

Bun-sgoil a' Phluic – Plockton Primary School



SCHOOL HANDBOOK

Session 2026-2027

Plockton, Ross-Shire, IV52 8TU

Tel: 01599 737800

Email: plockton.primary@highland.gov.uk

<https://plocktonhighschool.wixsite.com/amploc/pps>

Ms J Scott-Moncrieff - Ceannard/Head Teacher
Miss Melanie Sinclair - Iar-cheannard/Depute Head Teacher



A LETTER FROM THE HEADTEACHER - LITIR BHON CHEANNARD

We look forward to welcoming you and your child/children to Bun-sgoil a' Phluic/ Plockton Primary School and hope you all enjoy being part of our school community.

We hope this handbook will be useful to you as you look to enrol your child in school.

Dùrachdan

Ms J Scott-Moncrieff

*** Whilst information in this handbook is considered to be true and correct at the date of publication – December 2025, changes in circumstances after the time of publication may impact on the accuracy of the information. ***

INTRODUCTION

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. The following information has been compiled for session 2026-27. Any changes which occur will be notified in the school newsletters which are sent out regularly during the school year. Parents wishing an appointment with the Head Teacher, Depute Head Teacher or a member of staff are asked, if possible, to telephone or email in advance. Visits are best arranged for a time after 3.30 pm, as all teachers have a full teaching timetable.

SCHOOL INFORMATION

Address	: Plockton Primary School, : Primary Wing, Plockton High School : IV52 8TU
School Telephone No	: 01599 737800
Email	: plockton.primary@highland.gov.uk
Website	: https://plocktonhighschool.wixsite.com/amploc/pps
School Office Hours	8.45am-12noon Mon-Thurs (Out with these hours please leave a voicemail message, which will be picked up as soon as possible or contact the school via email).
School Hours	
Monday to Thursday	8.55-3.25 (Lunch Break 12.30-1.15)
Friday	8.55-1.15 (Lunch Break 11.40-12.20)
Sgoil Àraich Hours	
Monday to Thursday	8.45-3.10
Friday	8.45-1.05
Staff Members	
Ms Jo Scott-Moncrieff	Head Teacher
Miss Melanie Sinclair	Depute Head Teacher
Miss Rebecca Cameron	English Medium Class Teacher (P1-7) /CCR Teacher
Ms Tracy Keenan	English Medium Class Teacher (P1-7)
Mrs Sandra MacRae	Teacher (Gaelic Medium P1-3)
Ms Kate MacDonald	Gaelic Medium Class Teacher (P4-7) (Probationer)
Miss Amanda Soutter	GM CCR and Probationer Cover
Mrs Angela MacKay	PEF/ASN Teacher
Clerical Assistant	Vacancy
Pupil Support Assistant	Ms Karina MacLennan Miss Eilidh Soutter Mrs Bex McFleat
Lunchtime Supervisor	Miss Eilidh Soutter

Sgoil Àraich (Gaelic Nursery)	Ms Eubha MacIannan	EYP
	Ms Abbie Smith	EYP
	Mrs Denise MacColl	Support Worker (M,Th,F)
	Mrs Coranne Morrison	Support Worker (T,W)

Canteen Staff	Mrs Grace Gray	Primary/High School
	Mrs Jayne Calderwood	Sgoil Àraich

Visiting Instructors	Mr Niall Stewart	Piping
	Mr Hugh MacCallum	Drumming
	Ms Roxinne Llewellyn-Porter	Fiddle

THE SCHOOL / AN SGOIL

Plockton Primary School/Bun Sgoil a' Phluic is located in a rural, coastal setting serving the local community of Plockton and surrounding area (English Medium) and the wider communities covering catchment areas for Plockton, Loch Duich, Auchtertyre, Kyle and Kyleakin Primary Schools for Gaelic Medium.

There are 41 children attending the school and capacity for 15 children in Sgoil-Àraich (Gaelic Nursery), ranging from age 2 - P7. P1 - 7 English Medium are taught together in a single multi-stage class and there are two Gaelic Medium Classes, currently GM1-3 and GM4-7.

The Head Teacher has overall leadership responsibility for Plockton High School and Plockton Primary School/Bun Sgoil a' Phluic. The Head Teacher is supported by a Depute Head Teacher (High School) and a Depute Head Teacher (3-18) who is also the Nursery Manager and has day to day responsibility for the Primary School.

In March 2024 the Primary School was temporarily relocated to a wing of Plockton High School and the Gaelic Nursery remains in the original Primary School building.

VISION, VALUES AND AIMS/ LEIRSINNEACHD, LUACHAN & AMASAN

During Session 23/24 parents, pupils and staff were consulted on a refresh of the Vision, Values and Aims for Plockton Primary School/Bun Sgoil a' Phluic, and Sgoil Àraich a' Phluic to create a new Vision, Values and Aims for the 3-18 Campus. These are our new 3-18 Vision, Values and Aims.

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

We value learning, ourselves and each other.

We have an ethos of high expectations and ambition.

We have pride in ourselves and our learning community.

Values

We are:

Kind: we use our words and actions to help others.

Respectful: of ourselves and of others. We treat others as they want to be treated.

Resilient: we keep going when faced with challenges and ask for help.
Hard-working: we try our best and take responsibility for our actions.

Aims

To achieve our vision our aims are to:

Encourage and support everyone to be the best version of themselves and achieve all that they can.

Celebrate our successes.

Encourage and support engagement in our local languages, culture and community.

Foster an ethos where we look after each other.

Lèirsinn

Tha ar coimhearsnachd ionnsachaidh a' brosnachadh dealas agus tlachd à ionnsachadh. Tha sinn ag aithneachadh an àite air leth a th' aig Gàidhlig is Ceòl agus tha sinn a' feuchainn ri bhith nar coimhearsnachd ionnsachaidh far a bheil:

sinn a' cur luach ann an ionnsachadh, annainn fhèin agus càch a chèile feallsanachd againn far a bheil sinn a' dèanamh fiughar agus ag àrd-amas pròis againn annainn fhèin agus nar coimhearsnachd ionnsachaidh .

Luachan

Tha sinn:

Coibheil: Bidh sinn a' cleachdadh ar faclan 's mar a tha sinn gar giùlain fhèin gus daoine eile a chuideachadh.

Urramach: dhuinn fhìn agus do dhaoine eile. Bidh sinn a' dèiligeadh ri daoine eile mar a tha iad airson gun tèid dèiligeadh riutha.

Treun : bidh sinn a' cumail oirn nuair a tha dùbhlain romhainn agus iarraidh sinn cuideachadh.

Dìcheallach: bidh sinn a' dèanamh ar dìcheall agus gabhaidh sinn uallach airson ar giùlan

Amasan

Gus ar lèirsinn a choileanadh tha ar n-amasan:

- Brosnaich agus thoir taic dhan a h-uile duine gus a bhith nas urrainn dhaibh a bhith agus nas urrainn dhaibh a choileanadh.
- Comharrach ar soirbheasan.
- Brosnaich agus thoir taic do chom-pàirteachadh nar cànanan, cultar agus coimhearsnachd ionadail.
- Feallsanachd a bhrosnachadh far a bheil sinn a' coimhead às dèidh a chèile.

OUR SCHOOL A-Z

ACHEIVEMENT/ SOIRBHEACHAIS

Pupil achievement is marked in a number of ways.

At our regular assemblies pupils are awarded Star of the Week, Gaelic Speaker of the Week and other certificates recognising achievement and effort.

Wider achievements are celebrated in class and school displays, in school newsletters and in local newspapers. Class teachers also use Seesaw, stickers and certificates to show something has been achieved.

ADDITIONAL SUPPORT NEEDS/ FEUMALACHDAN A BHARRACHD

Class teachers, in conjunction with the Depute Head Teacher, monitor the progress of pupils. The needs of all pupils are met within the classroom by the Class Teacher, however specialist advice and support can be accessed if 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:

[Support for Learners Website](#)

Sometimes a **Children's Service Worker** will be involved in supporting a child. A **Children's Service Worker** generally focuses 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. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Support for Learners Website](#)

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with their child's teacher or a member of the senior leadership team.

The following organisations provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (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; <http://enquire.org.uk/>
- (b) [Scottish Independent Advocacy Alliance](#), a charitable body registered in Scotland under registration number SC033576; and
- (c) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SCO12741."

ADMINISTRATION OF MEDICATIONS/ A' TOIRT SEACHAD LEIGHEIS

Some children may require taking medication in order that they can continue to attend school.

Staff will only administer medication when there is clear written guidance from the parents. Copies of the required Forms 1a and 1b can be obtained from the school office.

Parents are kindly requested to note that:

- A child may only take prescribed and labelled medication once the parent/guardian has completed the administration of medication form
- Parents should deliver the medication to school and only medication supplied by the parent/guardian will be administered to a child
- Pupils will take medication under adult supervision
- Non prescribed medication should be administered at home

Please note that it is a parent/carer's responsibility to ensure that any medication including Epipens and inhalers are within their use-by-date and stored in school with a signed consent form.

ADVERSE WEATHER CLOSURE

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>

This is in addition to schools' own arrangements in place for informing parents of school closures, which are to issue a Seesaw message and an email to all parents.

ASSESSMENT AND REPORTING/MEASADH AGUS ATHAISGEAN

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence that we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.

1. Formative Assessment

Consistent, accurate and fair assessment is at the heart of teaching and learning. At Plockton Primary it is used to see where children are, to identify where they need to go next and to inspire children to greater effort with the belief that more can be achieved with ambitious attitudes to learning.

Plockton Primary promotes the principles of Assessment Is for Learning. We recognise the importance of assessment in providing a clear picture of the progress that each child is making and planning for further learning to ensure progression and consolidation. Each child is given regular feedback to identify next steps and set personal targets. AiFL (Assessment Is For Learning) is an integral part of effective teaching and is seen daily throughout the school. Examples you might see include;

- Questions to check understanding
- Mini plenaries in lessons
- Co-operative learning groupings
- Marking
- Next step comments or 2 stars and a wish
- Discussions with children
- Children's self-assessments
- Interventions to plug gaps
- Adapted planning for the next lesson

2. Summative Assessment

At Plockton Primary we use a range of summative assessments to assess progress.

- NSA – These are national assessments in English and Gaelic for P1, P4 and P7
- SOFAs – These are assessments similar to NSA and are in English for EM pupils in P2, P3, P5, P6 and GM pupils in P5, P6

3. High Quality Assessments

A High Quality assessment is an opportunity for learners to bring together key learning and skills to carry out the assessment task/s. This could be in the form of a poster, a report, an essay, a talk/discussion, a performance, a problem-solving task etc. It does not have to be a large project that takes an extended period of time to complete, rather it is a chance to showcase what has been learned over an extended period of time. High Quality assessments are also an opportunity for learners to apply previous learning to new and unfamiliar contexts.

High Quality assessments demonstrate breadth of learning. This is because these assessments require the learner to draw on a range of learning from across curricular areas. High Quality assessments demonstrate challenge. This is because these assessments promote higher order thinking skills – creating, evaluating, analysing.

High Quality assessments demonstrate the application of learning in new and unfamiliar situations. This is because these assessments require the learner to apply what they have learned into new and unfamiliar contexts. They are transferring their knowledge and skills into something new and different.

Each term Teachers plan a High Quality Assessment and this will be shared with parents on children's Learning Profiles (SeeSaw).

Continuous Profiling

We use Seesaw to record, share and evidence progress in learning for individual pupils, in all curricular areas. Parents all have access to their child's profile in Seesaw. The expectations for every child in P1-P7 are:

- In each term there will be a Snapshot of Learning uploaded for Literacy, Numeracy and one other curricular area.
- Posts will include the purpose of the learning, next steps and a comment from both pupil and teacher. We encourage parents to also comment on the learning.

Staff check the permission from each parent for group and class posts.

All assessments are stored in the Seesaw Assessment Folder.

Tracking & Monitoring

A Tracking and Monitoring system that offers clear support to enable pupils to know how they are achieving and identify next steps they can take to improve, is a critical tool for raising attainment. If we do not know how pupils are progressing in their learning, we cannot support pupils to progress sufficiently on their learning journey and achieve their full potential.

By knowing where pupils currently are within the Broad General Education levels and building learning experiences on foundations of prior learning, we are better able to support our learners and predict future outcomes. As stated within the National Improvement Framework for Scottish Education:

"...we all need more robust and consistent evidence which will help us in raising attainment and closing the gap... collecting data on children's progress as they move through their education from early years until they leave school will help teachers and schools to evaluate

how well all children are achieving”
(Scottish Government, 2016, p16)

In summary, Monitoring and Tracking enables schools and practitioners to:

- support dialogue with learners to improve learning
- help learners to understand their own learning, which they may choose to use to inform their profiling activities
- provide an overview of each learner’s progress and achievement over time and to share the information (for example with parents) to promote improvements in learning – ‘improving’ and not just ‘proving’ learning
- identify strengths or lack of progress in order to intervene as appropriate
- provide a focus for professional dialogue, further assessment and moderation activities
- help staff to review their practice in order to support learners further
- ensure that evidence from partners and parents, as appropriate for young people, is included in planning future learning
- support analysis of the relative progress of different groups of learners across a school, stage or area.

Tracking meetings take place in November, March and May. Senior Leaders (HT/DHT) meet with teachers and to discuss the progress of each child. Predictions are made as to when children will achieve the CfE levels, and this determines if they are on track in their learning. The analysis of this data allows teachers and SMT to ensure appropriate support is in place and to reflect on pace and challenge, resulting in changes in teaching approaches, interventions and priorities where appropriate.

Tracking & Monitoring Model Reporting

At Plockton Primary we use a variety of Reporting Strategies.

Individual Reporting

- Parent meetings/interviews, which involve learners where appropriate (November and May)
- Learning Profile (on SeeSaw)
- End of Year Report

Group Reporting

- Curriculum Information sessions
- Open afternoons/days/ evenings
- Assemblies
- Pupil led workshops
- Coffee mornings/ afternoons
- School shows
- Prizegiving
- Parent council meetings
- Wall displays
- SeeSaw
- Newsletters
- Parent/ carer volunteering opportunities

ATTENDANCE/FRITHEALADH

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian must contact the school on the first day of absence either by telephone call on the school number: 01559 737800 or email on Plockton.primary@highland.gov.uk .

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 day time 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 needs to know the whereabouts of absent pupils.

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;

If you are taking a family holiday during term time, please inform the school in writing. 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. Therefore, when notifying of this type of absence, please avoid requesting permission.

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

CLUBS/ CLUBAICHEAN

Details of clubs will be shared with parents on an ongoing basis.

COLLECTION OF PUPILS DURING SCHOOL HOURS/ A' TOGAIL SGOILEARAN RÈ ÀM NA SGOILE

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc. a parent or guardian must inform the school beforehand. When returning to school a parent or guardian must accompany the pupil and hand over to an adult. *Where at all possible, medical and dental appointments should be made out with school hours.*

COMMUNICATION WITH PARENTS/ CONNALTRADH RI PÀRANTAN

The School aims to communicate with parents regularly through parents' evenings, Snapshots and Reports, Seesaw, school meetings and events, e-mails, phone calls, letters and newsletters. From time to time we will survey parents and carers and there will be opportunities to be involved in Focus Groups.

COMPLAINTS/ GEARAIN

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, (Miss Sinclair or Ms Scott-Moncrieff).

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 North Area Quality Improvement Manager, Mrs Mhairi MacDonald, Area Quality Improvement Manager, Portree High School (PPP), Viewfield Road, PORTREE, IV51 9ET. Tel: 07918842021 Email: mhairi.macdonald3@highland.gov.uk

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer Linda.MacQueen@highland.gov.uk or emailed to school.transport@highland.gov.uk.

CURRICULUM / CLÀR-OIDEACHAIDH

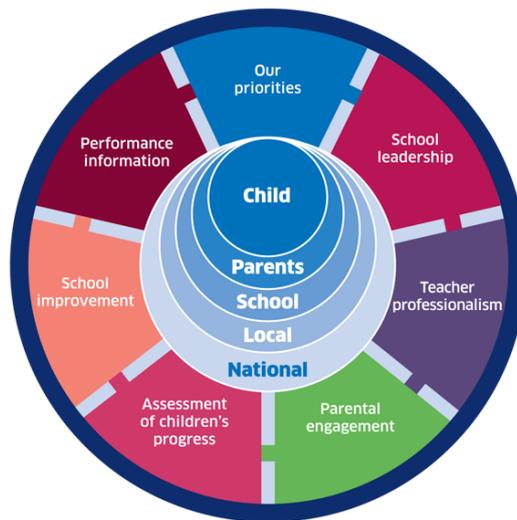
In Plockton Primary School we want a curriculum that will:

- Help everyone to achieve all that they can.
- Enable everyone to grow in confidence.
- Allow everyone to recognise their strengths and what to improve.
- Provide help and support whenever it is required.
- Help everyone to feel happy, safe and secure.

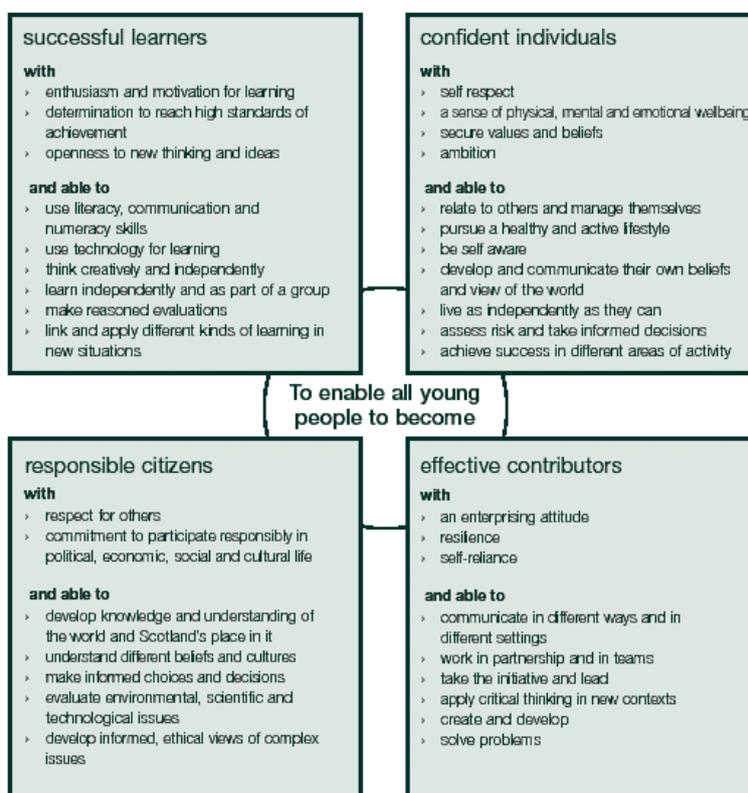
The school follows the Curriculum for Excellence guidelines that ensures all areas of the curriculum are undertaken by the pupils over the year. The Curriculum for Excellence provides the framework for pupils to become more successful learners, confident individuals, effective contributors and responsible citizens. This is further enhanced by Local Authority and Scottish Executive advice on Assessment, Assessment for Excellence, Recording and Reporting.

The purposes of the Curriculum are outlined in the Scottish Executive's document 'A Curriculum for Excellence (2004)'.

We continue to build and develop our curriculum, using the National Improvement Framework and How Good Is Our School 4 guidance to underpin our planning and developments. We are developing our progression pathways through our curricular areas to ensure we engage in a curriculum that achieves excellence and equity for all. What makes our curriculum unique is our mutually beneficial 3-18 partnership approach with our school community and wider community to offer our pupils opportunities and experiences to learn, develop and enhance skills for learning, life and work. Our school improvement plan sets out where we will build on our existing strengths and identifies our priorities for change.



We aspire 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'



These are the means, methods and materials through which the Curriculum for Excellence is implemented in this school. They can include the texts used, the methodology used or the experiences provided.

The programmes of work undertaken will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of A Curriculum for Excellence covers 5 main curricular areas:

Literacy: Listening, Talking, Reading & Writing

Numeracy: Number, money and measure; Shape, position and movement; Information handling

Social Studies	People, past events and societies; People, place and environment; People in society, economy and business
Science:	Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science
Technologies:	Technological developments in society; ICT to enhance learning; business contexts for developing technological skills and knowledge; Computing science contexts for developing technological skills and knowledge; Food and textiles contexts for developing technological skills and knowledge Craft, design, engineering and graphics contexts for developing technological skills and knowledge
Health & Well Being:	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. Parents will be informed when RSHP lessons are to commence, and of the content, and may withdraw their child if they choose.
Religious and Moral:	Christianity; World religions selected for study; Development of beliefs, Education and values.
Expressive Arts:	Participation in performances and presentations; Art and design; Dance; Drama; Music;

Each curricular area has **Learning Outcomes** and progression is in **Levels of attainment**.

Level	Stage
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. Young people's programmes will not include all of the fourth level outcomes: in most curriculum areas, the fourth level experiences and outcomes are intended to provide possibilities for choice. (Further guidance will be published within the <i>Building the Curriculum</i> series.)
Senior phase	S4 to S6

GAELIC MEDIUM/ FOGHLAM TRO MHEADHAN NA GÀIDHLIG

Tha Bun-Sgoil a' Phluic a' tabhann Foghlam tro Mheadhan na Gàidhlig eadar C1 is C7 agus anns an sgoil-àraich. Thathar a' leantainn an aon chlàr-oideachaidh ach tha na cuspairean air an teagasg sa Ghàidhlig. Ann am Foghlaim tro mheadhan na Gàidhlig, 's e Gàidhlig an cànan laitheil leis tha a h-uile rud air a theagasg tro mheadhan na Gàidhlig. Tha sinn an dùil gum bi a' chlann a' cleachdadh an cuid Gàidhlig anns a' chlas mar am prìomh chànan. Anns a' chiad trì bliadhnaichean bogaidh, fàsaidh a' chlann fileanta agus ionnsachaidh iad sgillean leughaidh agus sgrìobhaidh anns a' Ghàidhlig. Thig Beurla a-steach ann an clas a 4. Tha dà chlas Gàidhlig againn an-dràsta, C1-3 agus C4-7.

The school offers Gaelic Medium education from P1 to P7 and a Sgoil Àraich (Gaelic Medium Nursery). In school, the same curriculum is followed as the English medium but all subjects are taught in Gaelic. In Gaelic Medium Education, Gaelic is not taught as a subject, rather it is the everyday language of the classroom with the children encouraged to use Gaelic all the time. During the initial two years of total immersion, children develop fluency in speaking Gaelic and learn to read and write in Gaelic. They are re-introduced to English Reading and Writing from P4. The Gaelic class is at present two multi-stage classes, P1-3 and P4-7.

GAELIC ENRICHMENT/COTHROMAN A BHARRACHD

To help enrich the language of our pupils, we work directly with the Highland Council Gaelic Team to provide opportunities for our pupils, including inviting local Gaelic speakers in to read to pupils, Gaelic nature walks and opportunities to attend nationally organised GME events.

MATHEMATICS/ MATAMATAIG

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, volume, area, problem solving etc. Learning and teaching involves teacher input, pupil investigation, carrying out a task and Active learning where Maths is used in real life situations. Emphasis is on **understanding the processes** and being able to apply them in a variety of situations. Calculators are used throughout the levels but not in place of children learning how to set out formal sums or calculate mentally. Problem Solving allows pupils to put their learning into practice and to decide on the best strategy for solving a problem.

LANGUAGE/ CÀNAN

The children are given a variety of ways to express themselves through language. Our language programme aims to develop listening, talking, reading and writing skills. Since language can only flourish in meaningful contexts, Big Books, a variety of authors' work, digital texts and clips, reference books, newspapers & magazines are all used to model the link between reading and writing. Other areas of the curriculum are also used as contexts for reading and writing to extend the pupils awareness of genre and fiction and non-fiction.

LISTENING/ÈISTEACHD

We aim to extend the pupils' span of listening concentration and to improve powers of aural discrimination. Listening is developed by group discussion, presentations, games, stories, music, videos, etc.

TALKING/ LABHAIRT

We aim to develop fluency and clarity of expression and to extend vocabulary. This is done through reading aloud to peers, reporting, drama, presenting etc.

READING/ LEUGHADH

Our aims are to develop the basic skills of word recognition and comprehension, to foster a

love of reading, to develop the ability to read for information and to read to follow instructions.

Reading is taught in the English Medium using Oxford Reading Tree followed by Literacy Links. The programme is supplemented with other resources such as Four Corners, which is used to teach reading for information and novels to give pupils experience in reading longer texts. The pupils are provided with home readers and range of interactive activities to complete with their parents at home.

Gaelic medium also uses Literacy Links when teaching English.

POETRY/ BÀRDACHD

Listening to, writing and saying poetry is included in the pupils' learning experience in language. Pupils are introduced to a variety of styles and are encouraged to write their own poems. The Gaelic medium pupils recite Gaelic poems at the mod when it is held locally.

FUNCTIONAL, IMAGINATIVE AND PERSONAL WRITING/ SGRÌOBHADH GNÌOMHAIL, CRUTHACHAIL AGUS PEARSANTA

Pupils have regular writing lessons each week and writing is varied between functional, imaginative and personal. The children are given experience of a variety of genres and are taught how the language alters with each one. The children can work in groups or individually to produce a piece of writing. Writing tasks are also cross curricular and Science or Environmental reports and summaries are often produced.

EXPRESSIVE ARTS/ NA H-EALAIN

The children learn skills according to the programme of study and as appropriate linked to the topic. The children will be taught drawing, painting, printing techniques, collage, clay modelling, etc at their respective levels.

PHYSICAL EDUCATION/ FOGHLAM CORPORRA

Pupils experience all areas of the PE programme of study i.e. games skills, dance, athletics, gymnastics. Each child is entitled to 2 hours per week of quality Physical Education, and this each class, therefore has 2 PE lessons per week. Each class also receives a block of swimming lessons lasting at least six weeks. This involves travelling to Kyle and the children are out of school until break time. Other opportunities for physical activities are provided throughout the session in workshops, sports events sports day etc. to enable the school to meet its requirement to provide the requisite amount of PE.

MUSIC/ CEÒL

The school participates in singing for a variety of purposes. Visiting teachers provide Chanter, Drumming and Fiddle lessons weekly, which are optional and are paid for by parents. Youth Music Initiative input to our Music provision and each class has a block of 4-8 weeks where they learn Scottish songs, Gaelic songs & tin whistle. Feisgoil also support the school in delivering Gaelic song workshops.

DRAMA/ DRÀMA

The whole school will, from time to time, be involved in performing a Pantomime or other school production. Drama is brought into other areas of the curriculum using role – play, mime, stories, songs etc. Drama activities encourage speech form, linguistic ability and confidence. The Gaelic Medium classes are also visited by groups who perform plays in Gaelic.

OUTDOOR EDUCATION/ FOGHLAM ARRINEACHD

Pupils take part in various activities, such as beach cleans, nature walks and environmental initiatives.

RELIGIOUS EDUCATION/ FOGHLAM CREIDEIMH

This subject must be taught in schools by law. Parents may, if they wish, withdraw their child from Religious Observance gatherings and/or from the Religious Education curriculum. Alternative arrangements will be made for pupils in those circumstances. Pupils are given the opportunity to study the Christian faith and Other World Religions. These topics improve the child's understanding of different cultures and customs and also allow the child to see similarities between all the different religions. The school has regular assemblies several times per year with the COOL Trust (an interdenominational youth project working in schools and communities in Northwest Scotland).

SOCIAL STUDIES/ FOGHLAM ÀRAINNEACHD

Social Studies includes

- **People, past events and societies;**
- **People, place and environment;**
- **People in society, economy and business.**

Social studies is mostly covered through interdisciplinary learning contexts. There is a three-year rolling programme for this. Some areas are taught as standalone. The classes all follow the three year programme but make each learning context their own based on the needs and interests of the children in the class at that time.

SCIENCE/ SAIDHEANS

Science is may be taught in standalone topics, or as part of interdisciplinary learning. We also have an annual STEM day for Halloween and children will have the opportunity to access Science Workshops most years, sometimes more than once.

HEALTH & WELL BEING / FOGHLAM SLÀINTE

Health education encompasses Physical and Emotional Health and include lessons on Healthy Diet, Exercise as part of keeping healthy, Sport, Bullying, Mediation, Feelings, Keeping Safe etc. Substance Misuse and Sex Education are also part of our Health Education programme and Parents' consent is required before the start of the block. Parents are welcome to view the resources used prior to teaching.

SUPPORT FOR LEARNERS/ TAIC IONNSACHAIDH

The established monitoring programme enables staff to track each child's progress and where a child is having difficulty or is excelling in a particular area, this will be discussed with the Depute Head Teacher. They will meet with the class teacher and may give advice, or may arrange for the Pupil Equity Fund Teacher to work with the pupil. There may be occasions where the teacher feels that input from outside agencies is required to support a child e.g.; Educational Psychologist, Social Work, School Nurse, Family Health worker etc. In this instance, parents will be consulted and School Liaison Group meetings arranged at regular intervals and all interested parties are invited to attend.

GAELIC/ GÀIDHLIG

Gaelic is taught in our English Medium Class as the second language under the 'One plus Two arrangement.

FRENCH/ FRAINGIS

French is our second 'One plus Two' language.

Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices. How to access further information locally e.g. Jobcentre Plus. Hi Hope; Job Centre Plus; UCAS; Skills Development Scotland - Apprenticeships

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment - Work.Life.Highland

EARLY CLOSURE OF SCHOOL

If the school has to close early for any reason, all parents will be notified by email and Seesaw, and arrangements are made to transport the pupil's home. The school will not send a child home unless adult supervision can be arranged.

EMERGENCY ARRANGEMENTS/ ÈGINN

Parents are asked to supply the School with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents cannot be contacted and there is no-one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

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It is vitally important that the emergency contacts for each pupil are kept up to date in the event of a child having to be sent home due to illness or accident in school or school closure. The school will request updated information at the beginning of every school session and may ask that you check details again during terms 2 & 3 when winter weather can cause school closures.

ENROLMENT/ A' TÒISEACHADH SAN SGOIL

Children who are due to begin school in August should be enrolled during enrolment week in January, nursery enrolment being held at the beginning of February. Enrolment of new entrants will be advertised in advance through the press.

Parents who are considering enrolling their children are most welcome to visit the school to meet the Depute Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

Online enrolment forms can be found at,

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

EQUALITY AND INCLUSION

For up-to-date information please see:

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 and 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](#).

EVENTS/ TACHARTASAN

Our school organises events to celebrate events such as World Poetry Day, Numeracy Week, World Book Day, Anti-bullying Week and Remembrance Day. We try to involve the local community in these events, wherever possible.

HIGHLAND COUNCIL - CHILD PROTECTION POLICY – COMHAIRLE NA GÀIDHEALTACHD - DÌON CHLOINNE

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school or online at:

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

In addition, please visit Parentline for practical advice and support at:

<https://www.children1st.org.uk/>

Getting it Right for Every Child

Getting It Right For Every Child is a programme that aims to improve outcomes for all children and young people. We follow the Highland Practice Model staged approach to assess, identify and support additional needs. In this model every child has a 'Named Person' who is responsible for ensuring that child has the right help to support his/ her development and wellbeing.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need, when they need it
- supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting It Right For Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

OUTCOMES FOR CHILDREN

All children in Scotland should be:

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

To achieve this, every child and young person needs to be:

- **SAFE:** protected from abuse, neglect or harm at home, at school and in the community.
- **HEALTHY:** having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.
- **ACHIEVING:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **NURTURED:** having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **ACTIVE:** having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.
- **RESPECTED AND RESPONSIBLE:** should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.
- **INCLUDED:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

HOMEWORK/OBAIR DACHAIGH

Each pupil has a red Book Bag and homework will be set regularly and sent home in the bags. All classes have regular Reading, Spelling and Maths homework which supports and consolidates learning in school. The amount of homework increases as children progress through school. Children also have a Homework Diary and parents are encouraged to write a comment in these. Our parents have recently produced guidance for parents about how home learning can be supported, this will be shared with all new families.

Did you know?

- When schools and families work together, children do better.
- Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.
- Children who do homework regularly throughout their time at school benefit from the equivalent of roughly an extra year's schooling.
- Between the ages of 5 and 16, children spend only 15% of their lives in school so supporting them at home really improves their chances of success.
- Parents and families are by far the most important influences on children's lives.

HOW CAN PARENTS HELP?/PÀRANTAN A' CUIDEACHADH

Prior to sending children to school, parents should work with children to encourage them to master certain skills such as; tying shoe laces, doing up zips and buttons, dress themselves and be able to go to the toilet independently. Parents should spend time reading to their children and discussing pictures. Colours could also be taught. After a child has started school, parents should take time every day to discuss the child's school day. Further information on how best to support your child's learning can be obtained from the Depute Head Teacher.

LINKS TO LOCAL CHURCHES/ CEANGLAICHEAN RI EAGLAISEAN

Our school works with the local churches and COOL in planning and preparing religious assemblies. These include a special family and community Christmas Service.

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

MENTAL HEALTH & WELLBEING/ SLÀINTE INNTINN

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's school. 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.

MINOR INJURIES/ TUBAISTEAN BEAGA

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. You will be informed of any first aid given.

NAMED PERSON/ NEACH AINMICHTE

All children will have a *Named Person* and whom to contact if a parent thinks that a pupil has additional support needs and where to get more information and advice.

OPEN DOOR POLICY/ DORSAN FOSGAILTE

Plockton Primary operates an 'open door' policy. We encourage parents and carers to contact us.

You are welcome at any time to contact teachers and staff by pre-arranged appointment, email or telephone call.

It is important that uninterrupted time is set aside for these discussions and that teachers are provided with adequate time to prepare for meetings.

- You can visit or telephone the main office at any time in order to make an appointment in person. It would be helpful if you let staff know the topic you would like to discuss.
- Every effort will be made to see or telephone parents as soon as possible and an appointment will be made at a mutually convenient time.

PACKED LUNCHES/BOGSAICHEAN BÌDH

For any pupils bringing a packed lunch; the school prefer that it does not consist of unhealthy foods or fizzy drinks. Ideas for a healthy packed lunch can be obtained from the school by request. Please do not send fizzy drinks.

The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil,
2. Packed meals must be consumed in the area allocated within the school building
3. Glass bottles or containers are not permitted under the Health & Safety Regulations.
4. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
5. Fizzy drinks in cans or bottles are not permissible because of the obvious dangers these present.
6. Water jugs will be available in all dining areas.

In addition the school has drawn up suggestions for packed lunches based on advice from the School Meals Nutritionist. We also ask you to adhere to our NO NUTS policy due to pupils having severe nut allergies. We aim to minimise risk, and by avoiding nut and nut products, we hope to keep all our pupils safe.

PARENTS AS PARTNERS/ AM PÀIRT AIG PÀRANTAN

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Snapshots
- Seesaw
- End of Year Reports

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

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental views are sought regularly through the newsletter, surveys and focus groups.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to can contact the Chairperson:
plocktonprimary@highlandpc.co.uk

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/>

PARENT COUNCIL/ COMANN NAM PÀRANTAN

Following recent new legislation on parental involvement, *all* parents are now members of their school's Parent Forum. The Forum elects a smaller body of parents called the Parent Council to represent them to the school and to the Education, Culture and Sport Service of the Highland Council.

The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

The Parent Council meets regularly throughout the session and parents are welcome to put forward items for the agenda and also attend meeting. The ethos of the Parent Forum and Council is one of cooperation to promote engagement between the school and parents.

Chairperson : Karina MacLennan

Vice Chairperson: Louise McFadyen

Secretary : Eilidh Soutter

Treasurer : Deanna Stewart

Committee members: Trent Townend, Kyla Orr, Lia Hunter, Lucy Hay

Parent Council Email: plocktonprimary@highlandpc.co.uk

PLACING REQUESTS – PARENTAL CHOICE/ AG IARRAIDH ÀITE SAN SGOIL

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Applications are made to the North Area Quality Improvement Manager, Mrs Mhairi MacDonald, Area Education and Learning Manager (West), Portree High School (PPP), Viewfield Road, PORTREE, IV51 9ET. Tel: 07918842021 Email: mhairi.macdonald3@highland.gov.uk
Placing request applications are made online at:
https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Plockton Primary School they can contact Jo Scott-Moncrieff, Head Teacher or Melanie Sinclair, Depute Head teacher, to arrange a visit.

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

PLANS FOR DEALING WITH AN EMERGENCY/ PLANAICHEAN AIRSON ÀM ÈIGINN

The school has a set of procedures for dealing with any major emergencies and has drawn up a set of guidelines, which details roles and responsibilities.

Emergency Procedures include:

Fire Drill

Evacuation

Partial Lockdown

Full Lockdown

It is vitally important that all adults and children in the school know what to do in each of these circumstances. We ensure that any practices are carried out sensitively and with individual children's needs taken into account. Please contact the school if you would like to discuss the individual circumstances of your child during emergency drills.

PLAYGROUND SUPERVISION/ CÙRAM SAN RAOIN CLUICHE

An adult presence is provided in playgrounds at break times. If the weather is inclement, children will be able to come inside and have an indoor break.

Parents/carers should ensure that children have suitable outdoor shoes and a warm & waterproof jacket with them in school, in addition to shoes for indoor use only.

POLICIES/ POLASOIDHEAN

These are available upon request, with selected policies on our [website](#) and other on the Highland Council Website at [Authority Policies](#).

If you would like to see any of our policies, please contact the school office.

SCHOOL ETHOS/ETHOS SGOIL

The school has an ethos of respect and inclusion, reflecting our Vision, Values and Aims. Plockton Primary uses our House System to recognise effort, positive behaviours and interactions. We use a Restorative Approach and children can independently use the Fix-It Folders to solve minor disagreements or problems. We follow the [Plockton 3-18 Positive Relationships Policy](#).

We regularly celebrate achievements in Assembly, through certificates and on SeeSaw. We

were recently awarded our first Eco Schools Green Flag.

The school follows the [Highland Council Anti-Bullying Policy](#). Should parents, pupils or staff suspect any form of bullying, they should immediately bring it to the attention of the Depute Head Teacher or Head Teacher.

We also have an Equality and Diversity Policy, which can be accessed on our [website](#).

SCHOOL HOLIDAYS - SESSION 2024/25 – SAOR-LÀITHEAN – BLIADHNA 2024/25

Please see the Highland Council website for details of school term dates.

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

SCHOOL MEALS/ BIADH SGOILE

Payment for the whole week should be made on a Monday morning. Currently School Meals cost **£2.40** for P6-P7. A termly meal planner is issued and this can be found on the [Highland Council website](#). As part of promoting health, the menus are balanced and varied with plenty of healthy options. Every day there is also a choice of vegetables and salad, yoghurt, milk or water, fruit and bread. Where a child wishes only to have school meals on three days, the money should still be brought on a Monday. In emergencies, a meal may be purchased through the week.

All P1-5 children are entitled to a free school meal. This Scottish Government funded initiative will entitle all Primary 1 to 5 children to a free school meal at lunch time. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

If your child requires a special diet for health reasons, please complete the Special Diet Food Allergy form available from the school office. The Depute Head teacher, in consultation with the school meals service, will consider the request. Where appropriate, they will seek the advice of the local dietician.

Some pupils are entitled to free meals in P6 and P7 and to assistance with purchase of school clothing in P1-P7. Further information and application forms can be obtained from the [Highland Council Website](#).

SCHOOL NURSE/ NURS NA SGOILE

The School Nurse visits the school regularly and advises on the health of the children. Parents/carers are asked to keep the school informed of any relevant details concerning their child's health. The School Nurse is available for advice on health problems. She can be contacted at the Lochalsh Healthcare Centre, Station Road, Kyle of Lochalsh, IV408AE and by phone on 01599 530940.

SCHOOL TRANSPORT/ A' SIUBHAIL DHAN SGOIL

Pupils living outwith a stated distance, but within the delineated catchment area of the school, qualify for free transport daily. Other pupils may be permitted discretionary free travel which must be applied for. Parents should make their children aware of the need for good behaviour on the bus and road safety awareness. Full information and a link to apply are available on [the Highland Council website](#).

SCHOOL TRANSPORT IN BAD WEATHER/A' SIUBHAIL DHAN SGOIL ANN AN DROCH AIMSIR

If you have any doubt as to the safety of the road conditions, you must take the decision whether or not to keep your child off school.

Adverse Weather – School Closures

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>

This is in addition to schools' own arrangements in place for informing parents of school closures, which are to issue a Seesaw message and an email to all parents.

SCHOOL UNIFORM AND EQUIPMENT/ AODACH SGOILE AGUS UIDHEAMACHD

Plockton Primary School has a school uniform, which all pupils are expected to wear: red sweatshirt, black or grey trousers/skirts and white school polo shirts. Sweatshirts and polo shirts with the school crest can be purchased from My Clothing: www.myclothing.com

Children should also be supplied with indoor shoes, which will only be worn in the classroom. All children should also bring a warm, waterproof outdoor jacket and suitable footwear for wet weather. The school supplies waterproof trousers for all pupils for outdoor play and learning. Shorts, T-shirts and gym shoes are required for P.E and P.E. clothing should be brought to school in a separate bag. Pupils should not come to school dressed in gym clothes or to leave them on after their P.E. lesson. Please note that wearing of make-up is not permitted.

We ask that you please label all clothing with your child's name!

We will supply the basics of pencils, rulers, erasers etc and children are also welcome to bring their own pencil case with their personal supplies. It is also useful if children bring a refillable water bottle to school.

Children whose parents are in receipt of some benefits may be entitled to help with school uniform. Further information and application forms can be obtained from the [Highland Council website](#).

STANDARDS & QUALITY

Plockton Primary School's Standard and Quality report is available from the School Office on our [website](#).

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

SUPPORT FOR LEARNERS

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

There are equal opportunities for all children regardless of ability, race, and creed. Support for Learning is available to help children who:

- are having difficulties with specific curricular areas
- are in a focus group to assist with difficulties
- require additional support prior to formal assessment
- require extension activities for further challenge

Children may be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified.

Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning.

Mrs Gately, our Pupil Equity Fund/Additional Support Needs Teacher, supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Child's Plans and Individualised Education Programmes.

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the Depute or Head Teacher.

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

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

[Support for Learners Website](#)

Staff in Highland schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

Stage 1 ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

Stage 2 ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

Stage 3 ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services

available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

Stage 4 ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level. If your child's needs are: - significantly complex, - likely to last for more than a year and - are proving a barrier to their learning.

They may need a high degree of co-ordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Plockton Primary School, we would advise parents at Parents' Evening if their child were at a stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place.

Regular reviews are held throughout the year.

Transition

Generally, for a child with an additional support need we would ensure that there is a comprehensive sharing of information each school year. Additionally, if a child has a significant support issue and they are going to be moving on to primary or high school then a transition plan would be put into place and include members of the high school at an early stage. Should any pupil be identified as requiring special provision, there is full consultation with parents before any action is taken. Support for learning input is available.

For more advice, see:

- [Support for Learners Website](#)
- Enquire – the Scottish advice and information service for additional support for learning: <http://enquire.org.uk/>
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs: <http://enquire.org.uk/myrightsmysay/>
- Scottish Independent Advocacy Alliance - an advocacy service to support parents and children: <https://www.siaa.org.uk/>
- Scottish Child Law Centre: an organisation providing free legal advice to young people: www.sclc.org.uk

TRANSFERRING EDUCATIONAL 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.

Data Protection Legislation

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

Transferring Educational data about pupils

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

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

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

Data policy

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

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

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

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

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

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

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

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

Concerns

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

TRANSITION

All our nursery pupils visit the Primary classes regularly. The Primary teachers and the nursery staff liaise closely with each other to devise activities that bring pupils together. In the spring and summer term, the 4 year old nursery pupils will have access to further transition activities.

Our P7 pupils will spend a week in the High School in May. They will get to experience what life is like in the High School and there will be a Parents' Night following this to help provide more information and answer any questions pupils and parents may have.

P7 Pupils from Plockton Primary will transfer to Plockton High School. During the third term,

a Pupil Support teacher from the High School will visit the school and meet the children who are due to transfer and their teacher/s. At this time, pupils will be given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Plockton, following a High School timetable and this is an important part of the Transition Programme. The P7 pupils will travel on the Plockton High School bus during the designated week and no charge is made. Primary staff will meet with High school staff to share information about pupils and their needs, so that any necessary arrangements can be in place at the start of term. Several sporting events are held throughout the year at Plockton High School and these allow pupils a chance to get to know their future classmates.

Plockton High School Contact Details are:

Plockton High School
Plockton Ross-shire
IV52 8TU
Tel: 01599 530 800

WELFARE OF PUPILS/ MATH NAN SGOILEARAN

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest confidence. The school has access to a team of health workers and Educational support workers who they can call upon should the need arise. These include an Educational Psychologist, Speech Therapist, Occupational Therapist, Support for Learning Staff etc. The School Nurse visits the school regularly and children in P1 and P7 receive a full health check. The nurse will also carry out hearing and eyesight checks at the school's request. Parents will always be consulted before any of these specialists see their child.

Staff members do not administer any medicine e.g., tablet for headaches. Parents wishing their child to take any medication during school hours must complete the appropriate form, available from the school office.

Military Families

Our school welcomes and supports families and their children and young people from **Armed Forces families: Serving, Reservists and Veterans.**

We understand some of the challenges that service life can bring. These may be more difficult during times of mobility, separation due to a deployment, long training exercise or weekending. We look forward to working with you to ensure your child or young person thrives whilst with us in Highland.

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and

dedicated partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, Armed Forces Families Website that has been developed and informed by our Armed Forces community’s needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the Enrolment page which may be particularly helpful.

Our children and young people have co-created a warm welcome to you and your family. Click the links here Primary School Welcome

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead here