



# Milton of Leys Primary School Handbook 2024/25

*...where the magic of learning comes alive....*



Milton of Leys

Inverness

IV2 4HF

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e-mail: [miltonofleys.primary@highland.gov.uk](mailto:miltonofleys.primary@highland.gov.uk)

Website: <https://miltonofleysblog.com/>

*(Updated December 2023)*



Dear Families,

Milton of Leys community and I would like to extend a very warm welcome to all. We hope that this handbook provides the information you require to help make your transition to our school a smooth and happy one. We look forward to getting to know your child(ren) as well as building a partnership with you throughout your time here.

We aspire to our motto 'where the magic of learning comes alive' and strive to develop a school environment that has positive, nurturing relationships at the heart of it. You will see from the experiences detailed within this handbook that we wish to create a climate where children are motivated and eager to learn, have fun and where they are supported to achieve their best so that they can become successful learners, confident individual, responsible citizens and effective contributors – as set out in Scotland's Curriculum for Excellence.

We hope you find a warm welcome in our school community. We have many opportunities to get involved in the school and encourage you to be active participants here. If you feel you would like to contribute in any way, require further information or need to discuss your child's education or welfare, we are happy to arrange a time to discuss this with you.

We look forward to getting to know your child(ren) as well as building a partnership with you throughout your time here.

Yours sincerely,

*Kerrie Laird*

Acting Head Teacher



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**Acting Head Teacher** – Mrs Kerrie Laird

**Depute Head Teacher** – Mrs Loren Crowley

**Principal Teachers** – Mrs Mari-Louise Macaulay (Mon-Wed) Mrs Jennifer Mateer (Mon-Thu)

**Class Teachers**

Primary 1 – Mrs Dianne MacQueen

Primary 1/2 – Ms Anna Shimmield

Primary 2 – Mrs Mari-Louise Macaulay (Mon-Wed) and Mrs Aileen Leitch (Wed-Fri)

Primary 3 – Miss Holly Macdonald

Primary 3/4 – Vacancy (Mon-Wed, Fri) Mrs Dianne Ross (Thu)

Primary 4 – Mrs Selina Laing (Mon-Thu) Mrs Dianne Ross (Fri)

Primary 5A – Mrs Jennifer Mateer (Mon-Thu) Ms Lisa Coe (Tue, Fri)

Primary 5B – Ms Kirstien Hardstaff (Mon-Wed) Mrs Laura McColl (Thu-Fri)

Primary 6A – Mr Jonathan Blair

Primary 6B – Miss Lois Hamilton

Primary 7A – Mrs Alison Campbell (Tues-Fri) Mrs Laura McColl (Mon)

Primary 7B – Ms Nicola Grant

**Support for Learning Teachers** – Mrs Alison Waudby (Mon-Tue) and Mrs Catriona Sutton (Wed-Fri)

**Pupil Support Assistants**

Mr Tony Jansen

Mrs Michelle MacLeod

Mrs Rachael Burberry

Miss Lynne Murray

Ms Francesca Lambert

Mrs Wendy Kelman (Supply)

Miss Olivia Morrison

Mrs Catherine Kyle

Mrs Janice MacKay

Miss Victoria Hilton

Ms Robina Da Silva

**Breakfast Club**

Mr Tony Jansen

Mrs Katie Cameron

Miss Lynne Murray

Mrs Michelle MacLeod

**Out of School Care**

Mrs Kerrie Stewart

Mrs Lindsey Phimister

Miss Lynne Murray

Ms Hannah Sweeney

Ms Rubina Da Silva (Supply)

**Visiting Specialists**

Mr Lewis Barclay – Chanter tuition

Mrs Rona Porter – Music instructor

Mr Calum MacKintosh – P.E.

Mrs Suzanne Barnett – P.E.

Miss Laura MacLeod – P.E.

**Clerical** - Mrs Katie Cameron (Tue-Fri) and Mrs Mandy Darroch (Mon-Thu)

**Out of School Care Clerical** – Ms Rebecca White

**Facilities Management Assistant** – Mr John Smith

**Cook in Charge** – Ms Lynne Simpson

**Senior Early Years Practitioner** – Mrs Donna Martin

**Early Years Practitioners (EYPs)**

Mrs Kerry-Ann Jones

Miss Sarah Adie

Ms Rhona Brindle

Ms Karen Newlands

Mrs Sher Almond

Miss Charlotte Murray

Ms Victoria Miller

Ms Kelly McLeod

Mrs Fiona Adam

Ms Sophie Gordon

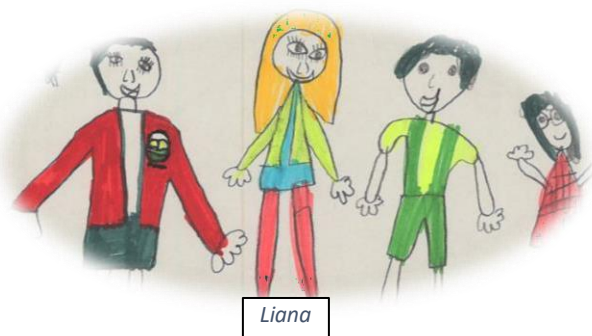
Ms Kellyanne Nicolson

Ms Olivia Morrison

**Early Years Support Workers**

Mrs Michelle Rich

Mrs Catriona Nesbitt



## School Times

### All Primary 1-7 pupils

Monday – Friday 9am – 3pm

### Morning Interval ~

P1-3 – 10.25-10.45

P4-7 – 10.30-10.45

### Lunch ~

P1-3 12.20-1.30

P4-7 12.45-1.30

### Milton of Leys ELCC Centre Opening Times

Our ELCC setting is open from 8am to 5:45pm Monday to Friday.

Funded and non-funded Early Learning & Childcare is available between 8am to 5:45pm

Breakfast Club is open from 8am to 9am

Out of School Care is open from 3pm to 5.45pm



## Positive Relationships

Responsibility for promoting and maintaining positive behaviour lies with all members of the Milton of Leys Community including pupils, staff, parents and the local and wider community. Pupils, staff and parents are expected to model excellent behaviour and a positive attitude at all times as this is the ideal opportunity to share our expectations and high standards.

Over the last few years we have reviewed our approaches to building positive relationships. From this we have created a Positive Relationships Blueprint which outlines our approaches to building and sustaining positive relationships. This can be found here; <https://miltonofleysblog.wordpress.com/school-handbook-and-policies/> along with overviews of workshops completed to support parental engagement in this.

In completing this, the school continues to follow Highland Council's guidance on Positive Relationships and Bullying Prevention Policy and Guidance:

[CLICK HERE: Highland Council Positive Relationships and Bullying Prevention Policy and Guidance](#)

## Vision, Values and Aims

**At the heart of the whole Milton of Leys community we need to be:**

- Ready
- Respectful
- Safe

**Therefore at Milton of Leys Primary School our vision is:**

To create a supportive, inspiring and empowering environment that prepares our young people for their future. Together with our families, partners and local community we strive to create opportunities that will provide our children with an enriching experience so that they achieve their full potential.

**This vision is embodied in our school's aims to:**

- Create a welcoming, inclusive and nurturing learning environment that promotes equality, diversity and resilience
- Demonstrate and instill respect, pride and empathy towards all
- Encourage creativity and meaningful experiences that are child led
- Motivate, challenge and support children in all curricular areas
- Recognise and value all achievements

**Our values guide the way we work. Together we value:**

- Respect
- Teamwork
- Creativity
- Determination
- Commitment

Our pupils were asked to create a 'tagline' which represents what the school means to them. After consultation and the chance to vote for the tag which paints the clearest picture, they opted for:



Calvin

***Milton of Leys Primary... where the magic of learning comes alive.***

## Enrolment

### Primary 1 enrolment

Parents may choose to enrol their child to begin school in August if that child's fourth birthday falls before the last day in February of the following year. Enrolment of new Primary 1 pupils take place in February and notice of the exact enrolment dates are given in the Inverness Courier and notices will be on display in the community area of the school.

Arrangements are made from April and June for the new Primary 1 pupils to spend some time in school to get to know their new teacher (if possible) and the school building. Those attending the Nursery make frequent visits to Primary 1 throughout the year to share their learning.

### Moving into the Area

It is usually possible to find places for pupils wishing to enrol at other stages in the school. In the first instance parents should contact the Head Teacher via the school office for details of available places and how to apply. Details can be obtained following discussion with the Head Teacher/Depute Head.

### School Placing Requests – Parental Choice

Each school serves its own 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. Placing request forms can be obtained from:

[CLICK HERE: Placing Request Forms](#)

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area, and their parents wish them to attend Milton of Leys, they can contact the school office in the first instance.

## School Roll

As of December 2023, our school roll is 301 children in Primary 1-7 and 68 children in Early Learning and Childcare.

## Transition

Pupils are normally transferred between the ages of 11 ½ and 12 ½ years old so that they will have the opportunity to complete at least 4 years of Secondary Education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from our school catchment area normally transfer to:

Millburn Academy  
Diriebught Road Inverness  
IV2 3QR  
Tel: 01463 729152  
Acting Head Teacher: Kerry Sinclair



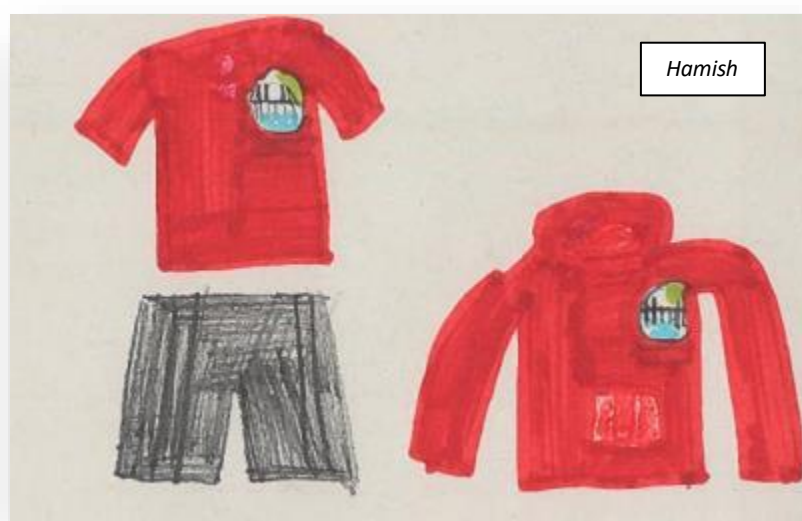
## Uniform

Milton of Leys Primary has a school uniform which is built around the base colour of **RED**. Uniform can be purchased from the following outlets:

Schoolwear Made Easy: Unit 4/5, 57 Harbour Road, Inverness Telephone: (01463 222022)

The uniform consists of:

	Sweatshirt	Polo Shirt
COLOURS AVAILABLE	<b>RED</b>	<b>PLAIN WHITE</b>
		<b>PLAIN WHITE WITH 'TIPPED' RED COLLAR</b>
		<b>PLAIN RED</b>



## School Policies

School policies are linked with our school curriculum rationale we review annually. These are published on our school website. <https://miltonofleystblog.wordpress.com/school-handbook-and-policies/> Authority Policies can be accessed through the school website and here: [https://www.highland.gov.uk/info/893/schools -  
\\_general information/29/school policies procedures and guidelines](https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)



## Adverse Weather and Emergency Closures

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.

To find information regarding school closures, including in the morning if there is extreme weather, parents should contact the Schools Information Line;

- Highland Council number: **0800 564 2272**
- Enter the school's own pin number: **04 1820**
- Choose **Option 1** for Severe Weather information

They can also access the winter weather website at the following web address: <https://www.highland.gov.uk/schoolclosures> Please click on the relevant geographical area for local school closure information. Parents can also listen to local radio stations which will report any closures due to adverse weather.

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather

## School Major Incident/Emergency Plan

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

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

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

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

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

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

# Pupil Welfare

## Attendance and Absence

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

If your child is absent from school, for whole or part of a day, please can a parent or guardian notify the school office on our absence phone line by 9.30 am. After this time the school will call to find out the reason for absence. If your child goes home for lunch and becomes ill please let the school know that the child will remain at home.

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

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

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

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



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

### **THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS**

#### DAY 1: First Day of unexplained absence of pupil

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

#### DAY 2: Second day of unexplained absence of pupil

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

#### DAY 3: Third day of unexplained absence of pupil

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

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

## STEPS FOR PARENTS

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

## TERM TIME HOLIDAYS

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

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

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

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](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 school office [miltonofleys.primary@highland.gov.uk](mailto:miltonofleys.primary@highland.gov.uk)

## Meals

School dinners are available at Milton of Leys Primary at a price of **£2.30** per meal (*at time of print*). A copy of the school menu is provided to each family and is also available on the school blog/website.

From January 2022, children in P1-5 are entitled to a free school meal.

Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy, it is the school's hope that this packed lunch should contain a healthy balanced diet.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning.

Research shows that eating breakfast helps you concentrate and perform better in school.

Milton of Leys Primary also offers a break time tuck shop for children to purchase items from with toast, fruit, milk and water daily and various baking throughout the week.

Children of parents/guardians receiving certain benefits may be entitled to a free midday meal. Information and application forms for free school meals may be obtained from school office and from Highland Council website.

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007.

### Special Diet, Food Allergy

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available on the link below and from the office. The request will be considered by the head teacher in consultation with the school meals service. Where appropriate, they will seek the advice of the local dietician.

For information and guidance on healthy living topics check out: [CLICK HERE – Healthy Living Guidance](#)

Further information on school meals can be found: [CLICK HERE – Highland Council: School Meals](#)

## Administration of Medicines

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

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

Under Article 24 (as shown on the page before) 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.

Our policy for administering medicines can be found on the school website along with administration forms <https://miltonofleysblog.wordpress.com/school-handbook-and-policies/>

## MINOR INJURIES

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

## Support for Pupils

getting  
it right  
for every child

We work within the school to ensure that all children's needs are met so they can reach their full potentials. We also work with various partners to support children's needs when necessary. These include Support for Learning teachers, Social Work, Educational Psychologist, Community Paediatrician, Primary Mental Health Workers, Speech and Language therapists most commonly. The

partners work in consultation with the school, with particular children and also offer training for our school staff. The named person with overall responsibility is the Head Teacher, but all staff have had training in Getting it right for every child (GIRFEC) and are aware of their role in supporting children.

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting it right for every child is about ensuring the wellbeing of every child and young person in Scotland. Through the Getting it right for every child programme, children and their carers are central to the process of finding solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each



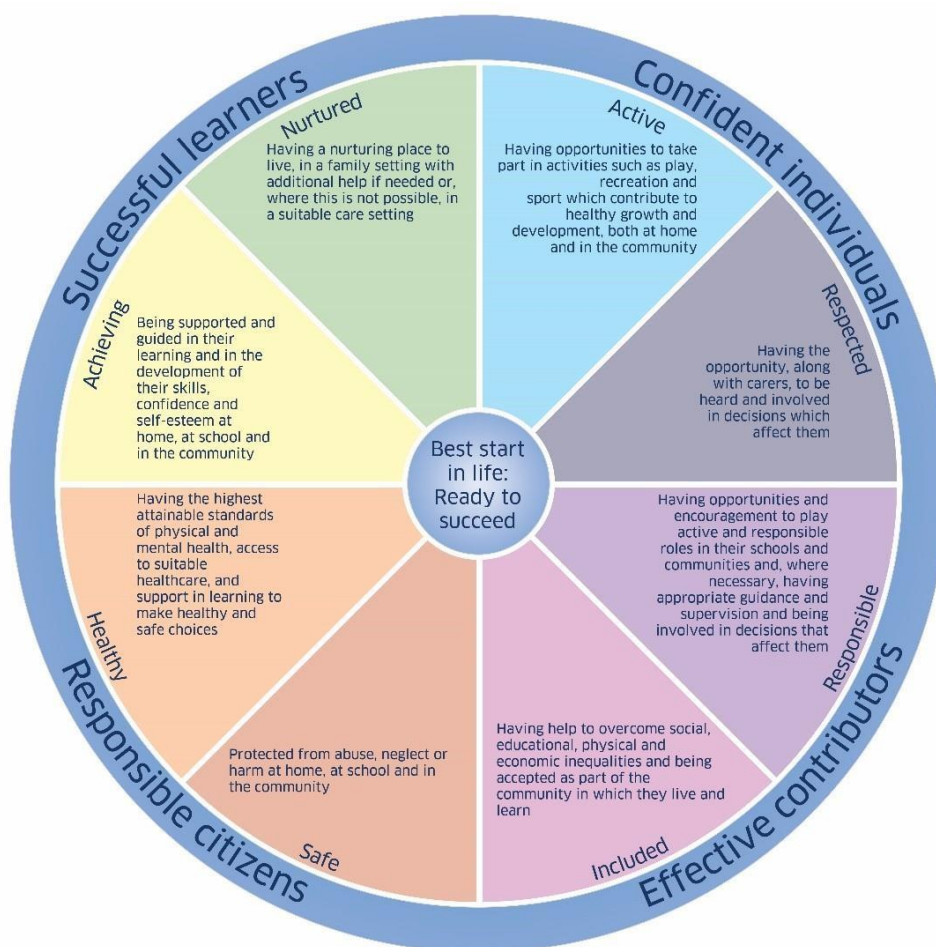
Community Cafè

child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

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

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

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



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

- [http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)
- [http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Sometimes a Children's Service Worker will be involved in supporting a child. 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 Acting Head Teacher, Kerrie Laird. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

<http://www.highland.gov.uk/info/886/schools-additional-support-needs/1/support-for-learners>

Further information for Highland Council –

<https://www.highland.gov.uk/info/886/schools-additional-support-needs/>

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

<https://www.highland.gov.uk/downloads/file/150/meeting-asn-in-gme-identification-assessment-and-support-strategies-english>

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

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

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



'Our PSAs' ~ Sophia

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

- a. Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; <https://enquire.org.uk/>
- b. My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- c. [Scottish Independent Advocacy Alliance](#), a charitable body registered in Scotland under registration number SC033576; and
- d. [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SC012741.”

## Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support <https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools> .

Please get in touch with your child’s named person or the Head Teacher if you have any concerns.

## Child Protection

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

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

Copies of Child Protection policies are available from the school office or online at <https://hcpc.scot/>



## Equal Opportunities

In Milton of Leys we believe that our children, staff, family members and the community should be treated with fairness, dignity and respect. The school's Equality and Diversity policy is driven by the Equality Act (2010), through having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relationships between people who share a protected characteristic and those who do not.

We aim to integrate the Equality Act (2010) and the United Nations Convention on the Rights for the Child (UNCRC, 2014) into our curriculum to develop the knowledge, skills, values and attributes set out in the four capacities of Curriculum for Excellence.

Our current Equality and Diversity policy can be found on: [Promoting Equality and Diversity Policy](#)

## Curriculum

### Curriculum for Excellence

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills, values and attributes that they will need to flourish in life, learning and work.

More detailed information on this can be found at <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence> and [https://www.highland.gov.uk/info/878/schools/17/school\\_curriculum](https://www.highland.gov.uk/info/878/schools/17/school_curriculum)

The knowledge, skills, values and attributes learners will develop will allow them to demonstrate four key capacities:

*Successful Learners*  
*Effective Contributors*

*Confident Individuals*  
*Responsible Citizens*

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

*Education Scotland*

### The totality of experiences

The curriculum includes all the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories;

### **Curriculum areas and subjects**

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

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

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

### **Interdisciplinary learning**

The curriculum should include space for learning beyond subject boundaries which will provide learners with the opportunity to develop insights and apply skills in a way and/or to a degree not offered through the study of a discrete curriculum area.

### **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values with genuine engagement across the school community.

## Opportunities for personal achievement

Children and young people need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

Early Years Practitioners and Class Teachers share our curriculum throughout the year with families through our approaches to Profiling and Reporting. If you would like to find out more about our curriculum framework, contact the Head Teacher. There is also information for parents on: <https://education.gov.scot/parentzone>

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

## Languages

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

'Principles and Practices Paper: Literacy and English'

This covers the teaching of **listening, talking, reading and writing**. As pupils progress through primary school and their skill in reading develops, they will be guided to read to learn and so extend their knowledge in other subjects. It is important that from the start, children are supported to listen - to the teacher and to each other - and much time will be spent on listening and talking, so that written work alone is not a reflection of the amount of time spent on language activities.

It is vital that pupils can express themselves well and communicate with others.

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

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

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



### **MODERN FOREIGN LANGUAGES/ CÀNAIN CÈIN**

Learning other language enables children and young people to make connections with different people and their cultures and develop as global citizens. In line with the Government's 1+2 Languages initiative, all teachers in Milton of Leys Primary will teach French as a second language to all pupils from Primary 1, so they have gained in confidence in the subject before going to the High School. From Primary 5 onwards, the teachers also work together to offer Gaelic as the 3<sup>rd</sup> language.

## Numeracy and Mathematics

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

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

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

## Social Studies

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

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

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

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

## Expressive Arts

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

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



## Religious and Moral Education

Each class has regular teaching which involves the study of all world religions. This will include values, key figures, places of worship, major festivals and traditions or customs. Children will be encouraged to think about their own beliefs and values to express reasoned views and opinions. We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life. A school chaplain takes occasional assemblies. At other times the Head Teacher, visitors to school as well as classes and individual children take assembly. Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness and courtesy. Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children on written notification to the Head Teacher and separate arrangements can be agreed.

## Health and Wellbeing

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

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

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



Baillie Cup 2023

Pupils in Primary 5 attend swimming instruction at Inverness Leisure and the school takes pride in being represented at various sporting events and competitions. All pupils have 2 hours a week of physical activity provided by class teachers and visiting teachers. It is essential that pupils are provided with shorts and indoor shoes for gym. The Active Schools Co-ordinator, visiting teachers, staff and parents organise further after-school opportunities.

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

### **Mental Health and Wellbeing**

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

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from the Head Teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## Technologies

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

The use of ICT is integrated into all areas of the curriculum as well as, being taught separately when appropriate. An example of this is when a child is using the internet to research a given topic and at the same time as finding the information necessary to understand this topic, they also develop internet researching skills. The school has an excellent allocation of ICT resources including a Cleverboards or Smartboards in each classroom and Chromebooks for each class. Primary 6 and 7 children are also issued with their own Chromebook for individual use.

## Sciences

Through science, children and young people develop their interest in, and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults.

Children are encouraged to investigate their environment by observing, investigating, exploring and recording.

## Assessment and Reporting

Teachers engage children in all aspects of the assessment process. They will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil's next steps. More information on assessment and qualification can be accessed here – Education Scotland – [Assessment and Qualifications](#).

Assessment is carried out in a variety of ways:

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

Assessment information is particularly important at transition points when children move from home to nursery, nursery to primary and primary to secondary. Information about a child's progress and achievements will be passed on to ensure progression. For children with additional needs we ensure that these discussions and sharing of information are started as early as possible to ensure a successful transition. Parents will receive regular feedback on their son or daughter's progress throughout the session within the profiling process. This will be in line with the expectations of progression through curriculum levels in relation to Curriculum for Excellence as shown below:

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

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

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

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

Further information can be found on the Education Scotland website: <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

## Skills for Learning, Life and Work

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

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



## Homework

It is the school's policy that homework is given regularly and is intended to support class work (review and time to work on new skills) or generate enthusiasm for learning through personal projects. Class teachers ensure learning to be done at home is made available on **Google Classroom**.



## School Self-Evaluation

Each year the school develops, with the school community, a school improvement plan. Through evaluating the progress that the school is making, key actions are identified, and a plan for improvement created. At the end of the school year, a standards and quality report is created to detail the progress that the school has made through the school improvement plan.

A copy of this can be requested from the school office or found on the school website. <https://miltonofleysblog.files.wordpress.com/2023/10/parentchild-friendly-mol-sip-2.10.23.pdf>



# Summary of School Improvement Plan 2023-2024

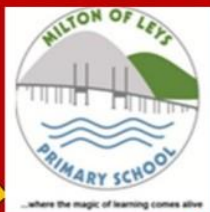
## Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family Learning
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

<http://miltonofleysblog.wordpress.com>

@molprimary

[miltonofleys\\_primary@highland.gov.uk](mailto:miltonofleys_primary@highland.gov.uk)



## What does it mean?

**Outdoor Learning**—using the outside environment as a basis for learning. This encourages children to link learning and being in the outdoors is proven to be beneficial to pupils when learning.

**Baseline assessment**—Assessments carried out in class to provide an overall picture of learning ability in the class for each pupil.

**Digital Learning**—each class has their own google classroom and we will continue to use these as an integral part of our communication.

**Data/Tracking**—a spreadsheet for each class has been created so that each class teacher can store assessment results in one place together. These can be interpreted for % of pupil attainment.

**Play based**—Children learn best when they are active or enjoying their learning. Play based learning has been researched as a tool to enhance the acquisition of learning.

**Global Goals**—a set of agreed goals for major countries to work towards to reduce our carbon footprint.

**ECO themes**—ECO schools set of themes to promote with pupils.

**Genres**—the types of writing we produce.

**QIs**—Quality Indicators as set out in How Good Is Our School? (4th edition) created

## Project 1



### Enhancing Teaching and Learning across the Curriculum

Ensure parents feel informed about what is happening

QIs—1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.3

- Shared vision of best practice in teaching and learning
- Develop learning culture by exploring pedagogical practice
- Develop understanding of how learning happens through collegiate training opportunities
- Encourage and support coaching conversations between all staff members across the school

## Project 2



### Robust Provision for HWB

QIs—1.1, 1.4, 2.1, 2.2, 2.4, 2.6, 3.1

- Continue Rights Respecting Schools journey
- Baseline assessments to inform planning
- Planning using Highland HWB progressions
- Raise profile of equality and diversity



## Project 3

### Understanding and Improving our Curriculum for All Learners

QIs—1.1, 1.2, 2.2, 2.3, 3.2

- Baseline assessments to record picture of whole school
- Use of support staff in learning recovery interventions
- Use data to track improvement
- Develop a consistent approach to moderation and assessment
- Use of standardised tests to track and monitor progress

Milton of Leys Primary School | ...where the magic of learning comes alive

Working within Our Associated School Group of family schools - The Millburn ASG Milton of Leys school community have developed a very positive shared working relationship with the other family primary schools and Millburn Academy. Staff from across all these schools have planned meetings and conversations throughout the school year, using these invaluable opportunities to share training, planning and evaluate each other's work. This is reflected in the joint project shared across all ASG schools within Milton of Leys School Improvement Plan.

The school's performance at local and national level can be obtained from Schools Information Dashboard through Parentzone: <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>  
We work together with our whole school community to gather views, identify targets and evaluate impact against these.

School Inspection Reports can also be found here: <https://education.gov.scot/inspection-reports/highland>

## Parents and Carers

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents are automatically members of the Parent Forum for their school, and they have a right to establish a Parent Council to represent them.

The membership of the Parent Forum is made up of all parents who have a child at an education authority school. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the

school and other matters of interest to parents. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups, and the Parent Forum can decide on the type of group it wants to represent their views.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and Her Majesty's Inspectorate for Education (HMIE)
- Promoting contact between the school, parents, pupils and the local community
- Fundraising
- Involvement in the appointment of senior school staff

### Parent Council

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. We would encourage any parents to get involved in the life of our school, become a member of the Parent Council and help our school be the best it can be.

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum. Staff and pupils very much appreciate the help given by the Parent Council to the school. New members are welcome at all times.

The Parent Council Chair for 2023/2024 is **Ciara Ewing**

The parent council can be contacted on: [miltonofleys.primary@highlandpc.co.uk](mailto:miltonofleys.primary@highlandpc.co.uk)

**Parentline** is Scotland's free helpline, email and web-chat service for anyone caring for or concerned about a child. Parents can access this resource through:

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

Call free: 08000 28 22 33

Email: [parentlinescotland@children1st.org.uk](mailto:parentlinescotland@children1st.org.uk)

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

Opening Times: Mon-Fri 9am-9pm

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

## Communication

Our main form of communication with parents is through the school blog; <https://miltonofleysblog.com/> and through emails from the school office.

Monthly newsletters are issued with updates sent out if required on a Friday.

Each term, class teachers share a termly overview of learning. Seesaw is used to share individual learning targets and class experiences. Google Classroom is used to communicate learning and homework.

Open afternoons, workshops and information sessions run throughout the year

Parent meetings

Throughout the year there may be a variety of reasons why you may need to contact the school. Please see the table below to ensure your communication reaches the correct person.

<b>Enquiry regarding</b>	<b>Contact</b>	<b>Email address</b>	<b>Phone</b>
Enrolments, school lunches, school uniform or change in pick up/drop off	Office staff	<a href="mailto:miltonofleys.primary@highland.gov.uk">miltonofleys.primary@highland.gov.uk</a>	01463 773220
Absences	Office staff		Absence line 01463 773220 (Option 1)
Planned holidays	Office staff	Please put in writing; <a href="mailto:miltonofleys.primary@highland.gov.uk">miltonofleys.primary@highland.gov.uk</a>	
Curriculum, classroom matters, friendships, meeting arrangements or changes in circumstances for the child	Class teachers	<a href="mailto:miltonofleys.primary@highland.gov.uk">miltonofleys.primary@highland.gov.uk</a>  Email subject header: - FAO Teacher Name	01463 773220
Personal matters, significant change in circumstances, child protection and any other serious/significant matters relating to the child or confidential matters	Mrs Kerrie Laird  Mrs Loren Crowley	<a href="mailto:Kerrie.laird@highland.gov.uk">Kerrie.laird@highland.gov.uk</a>  <a href="mailto:Loren.crowley@highland.gov.uk">Loren.crowley@highland.gov.uk</a>	01463 773220

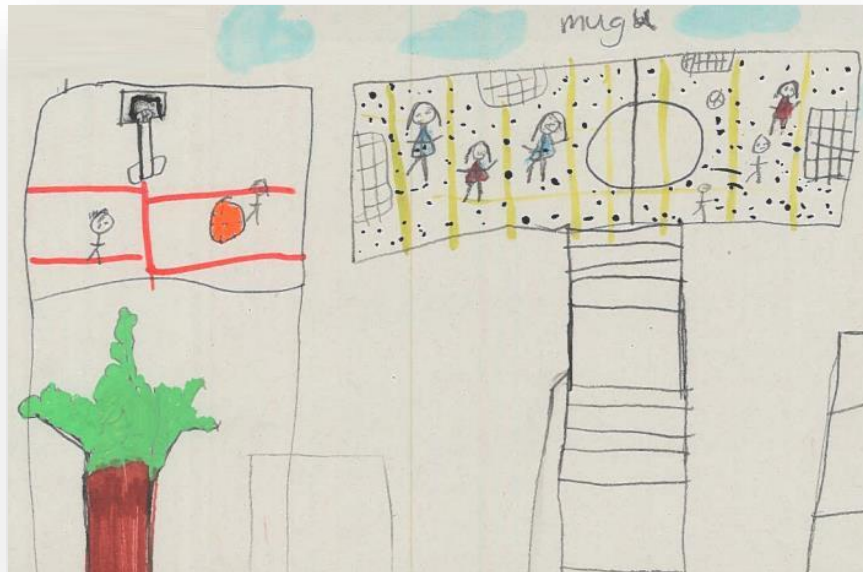
Useful information for parents on how you can get involved in your child's education, how to support the school, and information on curriculum developments, can all be found at Parentzone: <https://education.gov.scot/parentzone>

# The School and the Community

## After-school Activities

There are various after school clubs running during the school term and information can be gained from the school office. Throughout the year we also offer a range of lunchtime activities coordinated by both children, staff and volunteers.

The school boasts a splendid 'MUGA' (multi use games arena) and this is well used by our pupils for activities such as football, games and sports day events.



Nyla

## Wraparound Care

The Highland Council Childcare Services provides a safe, stimulating childcare environment that advances children's education and provides facilities that promote enjoyment and social welfare using recreational and other leisure time activities that complement those provided at school and in their home.

The service provides pre-school and primary school children with a social setting where they can spend their leisure time out with nursery and school hours. It provides parents and carers with flexible childcare that may allow them to return to work, extend their working day or to undertake further study knowing that their children will be supervised by qualified and experienced staff.

### Registration

The Childcare registration pack must be completed prior to children using the childcare service and is available from the school office.

### Bookings and Cancellations

Booking forms are available from the school office, at the childcare service and on the school blog/website. Bookings and amendments should be made as early as possible **in writing** (email is acceptable: [molelcc@highland.gov.uk](mailto:molelcc@highland.gov.uk)) and always 48 hours in advance.

In emergencies bookings may be accepted less than 48 hours in advance, but it may not be possible to accommodate booking requests at short notice.

Telephone bookings will be noted in an emergency but do need to be followed up **in writing** with a booking form (email is acceptable).

Bookings must be confirmed by a member of the ELC team before the child attends. **Cancellations must be made at least 48 hours in advance otherwise the full fee will be charged.**

At Milton of Leys the childcare service operates from the nursery and includes both funded and non-funded early education for children aged 3-5 years and breakfast and out of school hours childcare for primary school aged children.

### **Opening Times**

The service is available during school term time as follows:

- Breakfast Service (8am – 9.00am)
- Flexible childcare (8.00am – 5.55pm)
- Out of School Care (3pm – 5.55pm) **Charges (correct at time of publication)**

Breakfast Club	£5.05
Nursery extended hours rate	£5.05
Lunches	£2.30
Out Of School Club (OOSC)	Full session (3.00-5.55pm) £13.10 Hourly £5.05

Further information can also be found on our school website here:

<https://miltonofleysblog.wordpress.com/breakfast-clubafter-school-club-2/>

## Wider Partners

Milton of Leys Primary plays an important role in the community. We operate fully with any activities organised by the local community groups.

As part of Inverness learning community we have an ongoing liaison with our Secondary School colleagues and often use their expertise within specialist subject areas. Milton of Leys is part of the Millburn Academy Schools Group (ASG)

We work with a range of partners, e.g. Police, Fire Service, Road Safety Officers, Environmental Officers, Dental Hygiene Officer and School Nurse, to support the delivery of our curriculum.

## Complaints and Requests for Service

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

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager,

Fiona Shearer

Headquarters,

Glenurquhart Road,

Inverness,

IV3 5NX

Telephone: 01463 702000

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

## Finally

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

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



Emily H

# Appendix 1

## **Access to Pupil Records**

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

## **Data Protection Legislation**

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

## **Transferring Educational data about pupils**

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

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

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

## **Data policy**

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

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

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

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

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](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](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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.