



Hill of Fearn Primary School 2025-2026



'Healthy, Happy &
hardworking'

Head Teacher: Mrs Nikki Campbell

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Dear Parent / Guardian,

On behalf of all the staff I would like to wish you a warm welcome to Hill of Fearn Primary School. I hope you will find this handbook useful and informative. The information contained in this handbook is aimed at introducing you to the school ethos, its educational provision and any information you require for the welfare of your child whilst attending school. In the event that you are uncertain about any aspects please don't hesitate to get in touch where we will be more than willing to answer any of your questions.

We believe that Hill of Fearn Primary School provides a happy, hardworking learning environment with opportunities for children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Hill of Fearn Primary School is a small, family-orientated two-teacher school in the village of Hill of Fearn. The school is part of a cluster arrangement with Tarbat Old Primary School which is 7 miles away. The majority of our children are from the catchment area. The roll of the school at present (Dec 2024) is 47, organised into three classes: Nursery, P1-4 and P4-7. Hill of Fearn is a non-denominational school.

We look forward to a happy and successful partnership in the future with you and your child. The Standards and Quality Report and School Improvement plan are available on request, from the school office, although a parent friendly copy has been shared within this handbook. If you should have any concerns, please do not hesitate to contact me.

Yours Sincerely,

N Campbell
Head Teacher

Nursery Information

Our Vision: Learning to Play, Playing to Learn.

Staff Team

The team are dedicated to work together to provide the best care for the children and the families that come to Hill of Fearn Nursery. Your child will be assigned a key worker and will be your first point of contact with anything regarding your child's care and learning. However, all members of staff will be available if you have any queries.

Head Teacher

Mrs Nikki Campbell

Principal Teacher

Mrs Ann Allan

Early Years Practitioners

Mrs Shonagh McLean

Miss Becky Lowe

Mrs Leeanne Fraser

Hill of Fearn Nursery Aims.

- To provide a safe, homely and nurturing environment where children love to come and families feel happy and included.
- To provide quality team work to ensure practice is underpinned by key guidance such as Health and Social Care Standards, SSSC Code of Conduct, Getting it Right for Every Child, Realising the Ambition and Curriculum for Excellence.
- To ensure every child is 'Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included'.
- Staff use self-reflective documents from Care Inspectorate Framework, Quality Indicators and How Good is Our Early Learning and Childcare (HGIOELC) Framework Quality Indicators to reflect on practice, make improvements and evaluate continuously.
- Ensure children have the opportunities to learn a range of early level skills and experiences in line with the Curriculum for Excellence through play.

Nursery Routine

Hill of Fearn offer the fully funded 1140 hours as rolled out by the Scottish Government. The nursery is open 9am until 3pm Monday to Friday, term time. Parents/carers can decide how they use their hours and the nursery are flexible to suit family circumstances. All 6 hours a day are funded therefore children are welcome in full days, everyday.



A Typical Day

In the

Nursery



Staff plan using a responsive and intentional planning approach which is meeting the care and learning expectations through child-led play. This ensures the children learn effectively and successfully in a quality environment. Children learn best when they are engaged in play that they are interested in. Staff are experienced, qualified and skilled in this area and confidently provide best quality practice. Staff observe and interact with the children and where appropriate will build on their learning.

The nursery offers a free-flow play environment both indoors and outdoors so children have the choice and space to play freely where they would like to. Staff and children also make use of the areas and often go for walks round the village and play at the village green and football pitch.

In nursery, children help to prepare snack, set the table and they are independent at putting their things away after they are done. Staff continuously seek moments to allow children to develop their independence.

Staff provide many opportunities for parent and family engagement as this is extremely important for the children's development and learning. We offer termly Stay, Play and Learn sessions with each one having a different focus.

Security

The main entrance door to the nursery foyer is locked and requires a two step action for it to be opened from the inside and only staff have a fob to open it from the outside. The inner foyer door is always locked. The children have free flow access to the outdoor garden but can be closed for periods of time when everyone is inside, such as lunch. The garden has high walls and metal fencing all around so no one can get out or in. There are two locked metal high gates with a combination padlock.

All staff to child ratios are always adhered to. When out with the nursery and outside in the nursery garden, children wear hi-vis safety jackets, a register is taken and other school staff are informed where they are going.

Absence

If your child will be absent please inform the nursery as soon as you can on 01862 832120 or on Seesaw once you are connected. Please note that Seesaw may not be checked during time with the children so in this instance a phone call would be best.

Snack and Lunch

All snack and lunch is provided by the nursery and school catering which is fully funded. However, if your child does not like what is on the lunch menu please provide a packed lunch and staff can encourage them to try the school lunch.



Here is an idea of some of what your child will have the opportunity to experience

- Water, sand, mud cooked/uncooked foods, playdough, shaving foam, gloop, and other messy and sensory play.
- Literacy, numeracy and other curricular areas are throughout the whole nursery indoors and outdoors.
- Playdough making, baking and snack preparation.
- Playing in the playground, park and gym hall, Gardening and Outdoor activities
- Stories, songs and drama.
- Construction using real natural resources such as bricks, wood, wheels, tyres, pipes, and guttering.
- Junk modelling, paint, glue, cutting and lots of other art resources.
- Jig-saws, puzzles and tabletop games.
- Role play with a true to life kitchen with all natural play resources and role play outdoors with mud kitchen and real white goods.

Skills that your child will learn and develop during nursery experience

- Physical and emotional health.
- Independence.
- Organisational skills.
- Listening, talking and mark making.
- Working as part of a team—compromising and sharing.
- Creativity, imagination and exploration.
- Confidence and a can do attitude.
- Science skills—testing, measuring, weighing, understanding and evaluating.
- Body autonomy, self esteem and emotional regulation.
- Relationships with teachers and peers.
- Having fun, feeling safe, happy, content, accepted and involved.
- ICT skills.
- Celebrations and lots lots more.

What will be expected from the parent/carer when enrolling

Parents/carers are encouraged to enrol online during enrolment time at the beginning of the calendar year. However, this can be done at any point. During this process you will be asked to provide consent for your child/ren to have their photographs taken, displayed or used in nursery related displays and also permission is sought to take part in excursions. Once you enrol, you will be invited for an induction visit, where you will be asked to fill in some paperwork which involves giving consent of intimate care (nappy changing and toilet training), toothbrushing and Seesaw access. There will also be documents to fill in that provide a holistic view of your child and their individual needs, likes and requirements.

Toilet training

Highland Council authority has an equal opportunity policy and children cannot be refused admission to pre-school if they are not toilet trained. Staff will work with the child and family to support this if there is a need.

Child Protection

Staff, parents and carers have a duty of care to safeguard the children and protect them from abuse and neglect. The Highland Council has clear policies and procedures in place to safeguard our pupils. This might involve information being passed to other agencies without immediate reference to the child's parent/carer.

Nursery staff contact with parents/carers and families

Staff will see parents/carers every morning and every afternoon. Staff ask that the drop offs are a positive and happy encounter in the nursery foyer and at collection parent/carers are welcomed into the setting to avoid stress on the child (if the child is unsettled this can be worked differently to meet the needs of the child).

Staff offer regular 'Stay, Play and Learn' sessions where there will be a focus on usually maths, literacy or health and well-being'. Parents/carers will come in (with or without siblings and family members) to see the child's work, setting, care and learning.

Staff will provide opportunities for a formal one to one meeting (optional) to discuss anything further. Please note that anything sensitive needing attention, staff will accommodate this at any given time by offering a private and confidential space to speak.

Head Teacher, Mrs Campbell dedicates her time between Hill of Fearn and Tarbat Old Primary schools. However, if she is not in the building she can be contacted by telephone anytime should you have any queries or concerns.

Snack time.

Part of the nursery routine is to allow children to participate in snack preparation to develop their knife, problem solving and other life skills.

Children are monitored during handwashing to ensure they establish a good hygiene routine.

The first two terms staff and children have a sit down snack where staff model good eating and table manners. The final two terms staff operate a rolling snack.

Rolling snack

This allows children to come whenever they want for their snack to reduce the interruption in their play. Research tells us that when children have long amounts of uninterrupted engaging play they will learn and develop more effectively.

After developing good hygiene and table skills in the first two terms, the children will be able to learn the skills of getting their own snack and tidying up when they are done.

What is on the menu?

Every snack is in line with The Highland Council's Healthy Eating policy and Choking Prevention guidance, water and milk is offered at every snack and lunch. Personalised water bottles are free to access all day.

Snack usually consists of

- Variety of fruit
- Crackers, oatcakes with cheese
- Choice of cereals
- Bagels, bread, rolls and wraps
- Yogurt
- Fruit and/or vegetable salad and dip

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

Skills for life.

- Knife and safely skills
- Turn taking
- Socialising
- Introduction to new foods
- Table manners
- Independence
- Hygiene



We love to explore

During your child's time at nursery they will participate in excursions such as to the forest, away to the beach, on the bus and end of year trips.

There is always the correct number of staff to child ratios and effective risk assessments in place.

Parent volunteers are welcomed as is ideas for trips away.

Clothing fit for purpose

During the summer please provide sun cream, hat, long sleeved tops and leggings/light trousers if your child is sensitive to sun exposure.

In winter parents should provide appropriate clothing and footwear for the weather (hates, gloves, scarfs, thick jacket, waterproofs).

Please ensure nursery have a spare change of clothes and wellies for all year round.

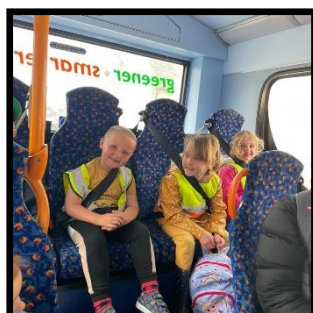
We also require indoors shoes to stay in nursery (fitted Velcro trainers are the best choice).

Nursery provide every child with a water proof light red suit and hi-vis safety jacket.

Things from home

If your child has a comforter then please bring it along. Nursery is exciting but it can also be daunting so we encourage the use of anything that allows your child to feel safe and secure whilst they are here.

Once your child is well established in the nursery we encourage them not to bring toys that don't mean a lot to them (comforter) as these can easily be lost and can create unnecessary conflict with peers. There are lots of toys to play with in nursery so no need to worry :)





Do you have a say in your child's learning?

Yes!! Family engagement opportunities hugely benefit the children. We use Seesaw to not only having direct communication with families but it is also used for pictures and updates and sharing WOW moments from nursery and home.

We would also like to hear about those special moments at home so please share those moments with us too so we can update pupil profiles. This might be special achievement certificates, moving groups in swimming, learning to ride a bike etc. We like to work together with families to build on the children's skills.

The children love helping to print their pictures, tell their friends and teachers about them and stick them on the walls themselves. Our planning floorbooks are shared in the nursery foyer area so you can see some of the intentional planning. If you have any ideas, resources or suggestions of how to add to this please feel confident enough to add them on. We would love to hear from you!

Our ethos is, the nursery very much belongs to children, their families and the staff all working together to create a homely environment.

Illness.

If your child becomes unwell at nursery a phone call will be made to the parent. In their absence it will be the emergency contact that you have provided.

Please inform us if your number or address changes throughout the year.

If your child has been vomiting or has had diarrhoea, please adhere to the NHS guidance and do not return them until 48hours after their last expulsion.

Health

Is your child up to date with their vaccinations?

Children receiving out of home care such as nursery have more opportunities to come into contact with infections so it is especially important to make sure that your child is up to date with all their vaccinations that are due. This is to protect them and the other children in the setting.

Please see your GP or health visitor for further advice.

Collection of your child

When you drop your child off in the morning please tell a member of staff who is collecting your child at the end of the day and what time. If this changes please phone the nursery.

You will sign your child in and out at drop off and pick up. This must be a responsible adult and if this would be someone under 16 this arrangement must be discussed with the Head Teacher in advance.

Adverse weather

Should the school need to close earlier than normal, you, or the emergency contact will be contacted by telephone. In the event of adverse weather you will be notified via Seesaw of any school closure or delay to opening. In addition, you can check the Highland Council school closures website.

Major incidents

In the event of a major incident happening whilst your child is in nursery the whole school will be evacuated firstly to the assembly point in the school playground and if unable to return to the building we will walk to the Football Pitch and contact parents/carers to arrange the collection of your child.



"I want the Lego out"

"I love orange juice"

"I wash hands"

"Can I have a cuddle?"

"I want to make pizza"

"Can we paint?"

"I love brushing my teeth at nursery".

"I like Mrs Potato"

"I made a house for my mouse. I did myself".

"I did it"

"I am doing hard work, shapes"

"I love toys"

"I love playing and hiding discs"

"I make pizza, noodles and sgetti in the kitchen"

"I love cuddles, teachers are good at them"



KEY INFORMATION

Admission Arrangements

P1 enrolment will take place in January 2025.

Early learning and childcare enrolment will take place in February 2025.

Enrolment forms can be filled in online at https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school

We have a Transition programme in place for our nursery pupils which include opportunities for the children to become familiar with areas around the school, meet their prospective teachers, visits to the canteen, assemblies and become familiar with their classroom. Older children enrolling in the school and those who join the school after the start of session are asked to contact the school to arrange a visit anytime.

Placing Requests and Catchment Area

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

As a parent you have the right to ask for your child to be educated in a school other than the local school. This applies only to primary and secondary school and not to Early Learning and Childcare provision.

Where your child has Additional Support Needs you also have the right to make a placing request to a local special school or to specialist provision outwith the Council area.

If you wish to make a placing request you must complete the online placing request application form. Your child must first be enrolled in their catchment primary school for the placing request to be assessed. If a placing request is granted, transport is the responsibility of the parents or guardians.

If you are unable to complete the placing request application form online, a paper copy of the form will be available from the school you wish your child to be placed in.

Placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

If you live out with the school catchment area and you wish to attend Hill of Fearn Primary School , Please contact Mrs Campbell to arrange a visit on 01862 832257.

Transport

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

Pupil Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number **01862 832257**. If parents have not been in touch with school regarding absence the school will call home. Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc. parents should inform the school in advance. Where at all possible, medical and dental appointments should be made out with 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. In addition attendance is monitored and there are updated policies in place for the school to issue a letter or request meetings with parents of pupils with poor attendance.

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised. In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

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

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance. For children in the nursery this is Mrs Jacqueline Logan or Mrs Rachel McGowan, Health Visitors and in school it is Mrs Nikki Campbell, Head Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Mhairi Macdonald, Area Education Manager West, Mid and North on mhairi.macdonald3@highland.gov.uk

School Information



Head Teacher
Principal Teacher
Class Teachers

Early Years Practitioner

Mrs Nikki Campbell
Mrs Ann Allan
Mrs Clare McLelland
Mrs Ann Martin
Mrs Shonagh McLean
Miss Becky Lowe
Mrs Leeanne Fraser

Support for Learning Teacher

Mrs Elaine Lynch

Clerical Assistant

Mrs Leesa Kilcollins

Pupil Support Assistant

Mrs Marion Wightman
Mrs Margaret Milne
Mrs Samantha Gordon

Facilities Management Assistant

Mr Alan Mohan

Visiting Teachers

Strings Instructor: Mrs Debbie Ross
Physical Education: Ms Norma Swanson

The School Day

For this session, the following times apply:

9.00 am	Classes begin
10.45 -11.00am	Morning break
12.30-1.15pm	Lunch
2.30 pm	School ends for P1-4
3.00pm	School ends for P4-7

‘There aren’t too many
people in our school so
we are all good friends.’

Term Dates and Holidays

You can view these at

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

Opportunities to be involved in activities, sports and outdoor activities

Throughout the year we take many opportunities to have visitors into the school to work with the children on a range of activities e.g. drama, dance, emergency first aid, rugby, music etc. All children have a variety of opportunities within these.

We have an active schools coordinator who helps to organise sporting events for the children both within the school and with other schools in the area. Some of these are to give tasters of sports and activities, others are competitive.

Each year we participate in the Rotary Quiz, Swimming gala, Cross country, Inver Fun Run and the County Sports amongst other events.

At times the school offers clubs but this depends on willing volunteers. If you are interested in helping to run a club please get in touch with the school.

Citizenship Groups

This year we have changed the format of our citizenship groups so that each child has a voice in key citizenship work. Every child will be encouraged to have a say and lead work in the following areas:

- Buddies
- Pupil Council
- Playground Sports Leaders
- Digital Leaders

If you would be interested in helping in any of these sessions, then please contact the school.

School Meals

School meals are cooked at Hilton of Cadboll school and transported to us. It costs **£2.40** per meal (Nov 24) although **all P1-5 children are entitled to a free school meal.**

If at all possible lunches should be paid for each Monday for the coming week. Children then choose each day what they would like to eat. As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles.

Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

Further information can be found by following the link below:

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



All children are encouraged to drink water only, and they can do this throughout the school day. Therefore we would encourage pupils to bring their own water bottle to school each day.

Free School Meals

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £796).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £19,995
- Child Tax Credit and Working Tax Credit and an income below £9,552
- If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- You have no access to public funds, normally due to immigration status.
- Pension Credit Guarantee Credit

To apply, please visit to following link.

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

Children in Nursery to Primary 5

Remember if a child is in Primary 1-5 they are automatically entitled to a free school meal, no application is necessary. However, applications for assistance with school clothing must still be made.

Nursery to Primary 5 Free School meals are a Scottish government funded initiative;

- The meal is optional.
- Primary 1 to 5 children are only entitled to a school meal at lunchtime. Parents and carers need to provide pupils with money for any other service provision in school such as morning break or breakfast
- There is no application process involved.
- Parents and carers of primary 1 to 5 children still need to apply for clothing grants where applicable.
- Parents and carers of children in Primary 6 & 7 if entitled still need to apply for free school meals following the usual process.
- For medically confirmed special diets, applications need to be completed and returned to the head teacher.
- Primary 1 to 5 children who are in a school with no meal provision will be reimbursed for every day that the child has been in attendance at school. This is based on the economic daily rate.

Health Problems

Parents should ensure that we are made aware of any problems, allergies, etc. particular to your child. Any information will be treated in confidence.

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.

Mental Health and Wellbeing

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.

Fire Drills

These take place each term. Directions for prompt evacuation are undertaken by teacher and class. Teachers are in close supervision and are aware of the location of the nearest fire extinguisher and exit. Rules and regulations have been explained to the children and strict discipline is maintained throughout.

Major Incident in School

In the event of such an incident, e.g. fire, teachers would gather all the children in the playground (if appropriate) and check all were present. From here we will walk to the Football Pitch in the village and make contact with parents for collection.

Emergency Contact Details

Emergency telephone numbers are kept at school for each family. These are updated each year.

- All parents are asked to complete the form for these and return them promptly to the child's teacher
- Parents are asked to contact the school if any changes occur in telephone numbers at home/work, or person to be contacted in an emergency.

Adverse Weather

During a period of heavy snow, where conditions in the early morning might prevent school from opening for the day, parents are asked to check Seesaw for updates.

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>



In the event of adverse weather conditions, e.g. heavy snow, it may be necessary to close the school early. We will endeavour to contact every parent, but if a parent is not available it may be necessary to send a child home with an emergency contact or another pupil. No child will ever be sent home to an empty house if we have been unable to contact their parent.

School Uniform

All pupils are encouraged to wear school uniform.

The school colours are royal blue and white. Fleece, sweatshirts, polo-shirts and t-shirts can be ordered throughout the year from the school. Please contact the office to request an order form. You can also order uniforms at Tesco.com

Clothes should be clearly labelled with each child's name.



A form for school clothing is available for parents on income support and should be applied for each year at the end of the school session. Please ask school for a form or you can download them from http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

All children should change into indoor shoes each day.

Travel Arrangements

Free school transport is provided for pupils under 8 years of age, who live more than two miles from school and pupils of 8 years or more, living a distance of three miles or more from school. Any spare seats are made available to pupils who do not qualify, if their route is judged to be particularly hazardous for walking.

Parental Involvement

Parent Council

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the parent council on hilloffearnprimarypc@gmail.com



Hill of Fearn has an active Parent Council. Meetings are held on a regular basis and the agenda and minutes are made available to the whole parent forum on the school blog. The main aim of the Parent Council is to promote positive relationships between the community, the parents, the pupils and the staff.

Present Parent Council office bearers are:

Chair	Andrew Kerr
Treasurer	Gillian Fraser
Secretary	Leigh Mackenzie

Parent Help at School

Parent help is always welcome at school and if you are free your offer of help is useful with the following:

- Supporting classroom learning
- Library
- Craft activities
- Extra-curricular activities
- Helping on school trips
- School events
- Fundraising

Supporting Your Child's Education

Why involve parents?

Parental involvement features prominently within Curriculum for Excellence; **it is your right** as a parent or carer to be involved in your child's education. This includes involvement in setting next steps for learning and evaluating against these. Parents and carers are the biggest influence in a child's development; sharing information, standards and expectations is a very important aspect of the best possible education. Evidence shows that children learn best when the school and parents work together

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/>

Homework

It is our policy to issue homework on school days, but not at weekends. Homework will relate to work at school and will involve no new concepts. If your child is unable to understand the work, it should be referred to the teacher next day, and should not be a cause for anxiety. The amount of homework increases as the child progresses through the school. Parental involvement is encouraged and appreciated.

Learning is best accomplished if parent, teacher and child work as a team. Any problems which parents perceive with homework should be brought to the attention of the teacher.

Arrangements for Parents to Contact the School

Parents wishing to discuss any matter at length with any member of staff, should, in the first instance, telephone the Head teacher for an appointment. As she may be timetabled at Tarbat Old Primary School, the best form of communication is to e-mail or phone the school to make a suitable time.

We consider contact with parents invaluable to enable parents to understand and support the general operation and curriculum of the school. Opportunities to achieve this can be made through the following:

- Emails
- SeeSaw
- Text messages
- Newsletters
- Letters sent home with children
- Pupil Progress Reports
- End of term assemblies/other school events
- Parents Evenings / Open afternoons.

It should work the other way too! We look forward to hearing your views at meetings, through questionnaires, face to face, etc.

Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

"Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage." (Family Learning Network, 2016).

At Hill of Fearn we engage parents in workshops such as internet safety, literacy workshops and other curricular learning opportunities. We also provide Stay, Play and Learn opportunities in our Early Level Class.

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/>

School Ethos

'You'll definitely make some new friends because we are all so friendly.'

P5 boy



'We support each other in our learning.'

P7 girl



Hill of Fearn Primary School (H.O.F)

Healthy, Happy & Handworking



OUR SCHOOL VALUES

Helpful, positive learners

Outstanding kindness

Friendly, nurturing environment

Made with PosterMyWall.com

(Revised November 2023 in consultation with pupils, parents and staff.)

Celebrating Achievements:

Star Awards

One or two children are chosen from each class each week to receive these awards at assembly. The teachers have a choice of awards to choose from to make these more meaningful. Examples of some of these awards are 'Star Successful Learner', 'Star Creative Person' and 'Star Digital Leader'. These children then have their photos put on to their 'Seesaw' profile.

Personal Achievements

We record achievements in school on our online profiling system 'Seesaw' and P4-7 will be using online digital profiles too. We want to encourage children to think about what they have learned and what they have done well on an ongoing basis both in school and out of school.



House Points

Our houses are Balinroich, Loandhu, Mounteagle and Rhynie. Each child is allocated to a house and points can be earned for a variety of reasons. The Parent Council shield is given to the winning house each year. This encourages children to work hard and achieve well for the benefit of their house.

Noticeboards and Newsletters

The entrance hallway is used as a display area for a variety of achievements and parents are informed of achievements through regular newsletters and 'Seesaw'

Positive Behaviour

The school's positive behaviour policy is based around the principle that people should be courteous to each other and should act in such a manner so as to keep themselves and others safe. Discussions take place in each class about class charters being an agreement between all, being courteous and this is reinforced by the examples set by the staff, both teaching and non-teaching.

A behaviour code devised by pupils and parents is in place and discussed between staff and pupils to ensure there is a clear understanding. This clearly states what behaviour is and is not acceptable.

If a child demonstrates inappropriate behaviour the child will be spoken to first by the class teacher to find out what the underlying problem is and see if it can be resolved within school. We endeavour to carry out restorative conversations to ensure that children understand the implications of their actions on others and their feelings and aim to ensure that these matters are resolved to ensure that children can move on with each other. We aim to work closely with parents and if there is persistent issues with behaviour then parents will be contacted to discuss this further.



Support for Learners

At Hill of Fearn Primary School, we have a real emphasis on the health and wellbeing of our pupils. As such, positive behaviour will be encouraged through restorative, solution focussed and nurturing approaches.

We are committed to providing additional support for children and young people who without such support, would be unable to benefit from school education. We know that some children and young people need extra support to help them overcome barriers in learning. Children may need extra help with their education for a variety of reasons, for example:

- Difficulties with relationships
- Challenges with learning or understanding
- Problems at home
- Bullying
- A sensory impairment or communication disorder
- A physical disability
- Being a young carer or parent
- Moving home frequently
- Having English as an additional language



Every child is different and any support provided should meet their individual needs. There are lots of ways we can support children, such as:

- Time with additional support needs staff
- Adapting the way they are taught
- Assistance from Educational Psychologists and Speech and Language Therapists
- Equipment, such as a laptop or special seating
- Strategies, like using nurture rooms

We also provide a range of specialist services to help children and young people with additional support needs. Please click here for our Bullying and Positive Relationships policy..https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Individual needs will be met through first meeting with parents and perhaps other agencies to ensure the correct support is given at the right time. Visit http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners for more information.

Equality and Diversity

The school promotes understanding and respect for other people's cultural identity and beliefs, according to the guidelines set out by the Highland Council. Any incident of an anti-racist nature will be considered serious. All policies and aspects of the curriculum promote inclusion for all and no tolerance of racism or stereotyping in any form. For up-to-date information please see:

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



Our Curriculum



Our Curriculum



As you can see, our pupils are at the heart of everything we do in school. The things that inform our practice are varied and included in our Rationale.

As with all schools in Scotland Curriculum for Excellence forms the basis of our curriculum.

<https://education.gov.scot/curriculum-for-excellence/>

Timetables are flexible to allow for links to be made between the eight subject areas e.g. skills in writing may be developed through a science topic on electricity.

Each pupil's attainment and achievement is monitored by the class teacher and the head teacher. Formal discussions about individual pupil progress take place between class teacher and head teacher every term. In addition to this there are frequent informal discussions about pupils when appropriate to ensure pace of learning is as close a match as possible to each pupil.

The subject areas are:

- Languages (which includes listening and talking, reading and writing and French)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies



Within Curriculum for Excellence progression is indicated through curriculum levels, although we understand that each learner is unique and all children will have their own learning journey:

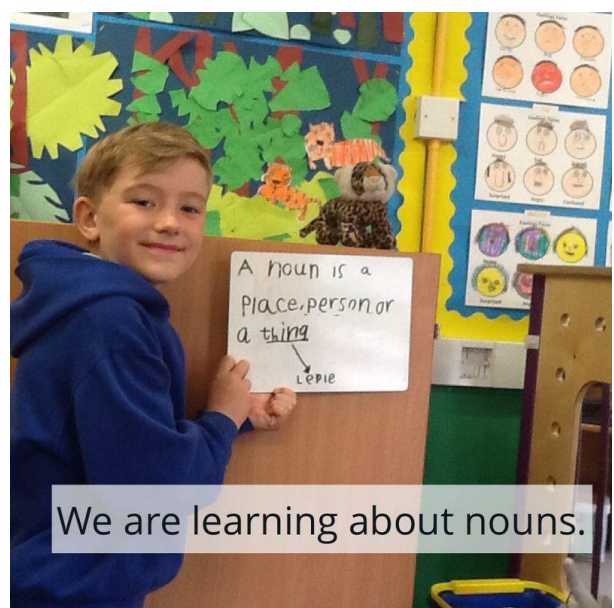
Early level	pre-school and P1 or later for some children
First level	to end of P4, but earlier or later for some children
Second level	to end of P7, but earlier or later for some children
Third and fourth levels	S1 to S3, but earlier for some children
Senior phase	S4 to S6 and college or other means of study

Languages

In line with Curriculum for Excellence, our programme is designed to give our pupils opportunities to develop all aspects of language:

listening	talking
reading	writing

All aspects of language are considered to be important since the study of language is not only valuable for its own sake, but also a necessary prerequisite of all other areas of the curriculum. To make literacy meaningful it is taught across the curriculum. At all stages, the child is presented with a wide variety of material which is both interesting and enjoyable. The school uses some strategies from the Highland Literacy Project to support learning. This involves lessons in core reading,



We are learning about nouns.

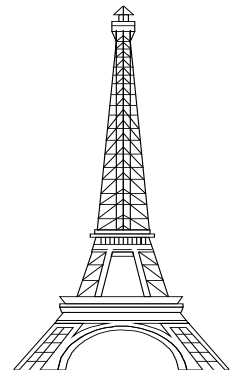
reading for information, exploring writers' craft, phonics, spelling and opportunities for reading for enjoyment. This is done in a structured and progressive manner using a variety of resources.

Written work is often linked to other areas of the curriculum to make it meaningful and will include opportunities for factual, creative and personal writing. Otherwise the child will progress through a systematic approach to punctuation, presentation and language structure set at an appropriate level. Children are expected to acquire the skill of listening with attention and understanding. Through activities such as discussion and drama, they will learn to interact with each other and express their own ideas and feelings with confidence.

Progress in reading, writing, listening and talking is monitored and recorded systematically and involves both teacher and pupil. The school are also involved in year 2 of a spelling pilot 'Wraparound Spelling.' We aim to provide parents with feedback on the success of this after 6 weeks and then 12 weeks.

French

All children in P1-7 are taught French through games and activities. Throughout the day, some instructions will be given in French to enable the children to become accustomed to hearing a foreign language. The Highland Council Programme of Work is followed and links with Curriculum for Excellence to allow a progressive route through learning French in the Primary Years.



Numeracy and Maths

Within Curriculum for Excellence Numeracy and Maths are organised into three areas

1. Information Handling
2. Number, Money and Measure
3. Shape Position and Movement

From the early stages children will explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Whenever possible, the children will be shown the application of a concept learned in a real situation. Therefore much of the work will be of a practical and active nature. Learning without real understanding of the process tends to turn the pupils off when they come up against a different method. A balance of knowledge and skills will be embedded into the curriculum and developed across the curriculum. A range of resources are used to support this including Heinemann Active Maths, SumDog and the Highland Numeracy Progression as well as approaches such as Outdoor Learning.

Mental agility is an ongoing activity at each stage and is practised daily. Strategies to help children develop agility with numbers are encouraged.

All pupils are assessed in maths in an on-going basis; the children are involved in this process along with the class teacher.

Health and Wellbeing

Each year, through the study of a variety of health topics, the children are given opportunities to develop knowledge, understanding and skills which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children to:

- Make informed choices
- Experience challenge and enjoyment
- Experience positive aspects of healthy living
- Apply knowledge and skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education

This is done through specific health and wellbeing lessons and also across the curriculum as appropriate and within the general ethos and life of the school.

Examples of health and wellbeing topics are:

- Food and Health
- Substance Misuse
- Mental, Emotional and Social Wellbeing

Where appropriate, input from people such as the police, nurse or dentist is requested. Parents will be informed by letter before sensitive aspects of Health and Wellbeing, such as sexual health, are taught. Information about content will be given and the opportunity to withdraw children from these lessons if appropriate.

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.



Physical Education, Physical Activity and Sport

This is part of the Health and Wellbeing curriculum. The school provides wide ranging activities which suit all ages and abilities. Each class has 2 hours of PE timetabled weekly. We have a visiting specialist, Ms Swanson, for P.E. each week.

Children are encouraged to be active and given opportunities to sample a range of activities throughout their time at Hill of Fearn. The school have recently been involved with the Ross County Rural Schools programme.

Hill of Fearn Primary has maintained Health Promoting Status Level 4.

Social Studies

Social studies provide a means for children to find out about the world around them and explore their relationship with it.

The three main areas covered are:

- People, past events and societies
- People, place and environment
- People, society, economy and business

These have been organised by the school into cross curricular topics with a strong local and Scottish element which is built upon to look at the wider world. Examples of possible topics are:

Early / First level

- My Village
- Hill of Fearn Now and in the Past
- A Day in the life of...

Second level

- Local Industry
- A Country Beyond Europe
- Twentieth Century Scotland

Class teachers and pupils may also decide on other topics of study which meet the interests and needs of pupils. We try where possible to integrate other curricular areas, e.g. health, language into our social studies topics.

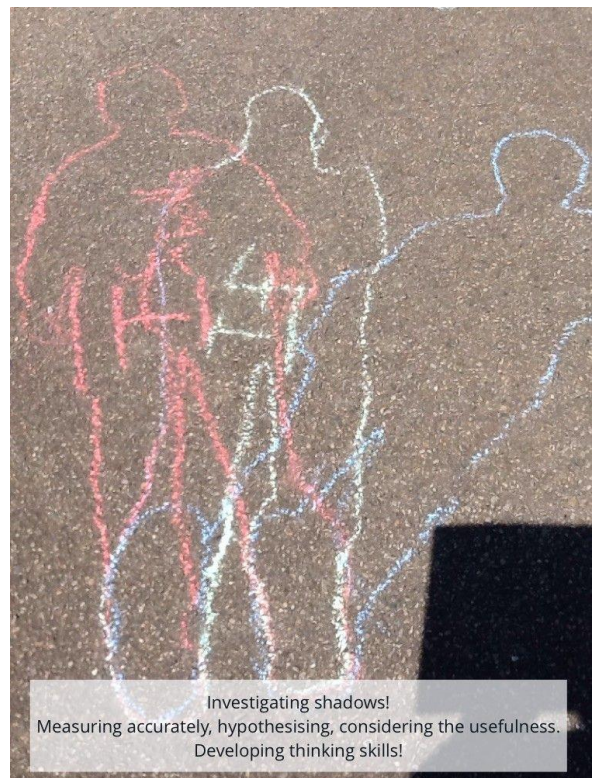
Science

The school uses the Highland Science Programme through which children will meet the Science experiences and outcomes of Curriculum for Excellence. Links are made with other areas of the curriculum as appropriate.

The areas covered are:

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

These topics can be adapted to meet the needs and interests of pupils. The experiences and outcomes in science provide opportunities for children to develop and practise a range of inquiry and investigative skills and to develop scientific analytical thinking skills. There is an emphasis on environmental issues throughout the science programme.



Expressive Arts

Through the primary school, the children will have the opportunity to express ideas and emotions based on first hand experiences of their surroundings. The ideal opportunity presents itself in the expressive arts, through the enjoyment of music, art, drama and movement. Frequently, the work undertaken will be linked to other curricular areas, e.g. language or environmental studies.

Art and Design

Art and design are important areas of our primary school curriculum. A wide variety of skills and techniques are tackled each year to give children experience of different mediums. Class teachers provide tasks, often related to pupils' direct observation and to the content of class topics.

Music

The school is fortunate in having the help of a weekly visit from a strings' instructor who gives tuition in violin and cello to those children who show an interest and ability. The Youth Music Initiative enables younger pupils to receive regular Kodaly singing and P4-7 to have regular instruction from Feis Rois. The classroom teachers co-ordinate their programme of work according to classroom topics to give progression in the skills of listening, singing, music making. Above all, enjoyment is the main concern. The school uses a variety of teachers of dance from out with the school to motivate and enthuse pupils in this area.

We also put on a Christmas play each year in which the whole school are involved, this combines drama and music and is enjoyed by all.

In addition to this the school participates in the Tain Associated School Group Dance competition each March.

Religious and Moral Education

The main aim in this area of education is to help the child in the search for meaning, value and purpose. Other aims are to enable the children to develop positive self-image and to have good relationships with other people. A helpful and caring attitude to their own community and the world they live in is to be encouraged. Through selected stories which illustrate religious and moral commitment, the aim is to increase knowledge of Christianity and other world religions.



Religious Observance Withdrawal

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

Technologies

The curricular area of technologies is intended to tap into children's natural inventiveness and creativity and their desire to work in practical ways. Through technologies children are motivated to develop skills and acquire knowledge and understanding of their world.

Technologies is organised into the following framework:

- Digital literacy
- Food and textile technology
- Technological developments in society and business
- Craft, design, engineering and graphics
- Computing science

In technologies the children will develop an understanding of technology in the world around them and the contributions various technologies make to society.

They will learn a variety of skills from problem solving and organisational skills to using tools, computers and software.

Class teachers teach and practise computer skills on a daily basis throughout learning and teaching in the curriculum.



Skills for Life, Learning and Work

As a school we have identified a range of transferable skills as a focus for development. This skills development will be planned and assessed and pupils will be aware of the skills they are developing and how they will be of use throughout life in a variety of situations, particularly in numeracy, literacy and health and wellbeing.

Pupil Choice and Involvement in Planning

All pupils will be given appropriate choice within their learning. This will take place in a range of ways for example:

- A pupil may be asked to research a famous Scot but be given choice as to whom to research.
- A pupil may be asked to present information on renewable energies but have choice as to how they present their information e.g. report, PowerPoint, poster
- A pupil may have spellings to practice, but be given choice as to how to learn these
- Classes will be involved in planning topics for study and at times in which topic to study
- Pupils will be given opportunities to work individually or as part of a group
- All pupils are involved in setting their own targets for learning each term and working towards achieving these targets

You can find out more about Curriculum for Excellence through reading our curricular policies a list of which is included in the School Policies section of this document.

You can also visit:

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

and Skills Development Scotland – My World of Work which is useful for parents of children who are moving up to secondary school. <http://parents.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning. www.hi-hope.org

Assessment & Reporting

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

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, open afternoons, Seesaw posts and written reports.

Pupils will reflect on their progress, achievement and best work on their profiles.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their class teacher in the first instance.

Tracking

Tracking is recorded in Numeracy and Maths, Reading, Writing, Listening and Talking. We have identified the important steps in learning at each level of the curriculum for maths, reading, writing, listening and talking. These support class teachers' planning for learning and are used to track pupil achievement and progress as they move through the school.

Assessment for Excellence

Each session P1, P4, and P7 pupils sit online standardised assessments in reading, maths, arithmetic, spelling, ability and attitudes. The results of these tests are used to identify areas of strength and where development is required for individuals, groups, classes and as a school.

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

Standardised Assessments

All pupils take part in standardised assessments called NSA for Primary 1, 4 and 7 or SOFA for Primary 2,3, 5 & 6, which is an assessment tool that allows teachers to gather some assessment evidence, compare pupils attainment to the national level and other year groups. While this is supportive data attainments levels are all based on teacher judgement. Teachers build up a portfolio of evidence over time that includes class work, observations, assessments etc. Most classes take part in these assessments in November apart from Primary 1 who undertake these assessments in April.

Reporting to Parents

The school use a profiling system called SeeSaw which parents can connect to, view and comment on work that has been happening throughout the year and a fuller report using Highland Council's format is issued in May.

Parent evenings are held in October and March, where class teachers are available to discuss pupil progress and the Head Teacher is also available if required.

At other times throughout the year discussions on progress will take place with parents if and when appropriate.

If parents have a concern at any time about their child's progress or how to support them they should contact their child's teacher to arrange a meeting.



Transitions



Transfer from Nursery to Primary

Enrolment for P1 takes place in January each year. As there is a Nursery in Hill of Fearn the majority of our pupils already know the school well.

Three mornings are planned in June for all new P1 children to join the class. During one of these mornings there will be an opportunity for parents to meet with the head teacher to find out more about the school and ask any questions they may have.

If further transition arrangements are required these will be arranged on an individual basis.

Enrolment week for Primary 1 pupils will take place from Late January 2025.

For Early Learning and Childcare places, enrolment week commences Mid February 2025. Enrolment forms can be filled in online at https://www.highland.gov.uk/info/878/schools/11/school_enrolment

Transfer between Primary Classes

For many children the transition between classes and classrooms causes no anxiety or concern as pupils throughout the school have frequent opportunities to work and play together. This allows pupils to get to know other pupils and staff throughout the school.

However there may be times when transitions between classes cause worry or upset for pupils. If this is the case arrangements will be made to reduce stress for pupils as much as possible. Pupils and parents will be involved in decisions as to how this will be done.

Transfer from Primary to Secondary

Most pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures and problem solving days etc. prior to admission are also arranged. Pupils will sometimes be provided with an enhanced transition which will be planned with staff from the secondary destination. You will be fully involved and kept informed of this.

Tain Royal Academy, Scotsburn Road, Tain, Ross-Shire, IV19 1PS.
01862 892121

Head teacher: Mr Gavin Maclean (Acting)

Support for Pupils



Additional Support Needs

Class teachers, in conjunction with Additional Support Needs

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

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 Head Teacher, Nikki Campbell. 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)

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the class teacher in the first instance or Mrs Campbell, Head Teacher. Please also visit Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland>

Children with Additional Support Needs

If your child has any additional needs please ensure that the school is fully aware of these when you enrol your child. If concern arises once a child is in school parents will be contacted quickly and appropriate guidance and support sought from other agencies where appropriate.

Further information on provision for children with additional support needs and where to get further information can be obtained from the school or for more information and advice visit ;

(a) **Enquire – the Scottish advice and information service for additional support for learning** <http://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](#)**, an advocacy service to support parents and children

(d) **[Scottish Child Law Centre](#)**, an organisation providing free legal advice to young people

(e) **<https://thrivingfamilies.org.uk/>** a Highland organisation to support families with children with additional support needs.

Support for Learning Teacher

A Support for Learning teacher gives classroom assistance 1 day per fortnight. The teacher may remove pupils from class to work with individuals or small groups or may work in the class alongside the class teacher. Pupils may have input from the support for learning teacher for a variety of reasons including ongoing difficulties, short term difficulties or challenging more able pupils.

Pupil Support Assistant (PSA)

We have three Pupil Support Assistant providing support for many of the children. Our PSAs may support lessons such as reading or maths, provide support for pupils in the playground or in the canteen etc. Pupils with special needs may require the help of an assistant for some or all of the time. Our PSAs also supervises the playground at break time and lunch time.

The individual learning and social/emotional needs of children are considered when allocating support.

Child protection – Highland Council Protection Inter-agency Guidelines

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from Mrs Campbell or online at

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

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

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; <http://enquire.org.uk/> email info@enquire.org.uk

The Highland Council's policy on provision for children with additional needs can be found at: <http://www.forhighlandschildren.org/5-practiceguidance>

For more information you can contact the Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 or the Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

School Improvement



Each year the school issues a Standards and Quality Report detailing the main achievements of the school over the last 12 months. A School Improvement Plan is also created each session.

Our latest report from HMIE can be viewed at:

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

Please see link to the Education Scotland Parentzone School Information Dashboard:

<https://education.gov.scot/parentzone/my-school/school-information-dashboard>

<p>Focus 1: Assessment, Tracking & Monitoring</p> <p><u>Why?</u></p> <p>Teachers across Highland are developing confidence in using Progress & Achievement (P&A) as a tracking, monitoring and reporting tool.</p>	<p>Focus 2: Developing a Rights -Based Curriculum</p> <p><u>Why?</u></p> <p>As well as a national driver there is a need to place the human rights of the child at the heart of the curriculum to enhance our health and wellbeing curriculum.</p>	<p>Focus 3: Enhancing Numeracy experiences from Nursery - P7</p> <p><u>Why?</u></p> <p>Continued work from last year to implement the Highland Numeracy progression across all year groups.</p>
<ul style="list-style-type: none"> ✓ All teaching staff to complete survey to judge confidence levels using P & A on SEEMiS for Tracking and Monitoring ✓ Staff training: Introduction to using P & A during In-service day. (September) ✓ All teaching staff to attend training and workshops to support use of dashboard and P & A. ✓ Teaching staff to input predictions; achievement of a level and progress into P & A for all pupils. ✓ Termly attainment discussions between HTs and CTs to ensure that data is being used to support planning for Teaching and Learning ✓ Support session for HT and Clericals to set up P & A for reporting ✓ Moderate profiling and current continuous reporting in all schools within the ASG. ✓ Create a guide to Profiling within the cluster. ✓ New Reporting format using P&A – share information with parents. ✓ Class teachers/Level partners across the cluster to discuss / moderate two samples of new report format ✓ Self-evaluation activity and survey to gauge teacher confidence in using the tool. 	<ul style="list-style-type: none"> ✓ In- service: September: Introduce convention and RRS including our targets for the year ahead. ✓ Class lessons on UNCRC with the article of the fortnight- covered from Nursery to P7. ✓ Assemblies to raise awareness of articles and the article of the fortnight shared with parents/carers to help engage discussion at home. ✓ Pupil Leadership Group- pupils to lead assemblies and create posters about RRS- Display these around the schools and ELC. Also, to display in the school noticeboards. ✓ Celebrate World Children's Day 2024 ✓ In class and playground charters to incorporate the languages of RRS. (Class Teachers to agree with pupils) ✓ Emotion Works and Resilient Kids programme of work on a rolling cycle. ✓ Link to current issues (P4-7) - Ukraine, Sudan etc. And how these relate to children's rights. Ongoing and included in IDL planners = Diversity and Differences ✓ Pupil Questionnaire re: school safety and linked to HGIOURS – annually. ✓ HT to attend parent council meetings. Link with the Parent council and update on UNRC. ✓ Link with schools in our ASG to find out more information about work they are doing around RRSA. ✓ Apply for Bronze Rights Respecting Schools Award 	<div data-bbox="1043 546 1485 645">  <p>Highland Numeracy and Mathematics</p> </div> <ul style="list-style-type: none"> ✓ Gather baseline information via SNSA, SOFA, assessment mechanisms used within the school for Numeracy, Highland Numeracy Diagnostic Assessments and ACEL judgements based on benchmarks. ✓ ELC to focus on developmental overviews to establish where the group are at and familiarise themselves with the Early Level Progression to plan intentional experiences. ✓ Refreshed Highland Numeracy Framework and planners to be shared with all staff involved. ✓ Numeracy CAT training sessions set aside across the year: <ul style="list-style-type: none"> - Familiarisation with Highland Council Numeracy Progression for planning - Numeracy Intervention Training for PSAs & Teachers - Number Sprinkles & Drop In support session ✓ Staff to use the updated Numeracy Rubric to support Moderation of Numeracy High Quality Assessment Task – ASG Moderation Event. ✓ All staff to share materials / videos with parents via Seesaw, Open afternoon and Stay, Play and Learn sessions. ✓ Showcase available at parents evening and parents to complete feedback.

Pupil Equity Fund

The school are working hard to address the poverty related attainment gap. We have employed a PSA, Mrs Milne, to work with pupils to address gaps in literacy and numeracy. We are also monitoring attendance and the impact this can have on pupils learning.

School Performance

Parents can find out more about the school's performance by visiting: **<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>**

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Our latest report from HMle can be viewed at: **<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>**

School Policies

Policies

All Highland Council Policies are available online and are updated regularly. These include a range of items such as :

- Child Protection
- Administration of Medicines
- Health and Safety
- Internet Access
- Adverse Weather
- Dealing with Drug Related Incidents
- Road Safety
- Behaviour
- Positive Relationships and Bullying Prevention
- Promoting Equality and Diversity
- Emergency Planning Procedures
- Absences
- Equal Opportunities
- Quality Assurance, Monitoring and Evaluation

- Partnership with Parents
- Homework
- Learning, Teaching and Assessment
- Health Promotion

- Handwriting
- Presentation of Work

- Social Studies
- Maths
- Problem Solving
- Science
- Technology
- Spelling
- Phonics
- Reading
- Writing
- Listening and Talking
- Religious and Moral Education
- Expressive Arts



Highland Council School Policies can also be accessed through [http://www.highland.gov.uk/info/893/schools -
_general information/29/school_policies_procedures and guidelines](http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)



Data about Pupils



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, Mrs Campbell.

Data Protection Legislation

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

Transferring Educational data about pupils

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

Data policy

Information about pupils' education is collected through 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

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme. **The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

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 needs 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:

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

Your data protection rights

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

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

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

Concerns

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

Equality and Inclusion

For up-to-date information please see:

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

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

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

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans. We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your Child/Young Person coming into or moving on from our School or Early Years setting. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

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

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

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

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. December 2024