms Mhairi Macdonald Area Education Manager (West) Area Education Office, The Fingal Centre, Viewfield Road, Portree, Isle of Skye IV51 9ES Tel: 01478 613697

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

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 an application to the Headteacher.

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 policy

Information about pupils' education is collected through 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 the 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, the 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 the Scottish Government.

The individual data collected by the 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, the 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>

The 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 the 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 out-with 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:

<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.

Protection of Children

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

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

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

Copies of child protection policy guidelines are available from the Head Teacher or online at:

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

Military Families

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](#).

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.