

MACDIARMID PRIMARY SCHOOL AND NURSERY

SCHOOL HANDBOOK



2024-2025

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WELCOME TO MACDIARMID PRIMARY SCHOOL

Dear Parent/ Carer

A very warm welcome to Macdiarmid Primary School.

This handbook is intended to inform you of our values, aims, organisation and the work we do in school. We hope that you will find this booklet both useful and informative, that it will encourage and enhance your involvement in the partnership between home and school and that you will share our values.

Macdiarmid Primary School is a non-denominational two teacher school within the community of Skeabost. We are a tri-cluster partnership with Knockbreck and Edinbane Primaries. We aim to provide a happy and welcoming atmosphere, in which all children will learn and be able to equip themselves for life outside the school environment.

Macdiarmid School was built in 1893, having originally been situated at Borve. Money was bequeathed by Donald Macdiarmid. His bequest of £1,025 sterling was "to establish an English school for the education of the poor people of my native parish".

The present building was refurbished and extended during session 1999-2000, with the extension having been formally opened by Councillor Andrew Anderson, chairman of Highland Council Education committee, on 22nd June 2000.

The main building comprises two classrooms, one nursery classroom and a G.P. /dining room, which also serves as a P.E. facility; it also has a staffroom, a school office and separate cloakroom areas; these toilet facilities are for the use of all the primary children.

MACDIARMID PRIMARY SCHOOL
CARBOST, SKEABOST BRIDGE, ISLE OF SKYE, IV51 9PD

Tel: 01470 592258

Email: Macdiarmid.primary@highland.gov.uk

Website:

<https://sites.google.com/portreehigh.org.uk/edinbane-Macdiarmid-macdiarmid/home>

School Roll

School: 22 (P1-3: 8, P4-7: 14)

Nursery: 9

STAFFING

Ms Fiona Goss	Head Teacher
Miss R Cameron	Class Teacher P4-7
Miss T Lancaster	Class Teacher P1-3
Miss Jennifer Hardman (maternity leave)	Principal Teacher and Class Teacher for P1-3 (currently on maternity leave)
Miss S Zarod-Hall	Maternity Class Teacher for P1-3
Mrs A MacVicar	Class Contact Reduction (CCR) teacher- Art
Miss M Lockhart	Early Years Practitioner
Mrs K Masson	Early Years Practitioner
Mrs J Morrison	Early Years Practitioner
Ms S MacPhee	Nursery Management Time
Mrs S MacInnes	Pupil Support Assistant and Care & Welfare Auxiliary
Mrs T Schuman	Pupil Support Assistant
Mrs C MacLeod	Clerical Assistant
Mrs M Gillies	School Meals
Miss F Gillies	School Cleaner
Mr I Finlayson	Piping Instructor
Mr A MacKenzie	Youth Music Initiative Instructor
Mrs S Ross	Active Schools Coordinator

HIGHLAND COUNCIL STAFF

Education and Learning Manager – Ross, Skye and Lochaber

Mhairi MacDonald
The Fingal Centre
Viewfield Road
Portree
Isle of Skye
IV51 9ET
Tel: 01478 614814

Educational Psychologist:	Mr Matthew Musset
Additional Support Needs Teacher:	Mr David MacLean
Additional Support Needs Officer:	Mrs Lorna Hall

COMMUNICATION

PUPIL ABSENCE AND SICKNESS PROCEDURE

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should email the school email and copy in the Class Teacher and Head Teacher on the first day. When returning to school after an absence, the parent or guardian must give a written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from a parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made 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.

SCHOOL TERM DATES

School term dates can be found on the Highland Council website by following the link provided.

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

COMPLAINTS PROCEDURE

If a parent has any concerns they should contact the Head Teacher either by email or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately
- The Class Teacher will be informed if the issue relates to a specific class
- The school's response will be relayed to the parent either by email, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils
- Formal documentation will be kept of each complaint and its resolution

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 Officer: Mrs Mhairi MacDonald

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.

ENROLMENT

Parents wishing to enrol their children for the new session should watch the press for advance notice of enrolment date, Highland Council Area, usually in January/February. Parents should then contact the school to make arrangements for enrolment.

If you would like to visit the school prior to enrolment, please contact the school office to arrange a suitable time.

NURSERY ADMISSION 2024/25

3 Year Olds - Three year olds are eligible for funding from Highland Council as follows:-

<u>Third Birthday</u>	<u>Funding From</u>
1 March – 31 August	August
1 September – 31 December	January
1 January – 28 February	April

4 Year Olds

Pre-school children are fully funded by Highland Council.

Children are able to start Nursery a day after their second birthday.

Birth Certificates need to be checked at enrolment.

https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare/2

PLACING REQUESTS – PARENTAL CHOICE

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

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

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.

SCHOOL ADMISSION TO P1

Admission to Primary 1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually five years of age by the end of the following February. Proof of birth date is a requirement of enrolment.

PARENTAL INVOLVEMENT

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.

Our aim is to continue the positive and supportive relationships between school and home. The Head Teacher welcomes parents' enquiries and will be happy to arrange interviews and meetings with the class teacher when necessary.

There is an Open-Door policy in school which means that you may contact the school at any time if you have any concerns or worries.

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

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

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

<https://education.gov.scot/parentzone/>

We would like to continue to extend a welcome to other family and local community members to our school and other events, as it is essential that our school plays an active role in the wider community.

We will communicate with you regularly in a range of ways including:

- Open afternoons (twice a year)
- Parent Meetings
- Newsletters
- Emails
- Phone calls
- School bag mail
- ClassDojo
- Facebook

THE PARENT COUNCIL

Macdiarmid has an active Parent Council which meets regularly to plan activities and events for the children and to fundraise. Parents are also welcome to help in various areas of school life.

The Parent Council addresses many issues of importance to the school. Whilst any issues relating to the staff and children should be addressed by the Head Teacher directly, the Parent Council has an important role to play in promoting home/school links. Parent Council meetings are open to all parents.

The members of the Parent Council are as follows:

Chairperson:	Kirstie MacLeod
Secretary:	<i>Position Vacant</i>
Treasurer:	Elizabeth Macintosh / Iona MacLeod
Parent Members:	All parents and Carers are members of the Parent Council

The function of the Parent Council includes the following:

- To promote good relationships between the school, parents and the local community
- To be involved in the appointment of senior staff
- To support and promote fundraising

Parent Councils are entitled to be consulted on:

- National Priorities in education
- Local Authority Improvement Objectives
- School Improvement Plan

Regular meetings are held throughout the year, which you are welcome to attend. Meeting minutes are also sent home to each parent, along with agendas.

SCHOOL FUND

Parents help run the School Fund, by sharing and approving decisions about priorities for spending money raised by parents. An audit is carried out by an accountant each summer and accounts are available to all parents. We are extremely grateful for parental support as it enriches the life of the school in many ways.

The School Fund pays for transport and incidental costs incurred in extra-curricular activities. We also pay for items for special events such as Christmas parties, school sports, extra equipment, prizes, etc. Each year the Clerical Assistant prepares the account for audit. This is then independently audited for submission to the Finance Department of the Highland Council.

SCHOOL ETHOS

VISION, VALUES AND AIMS

Macdiarmid Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community.

Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: class, group and (when appropriate) individual teaching, catering for a range of abilities.

The Values and a Vision Statement were created in consultation with pupils, parents and staff and are being reviewed as we have now joined the new Tri-Cluster with Edinbane and Macdiarmid Primary Schools.

Vision Statement:

We strive to ensure our learners reach their full potential in a caring, happy and fun environment.

Values:

Respect
Empathy
Self-belief
Positivity
Effort
Creativity
Teamwork

Aims:

Our Vision and Values are at the heart of everything we do.

Our School aims to:

- Our children should enjoy their educational opportunities in a secure environment which promotes life-long learning, encourages creativity and ambition and allows each child to achieve their individual potential.
- Provide learning and teaching experiences using the Curriculum for Excellence that will allow children to become responsible citizens, effective contributors, successful learners and confident individuals through the development of the curriculum principles.
- Foster self-discipline, develop independence and responsible attitudes in children to raise their awareness of their role in the wider community, including promoting individual health, well-being and a positive attitude to recreation and leisure.
- Provide a learning environment which is adaptable and relevant to the changing needs of the 21st century.
- Foster a sense of identity and pride in the school and its environment.
- Encourage and enhance parents' involvement in the partnership between home and school working together to develop links with the Parent Council as well as other agencies in the wider community.

- Ensure that all children, parents and staff feel welcome, valued and respected as individuals by promoting an ethos of equal opportunities and inclusion for all.
- Encourage and support all staff to engage in Continuing Professional Development by accessing staff training opportunities and operating as a valued team

SCHOOL PARTNERSHIPS

We have partnerships with:

- Local businesses
- The Active Schools Co-ordinator
- Youth Music Initiative, Kodaly Music
- Police deliver Road Safety and Cyber Safety workshops
- Local community
- Skye Dance

POSITIVE RELATIONSHIPS POLICY

The Highland Council Policy for Promoting Positive Relationships can be downloaded from the link [here](#).

At Macdiarmid, we demonstrate positive relationships throughout the school community, and children and young people are involved meaningfully in decisions which affect them at all levels of the school. We follow a rights-based approach to ensuring our [children's rights](#) are met and that all our children are Ready, Respectful and Safe.

Children shared their opinions on how they can show that they are being Ready, Respectful and Safe.



Ready



Respectful

obedient

listen to you tea
keep things tidy
follow rules
be safe on a chromebooks
don't take to many risks
do not run out of school
let people know if wasps
don't hurt others
obey
listen
be careful on the bike
lisiin to the rules
be aware of people
follow teachers rules
wear a helmet on a bike
walk sensibly
listen to your teacher
use kind hands
don't run in corridors
listen to the rools
use helmets
walk with scissors
pay attention
look at surroundings
wear a helmet to protect
yoos kind hans
switch plugs off
look out and where going
we do what the teachers s

Safe

HOUSE POINTS

In order to promote positive relationships and ensure children and being Ready, Respectful and Safe, we reward children with House Points which lead to rewards.

Children across the Tri-Cluster are split in to three Houses: Eagles, Otters and Stags as voted for by the children.

ANTI-BULLYING

At Macdiarmid, we take all instances of bullying very seriously.

Statement of what bullying is:

- Intimidation
- Excluding other children/child from play
- Threatening
- Persistent name calling
- Being nasty
- Pushing and shoving
- Any physical threatening behaviour
- Teasing/making fun of others for whatever reason e.g. different accent, physical disability, speech impediment etc.
- Ridicule

Action

Key elements in combating bullying:

- A clear lead and active support by staff.
- The belief by the school that bullying is a serious issue which needs to be tackled.
- A sense of ownership of the policy by the school community, teachers, parents, non-teaching staff and pupils.
- An open discussion as to what counts as bullying.
- An ethos which encourages victims and witnesses to speak up.
- A readiness to treat incidents seriously however trivial they may seem at first.
- A willingness to take action, and be seen to take action, when bullying is reported.
- Encourage the bully to see the victim's point of view.
- Identify situations which may lend themselves to children being vulnerable.

N.B. The terms "bully" and "victims" are primarily used in this document as a means of identification and not with the intention of labelling individual children.

Adult role models of Anti-Bullying Behaviour

All adults in the school have a vital role as role-models.

Anti-bullying role models:

- Show respect for every child as an individual
- Are aware of vulnerable children
- Criticise the behaviour rather than the child
- Avoid playing favourites
- Are seen to be fair
- Avoid labelling
- Have high expectations of pupils
- Avoid reference to other members of the family (just like your brother/sister)

- Never give ammunition to use against each other
- Be consistent in responding to bullying

No child deserves to be bullied. Children should learn in an atmosphere free from fear and intimidation.

We believe in giving children opportunities and responsibilities in order to allow them to care for other younger children and become part of a happy integrated team.

The Highland Council policy regarding anti-bullying can be found [here](#).

EQUALITY AND INCLUSION

Macdiarmid Primary School provides equality of opportunity through its ethos and working practices. Access to all subjects will be provided to all pupils without reference to gender, race or colour. Through our teaching we oppose all forms of prejudice and discrimination.

The Highland Council Policy for Equality and Diversity can be downloaded from [here](#).

At Macdiarmid we aim to ensure all our learners are supported. We plan according to the specific needs of our individual learners and have support from the Additional Support for Learning Teacher.

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/-updated-link>

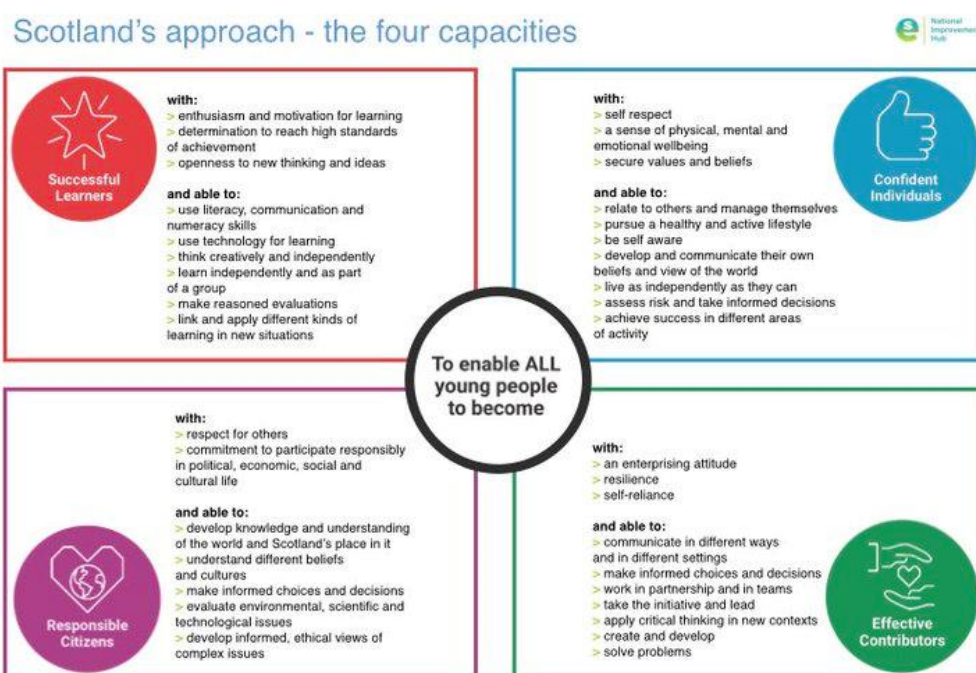
CURRICULUM AND ASSESSMENT

CURRICULUM

A Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work both now and in the future.

Information about the Curriculum for Excellence can be found on the [Education Scotland](#) website.

The Curriculum for Excellence wants all young people to become:



Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

The seven principles of curriculum design to ensure coverage are:

Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance.

The curricular areas for all children from 3 – 18 are as follows:

- Literacy and English, Literacy and Gaelic, Languages
- Mathematics and Numeracy
- Health and Well Being
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

There have been some changes to the curriculum as interdisciplinary learning planning is used for most of the children's learning experiences. A lot of topic led work has been included in the curriculum for many years.

Our school is successfully delivering the Curriculum for Excellence.

Should you wish to find out more, please contact school or visit the website below:

<http://www.ltscotland.org.uk/curriculumforexcellence>

ORGANISATION OF TEACHING AND LEARNING

We employ a range of teaching styles based on Assessment is for Learning are to enable summative assessment as well as formative assessment to take place. We differentiate according to the needs of the children within the class/group. Pupils work in groups or individually, according to the activity. The multi-composite class necessitate teaching in this manner. There is a great deal of interdisciplinary learning taking place with opportunities for play.

We develop children's skills for learning, life and work, including literacy, numeracy and health and well-being both in and out of the classroom.

Children are given choices in what they learn, both children and parents are involved in planning what they learn.

We aim to ensure that the individual child has a balanced learning programme building on the activities throughout their time with us.

CURRICULUM AREAS

LITERACY

Our learners need skills in literacy to be effective learners across the curriculum. Therefore literacy is at the forefront of learning. We use a variety of strategies including Jolly Phonics, Emerging Literacy, Words Up, Wraparound Spelling and the Highland Literacy Project.

Please see the following links for useful parent information on literacy learning.
<https://bumps2bairns.com/>

<https://education.gov.scot/parentzone/learning-at-home/supporting-literacy-at-home/>

The literacy curriculum can be divided into areas of Listening and talking, Reading and Writing.

Our aim is to encourage children to develop skills which allow them to communicate fluently and confidently.

MATHEMATICS AND NUMERACY

Mathematics plays an important role in our lives. It is used in everyday activities such as buying food, keeping time and playing games.

We plan and track learning in Numeracy and Maths through the implementation of the Highland Numeracy Progression. We develop children's numeracy skills in knowledge and strategy. We use a range of strategies and resources and children are aware of their targets and are involved in setting next steps in their learning.

Mathematics includes areas of number, money and measurement, information handling, shape and position and movement. Children are encouraged to learn through practical experience using concrete materials. Children acquire mathematical concepts and learn number facts. Mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand number and use it effectively. Regular oral and mental work develops children's calculation strategies and recall skills.

Learning in mathematics enables our learners to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow me to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

HEALTH AND WELLBEING

Health education caters for the physical, mental, emotional and social health of our children. Through Health Education we aim to provide a curriculum that helps children to acquire knowledge of the human body and how it works and the social and emotional factors which influence health. Children are encouraged to make informal choices and make appropriate decisions that help to ensure a healthy lifestyle. The school aims to foster links between school home and the community so that all are involved in a collective responsibility for promoting good health.

At Macdiarmid we follow the Relationships, Sexual Health and Parenthood Programme (RSHP) which is used across Scotland. More information can be found [here](#) and parents can access the lessons which are taught in school. Health Education covers a programme of sex education and drug awareness.

Parents will be informed when children are due to begin work on how human life begins, menstruation and pregnancy.

Throughout the school we are continually promoting positive behaviour and all children are given the opportunities to discuss and learn about the importance of citizenship and lifelong learning.

Macdiarmid School has achieved the highest level for being a Health Promoting School and we continually aim to build on this.

We aim to foster a positive attitude to recreation and leisure with school sports events being held annually.

SCIENCES

Science teaching consists of the development of knowledge, understanding, skills and informed attitudes in the following aspects:

- Earth and Space
- Energy and Forces
- Living things and Life Processes

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Learning in the sciences will enable our learners to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of science
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

SOCIAL SUBJECTS

These subjects consist of three broad areas, which are usually interlinked.

- People in the past
- People and place
- People in society

Through the social subjects, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British,

European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Learning in the social studies will enable our learners to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

TECHNOLOGIES

The framework for technology includes creative, practical and work-related experiences and outcomes which develop skills for business, digital literacy, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

As with literacy, numeracy and health and wellbeing, digital literacy should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them.

The technologies framework provides a range of different contexts for learning, including the themes across learning; learning for sustainability, global citizenship, enterprise that draw on important aspects of everyday life and work.

The framework develops knowledge, skills, attributes and capabilities around 13 key concepts/significant aspects of learning in the technologies.

- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
- Using digital products and services in a variety of contexts to achieve a purposeful outcome
- Searching, processing and managing information responsibly
- Cyber resilience and internet safety
- Understanding the world through computational thinking
- Understanding and analysing computing technology

- Designing, building and testing computing solutions
- Food and textile technologies
- Designing & constructing models/products
- Exploring uses of materials
- Representing ideas, concepts and products through a variety of graphicmedia
- Application of Engineering

Within each of the key concepts/significant aspects of learning learners will develop and demonstrates

- knowledge and understanding of the key concepts in the technologies
- curiosity, exploration and problem solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation and communication skills.
- awareness of sustainability

EXPRESSIVE ARTS

Expressive Arts is a term which is used to describe the teaching of Art and Design, Music, Drama and Dance. All of these areas encourage self-expression and the development of the child's own ideas and imagination, and an appreciation of the expression of others – e.g. composers, artists, etc. From time to time music groups, e.g. Youth Music Initiative, Kodaly Music, support this area of study.

Learning in, through and about the expressive arts:

- enables me experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations

RELIGIOUS AND MORAL EDUCATION

The presentation of religious education is based under three main headings:

- Christianity
- Other World Religions
- Personal Search.

Christianity is studied in various ways, for example, through celebrations, customs, beliefs, stories, sacred writings and key figures.

Other world religions are studied through the year in assemblies or through resources such as television series or books.

Personal search is a very important area where the children learn and share ideas about the natural world, relationships and moral values, etc.

Moral Education is linked with Religious Education and children are encouraged to be caring and behave responsibly. Children are encouraged to be charitable and to think of the less fortunate.

Learning through religious and moral education will enable our learners to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Our learners learn about all religions and in doing so develop respect and tolerance of others. We have a visiting minister that leads religious assemblies around one a term.

RELIGIOUS OBSERVANCE, Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

LANGUAGES

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. The study of language plays an important role in all language learning and the development of literacy skills. At Macdiarmid, we follow the 1+2 Language initiative: a Scottish Government initiative that wants all children to learn at least two languages during their time in primary school. This means that Language 1 is English, Language 2 (French) is taught through immersion strategies from Primary 1 onwards and Languages 3 (Gaelic and British Sign Language) are taught from Primary 5-7.

SKILLS FOR LEARNING, LIFE AND WORK

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant at all stages of learning.

The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the Curriculum for Excellence Experiences and Outcomes. It is important to recognise and reflect the important role of parents and carers in influencing young people.

ASSESSMENT

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

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

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

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

REPORTING

The main reporting period is in Term 4. The report will indicate strengths and development needs, as well as the proposed next steps. The report form gives parents an opportunity to respond to their child's report. This response will form part of the agenda for the subsequent parent/teacher interview, which will take place shortly after the reports have been issued. In P7 the children build up a profile which they take with them to the High School.

Parents' Evenings are held twice a year. We also have two Open Afternoons where parents have the opportunity to see children's jotters and assessment files but these can also be viewed at any time during the course of the school year.

PROGRESS

Parents wishing to enquire about a pupil's progress are invited to get in touch with the Class Teacher.

SCHOOL POLICIES AND PRACTICAL INFORMATION

THE SCHOOL DAY

The school day begins at 9 a.m. and ends at 3.00 p.m.

Nursery	P1-3		P4-7	
The school day begins at 9am and finishes at 3pm.	Session 1	9.00-10.45	Session 1	9.00-10.45
	Break	10.45-11.05	Break	10.45-11.05
	Session 2	11.05-12.15	Session 2	11.05-12.40
	Lunch	12.15-1.20	Lunch	12.40-1.20
	Session 3	1.20-3.00	Session 3	1.20-3.00

TRANSPORT

Transport for the children attending Macdiarmid is provided by Gus' Taxis.

Transport application forms are available on admission, and should be returned to school. In some circumstances there are concessionary seats on the bus should there be spare seats. Only named passengers may use the school bus.

Safety note:

From January 2002, all school buses are required to have seat belts. Please regularly remind your child about the importance of good behaviour and the need to wear seat belts which are properly adjusted. We will do our best at school to ensure safe use of the bus, but we rely on your help too.

HEALTH PROMOTING SCHOOL

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

School Meals cost £2.30/£2.55 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school.

School meals are prepared at Portree High School and delivered to school. Please send in the money each **Monday**, either cash, or a cheque payable to "The Highland Council". Requests for free school meals application packs should be made to the Head Teacher.

Free School Meals for Primary 1-5

As of 5th of January 2015, all Primary 1-5 children are entitled to a free school meal.

This Scottish Government funded initiative will entitle all Primary 1 to 5 children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school such as morning break. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-5 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

This initiative does not cover children in Primary 6 & 7, who, if entitled still need to apply for Free School Meals following the usual process.

If your School does not provide a meal service and your child is in Primary 1 to 5 you will be entitled to re-imburement. This will be based on the economic daily rate for every day that your child has been in attendance at school. It will be claimed on your behalf by the school then payment will be made directly to you.

All Highland Primary Schools have been awarded the bronze Food for Life Catering Mark, for more information on school meals and to view school meal menus can be found on the Highland Council website.

Healthy Snacks

Children are welcome to bring a snack for playtime from home. School policy asks that children do not bring fizzy drinks or sweets to school.

UNIFORM

School uniform is recommended and we would like to encourage the children to wear the school sweatshirt and polo shirt to school daily. The wearing of uniform adds to the sense of community in our school.

Please ensure all clothing is clearly labelled with your child's name.

The uniform comprises:

School sweatshirt or cardigan, blue/white polo shirt and dark trousers/shorts/skirt.

Footwear: All children must have a pair of plimsolls for indoor use.

Football tops must not be worn at any time during school hours/events.

PE: Children must bring shorts, jogging trousers/leggings and trainers depending on the activity. PE days will be indicated by the class teacher.

If any parents need help with funding to help with uniform costs, please do not hesitate to contact school.

Yellow Jackets will be provided when the days get shorter. This promotes road safety and your child is encouraged to wear the jacket when travelling to and from school, as well as when walking or cycling home. During the Spring term when it starts to get lighter, you will be asked to wash and return the jacket. A £5 charge may be incurred for lost jackets.

NURSERY INFORMATION

Nursery Hours

Monday-Friday 9am-3pm

In the interests of your child's safety you must inform the Nursery staff who will be collecting your child at the end of the session.

The Nursery door opens at 9am. Please arrive between 9-9.30, as this enables all children to join in with welcome activities, independent tasks and planning for the session ahead.

Lunches are ordered at 9.30 – you will be required to either place an order from the menu, tell us if your child has a packed lunch, or is not staying for lunch each day.

We encourage independence in all our children. To help with this, we ask that you bring your child into the setting, say goodbye and leave them to change their shoes, hang up their coats and begin another day of fun at Macdiarmid Nursery!

WHAT TO EXPECT AT NURSERY

STRUCTURE OF THE SESSION

The Nursery is open from 9am-3pm Monday to Friday. You may wish your child to attend for all of these hours, or less. You must inform Nursery staff well in advance of any changes to attendance patterns.

Parents/carers should bring their children into Nursery via the Nursery garden.

Children are encouraged to change their own shoes and hang up their coats, staff will ask children to choose a lunch.

Next, children are encouraged to explore their own interests during free play.

Resources regularly available are sand, water, paint, craft, drawing/mark-making, books, role-play, ICT toys, construction toys, jigsaws/puzzles, musical toys, sorting activities, small world

play, toy vehicles, fine motor skill activities, cutting, sticking, painting, outdoor play, soft play, baking, finger painting, printing, junk modelling and playdough.

Adult-led activities are offered regularly, to encourage skill development and communication.

The nursery children join the rest of the school for outdoor play, which helps to develop social skills and is an important part of our transition into Primary one.

Snack is offered twice a day; in the morning and the afternoon. Our children take turns to be helper, developing responsibility, and help to set the table and prepare snack where appropriate. Children are offered a variety of healthy options, including fruit, vegetables, toast, breadsticks and yoghurt. We encourage children to pour their own milk/water. Trying new foods is always celebrated!

Lunch is eaten around 12.15 – please see the Highland Council website for the two-choice Nursery menu.

https://www.highland.gov.uk/downloads/download/9/school_menus

Lunch is free for all children who are in Nursery for four hours or more. It is possible to pay for lunch if your child is attending for less than four hours – please contact us directly for details.

Children brush their teeth once a day in line with the Childsmile programme.

In the afternoon, adult-led activities will be offered and quiet time encouraged. Naps can be taken if required.

To finish the session, everyone joins together for stories and songs, before being collected at the main school gate by parents/carers.

WHAT TO WEAR FOR NURSERY

Please provide a pair of indoor plimsolls for your child to keep at Nursery. It is helpful if they are the pull-on type without laces. These are available to purchase from the school, if so desired.

We find children are most likely to have accidents at the toilet if they are wearing all-in-one suits or dungarees with bows and buckle ties. The other thing children find particularly difficult are buttons at the waist of jeans and belts of any sort holding up trousers. As we are encouraging the children to be independent in their personal hygiene, it is therefore advisable that your child comes to nursery dressed in easy fitting play clothes.

Also, it is a good idea to ensure your child has a change of clothes in their bag in case of any type of accident.

The children are taken outside regardless of the weather so please ensure your child is suitably dressed for outdoor activities. A jacket is essential as well as suitable shoes or boots.

We provide aprons for messy play.

SUPPORT FOR FAMILIES

At Macdiarmid we aim to ensure that all our families are supported in any way they need. Please get in touch with the school office or Headteacher if there is anything we can do to support

CLOTHING GRANT AND FREE SCHOOL MEALS APPLICATION

There is support available for parents including free school meal and clothing grants. The form can be found on the link below.

[http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

EDUCATION MAINTENANCE ALLOWANCE (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2024/2025 pupils born between 1 March 2005 and 30 September 2008 can receive payments from August 2024. Pupils born between 1 October 2008 and 28 February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools -
grants and benefits/14/education maintenance allowance](https://www.highland.gov.uk/info/899/schools-_grants_and_benefits/14/education_maintenance_allowance)

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: <https://armedforcesfamilieshighland.wordpress.com/>

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:

<https://armedforcesfamilieshighland.wordpress.com/contact-us/>

HIGHLAND COUNCIL POLICIES

Access to further Highland Council policies can be found here:
http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

HEALTH AND WELFARE

The Health Visitor and School Nurse are available to us for advice. P1 and P7 will have the opportunity for a medical examination. There are also vision/hearing checks etc. Please keep us up to date with any medical concerns regarding your child and we will also contact you should we have any areas to discuss.

ADMINISTRATION OF MEDICINES

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

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

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

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

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

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

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

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

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

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

MINOR INJURIES

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

FIRST AID, SICKNESS AND ACCIDENTS

First Aid supplies are kept in the classroom, the nursery and the toilet area.

Parents can help teachers by impressing upon pupils that any accident, however minor, must be reported to a teacher.

The following procedures are adhered to in instances of sickness and accidents:

Contacting of Parent and Transport:

Where it is desirable that a pupil should return home, contact will be made with either one of the pupil's parents or, in the event of both parents being unavailable, with the Emergency Contact who has been nominated by the parent, with a view to arranging collection and transportation of the sick child from school.

Medical Assistance:

If medical assistance and/or X-Ray are required due to injury or illness every effort will be made to contact and advise parents.

MENTAL HEALTH AND WELLBEING

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

EMERGENCY PROCEDURES

EMERGENCY CONTACT

We have a copy of all parents and other emergency phone numbers for use if your child becomes ill or should have an accident at school. It is vital that you keep us informed of any changes. Please do not wait for the update form issued in September each year to inform of us any contact amendments.

EMERGENCY / EARLY CLOSURES

When known in advance parents will be informed of a planned early closure. Should an emergency closure become necessary you will be contacted to ensure that someone is available at home when your child arrives; otherwise he/she will be kept at school, or looked after at home by one of the teaching staff, until someone is available at home.

ADVERSE WEATHER CONDITIONS

Please refer to the circular issued from Highland Council on Advice to parents in Adverse Weather Conditions – November 2018. We issue this annually to parents around November time each year.

Should the weather be severe, we will delay opening the school until roads have been gritted etc.

You may telephone **0800 564 2272** (local rate), (school pin number: **042550**) for up to date guidance as regards the school. We also operate a local contact system.

You may also access this information through the Highland Council Website. Details are issued in November each year.

If the weather appears to be inclement in the morning (e.g. ice and snow, or high winds) the school may make the decision to open one hour later, at 10am. Please ensure you check the school Facebook page/severe telephone number before setting out.

MAJOR INCIDENT IN SCHOOL

If a major incident occurred in the School (e.g. a fire) the children will be evacuated from the building and taken to Skeabost Hall to await collection by an adult. The Education Office would endeavour to contact parents by telephone.

In accordance with Highland Council policy, we have developed 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. The 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 closures 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

FIRE PRECAUTIONS

Fire Drill notices are displayed throughout the buildings and Fire Practices are held termly. Fire alarms and fire exits are checked on a regular basis.

TRANSITIONS

When children are moving from Nursery to P1 or from P7 to the High School there are rigorous meetings to ensure smooth transition. These meetings involve parents, partners, children and school staff.

The High School requests various information about the child and from the child and there are visits from the High School and to the High School.

ENTRY TO PRIMARY SCHOOL

As many of the parents who are reading this booklet for the first time will be parents of future Primary 1 children we have decided to include some information about education at the early stages. The main aim of the school's induction programme for entrants is to ensure an easy, trouble-free and happy transition from home to school.

If children and parents would like to visit the school prior to the academic year beginning this can be arranged with the School Office.

Much of the work in the infant classroom is achieved through the child being given a wide array of practical experiences. The infant classroom is often an area full of bustling activity. When your child comes home during these first crucial weeks ask him/her about what he/she has been doing. Perhaps more than at any time in your child's school career his/her attitude will be influenced by your attitude. Please share with your child his/her experiences and remember – never hesitate to approach the school if there is anything we can clarify or help with.

TRANSFER TO HIGH SCHOOL

Children transfer to Portree High School at the end of Primary Seven. The Primary Seven pupils now spend three days at the High School as an induction period, during the summer term. During the summer term a Guidance Teacher from the High School will visit the school to speak with the P7 children transferring to secondary school the following August. He/she will follow them throughout from secondary one to secondary six.

Address: Mr Tony Breen
Head Teacher
Portree High School
Portree, Isle of Skye.
Tel: 01478 614810

SUPPORTING PUPILS

Our aim is to help children grow up respecting other people and their needs. We would hope to guide them towards being responsible children, who will hopefully become equally responsible adults. We do this in a variety of ways.

EDUCATION VISITS AND EXCURSIONS

These vary from nature walks to trips involving transport and form an important part of the school curriculum. Due to increasing transport costs, and in order to avoid restrictions on these activities, pupils may sometimes be asked to contribute towards the cost involved. Parents will receive notification of proposed arrangements. Written permission for visits is sought at enrolment.

BOOK CLUB

The school runs a Scholastic Book Club. News-sheets are issued frequently. The children return their order slips with the money to the school or parents can order on line. Delivery is usually within two weeks of the order being placed.

ADDITIONAL SUPPORT NEEDS

All children need support to help them learn but we realise that some children require more help than others.

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

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

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

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

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

Children's Service Workers

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 out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's

named person in the first instance and/or the Headteacher (Fiona Goss). 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](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

THE ROLE OF LEARNING SUPPORT

In order to make full use of all resources and opportunities, we are fortunate to have the services of a Learning Support Service. At present we receive consultation time from Karen Graham who helps by advising us on our resources or helping to devise Individual Education Plans for any child who may have a specific difficulty or be underachieving. This always involves discussion with Parents. Karen Graham also advises and supports children who benefit from an enhanced curriculum.

CHILD'S PLANS

Occasionally a child's difficulties will need further assessment from Karen Graham or from an Educational Psychologist. In order to make certain that the child concerned gains the best help possible a Child's Plan may be drawn up and this will be reviewed regularly.

SPEECH THERAPIST

We have access to the services of the Speech Therapist. Their time is very limited as they also serve the wider community and not only educational establishments. Again children cannot be assessed by the Speech Therapist without parental consent.

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. 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

USEFUL LINKS

Please see the following links to organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN

Additional Support for Learning Information <https://additionalupportforlearninghighland.wordpress.com/>

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

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

Scottish Independent Advocacy Alliance, an advocacy service to support parents and child: <http://www.siaa.org.uk/>

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

HOMEWORK

We understand that life after school can be busy for our children and we encourage our children to take part in activities that take place outside of school hours such as shinty, football, swimming etc. Therefore we keep homework to a minimum. At each stage, pupils will be encouraged to continue their learning at home through various means.

READING FOR PLEASURE

We encourage our children to be reading for pleasure at home. While it might not seem like an important task, research shows that it can be directly linked to children's success at school.

Lots of useful information and ideas for supporting reading for pleasure can be found on the Oxford Owl website: <https://home.oxfordowl.co.uk/reading/reading-for-pleasure/>

FAMILY LEARNING

You can help by talking with your child about their day, their learning and reading with your child, discussing the text, trying out new recipes together, playing games and checking spellings and tables.

Ideas for learning together can be found here:

<https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/family-learning-activities>

EXTRA CURRICULAR ACTIVITIES

As children progress through the school they will have different opportunities to take part in out of school activities. There are lots of opportunities for Extra Curricular Activities run by Active Schools. More information can be found on the Portree Active Schools Facebook page.

PROTECTING OUR CHILDREN

CHILD PROTECTION

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

In terms of Highland Child Protection Committee Inter-Agency 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.

A copy of the current Child Protection policy (agreed with parents) is available from the school. This is reviewed every two years.

In our school the designated person is:

Ms Fiona Goss

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

EMPLOYMENT OF CHILDREN

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

DATA PROTECTION

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 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 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:

<https://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.

SCHOOL IMPROVEMENT

Here at Macdiarmid we believe that self-evaluation is key to improving our school. We are constantly evaluating our practice and planning next steps.

To see Macdiarmid's main achievements over the last 12 months and improvements in standards in literacy, numeracy and health and well-being you can refer to the Standards and Quality Report on our website or you can ask for a copy from the office.

Details of where information regarding Macdiarmid School's performance can be found at the link below.

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

School Improvement Plan

(QIs are Quality Indicators)

Improvement Priority Title	Relevant QI(s) and Theme(s)	What are we going to do?
To develop individual visions and aims for each school with a shared set a values for the cluster.	1.3 Leadership of Change (Develop a shared vision, values and aims relevant to the school community)	Tri-cluster approach to developing the ethos of the cluster starting with school rules

	2.7 Partnerships (development and promotion of partnerships)	Pupil and stakeholders voice will be consulted to develop vision, values and aims
Continue to raise attainment in line with stretch aims through developing planning, assessment and moderation practices.	2.3 Learning, teaching and assessment (planning, tracking and monitoring) 3.2 Raising attainment and achievement (Attainment over time)	Staff will take part in training on High Quality Assessment tasks and the moderation cycle. Moderation will take place (focusing on writing) across the ASG. Pupils will undertake SOFA assessments. Planning will be reviewed and monitored.
To continue to improve the teaching and learning of writing by implementing Stephen Graham's approach to writing.	2.3 Learning, teaching and assessment (quality of teaching) 3.2 Raising attainment and achievement (Attainment in literacy)	Staff will be trained by Stephen Graham and begin to implement his teaching techniques consistently across the school. Staff and pupils will evaluate the impact of these strategies.

DISCLAIMER

It should be noted that much of the information contained in this brochure is correct at the time of printing in December 2024, but it should not be assumed that there will be no change affecting the details given during the school year 2024/25.