

# **Ardgour Primary School Handbook 2026-2027**

## **Leabhar-laimhe na sgoile 2026-2027**

## CONTENTS

Head Teacher's Letter	3
School Aim	4
School Information Early Learning Centre	5
Enrolment and Transition	6
School term dates	7
School day School dress code Valuables	8
Transport	9
School meals	10
Emergency closure Adverse Weather Major Incident plan	11
Attendance	12-13
Equality & Anti-bullying	14
Military Families	15
Positive behaviour School rules Star Awards Citizenship	16
Pupil Council Eco-schools Enterprise	17
Achievement opportunities Excursions	18
After school	19
General school year calendar	20
Pupil support	21
Additional support needs	21-22
Additional support for learning	22
Homework Home school links	23
Parental Involvement	24
Parent Council	25
Health	26
Health - Welfare, minor injuries, mental health and wellbeing	27
Administration of medicine Allergies Health Promoting School	28
Child Protection	29
The school and the community School Fund	30
Assessment and recording	31
The Curriculum	32-39
Transferring Educational data	40-41
Useful links	42

## **Head Teacher's Letter**

Dear Parents

Welcome to Ardgour Primary School. We hope that this handbook contains all the information required about the day to day running and organisation of the school.

Our mission statement and aims express the school's central purpose and the values which we seek to pass to our young people. We hope that by continuing to work in partnership with parents, we achieve what is best for each individual child. The interaction that takes place between the school and the wider community is positive and helpful. We acknowledge its valuable contribution in supporting the education of the children.

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

Yours sincerely

Andrew Kent  
Cluster Head Teacher Ardgour and Lochaline

## Aims

### Values

Chosen by the pupils and approved by their parents.

❖ Friendship

❖ Respect

❖ Fairness

❖ Fun

❖ Leadership

Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.

Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.

Parents/carers and staff will work closely together to help children learn.

We will work well with local groups because we can learn so much from our community.

We will all value differences in people in our community and our world.

Everybody will succeed in their learning and will CELEBRATE achievement.

We will respect the buildings and belongings of our school and community and take care of our changing world.

We will keep learning and keep getting better so our learning/school is the best it can be.

## School Information

Ardgour Primary School, Clovullin, Ardgour, PH33 7AB

**Telephone** 01855 841 347

**E-Mail** [ardgour.primary@highland.gov.uk](mailto:ardgour.primary@highland.gov.uk)

**Facebook page** [Ardgour Primary School & Nursery | Facebook](#)

**School Roll** 19 + 5 Early Learning

**Stages** Early Learning, P.1 - 7

## Staff

<b>Head Teacher</b>	Mr Kent
<b>Teachers</b>	Ms Cassidy Miss Brotherton Ms Hill (visiting ASN teacher)
<b>Clerical Assistant</b>	Ms MacInnes
<b>Pupil Support Assistants</b>	Ms MacAskill Ms MacLeod Miss MacGillivray Ms MacLeod Mrs Barr
<b>Early Learning Centre Staff</b>	Mrs Munro Ms Brown Miss MacGillivray
<b>Catering</b>	Mrs Clark
<b>Cleaning</b>	Mrs Moffit
<b>Facilities</b>	Mr Campbell
<b>Parent Council</b>	<b>Chair</b> Mrs White <b>Secretary</b> Mrs Hine <b>Treasurer</b> Ms Corrigan

Ardgour Primary School is a non-denominational school which serves the Parish of Ardgour and Kingairloch, stretching from Conaglen in the north-east to Kingairloch in the south-west. We are a cluster school with Lochaline Primary School. Ardgour currently is a 2-class school, the pupils are divided into two classes: P1 – P3 and P4–P7 Monday to Wednesday, and P1-7 Thursday and Friday. Support is provided by Pupil Support Assistants (PSA), with visiting Feis and Youth Music Tutors, Active schools, and volunteer helpers.

An Early Learning Centre Unit for children for three and four years of age and eligible two-year-old children operates daily during term time. It is staffed by Early Years Practitioners, managed by the Head Teacher. Further information is available in their handbook.

**Secondary School** Ardnamurchan High School    **Head Teacher** Vacancy  
**Telephone** 01397 700 105

## Organisation

The ongoing organisation and development of the whole school is outlined in the School Improvement Plan. This plan has input from the Local Education Authority, parents, pupils and staff. Details of our current school improvement plan projects can be obtained from the school.

## Enrolment and transition

Enrolment takes place each year in January or February. Details are always advertised in the local press. Children who reach the age of 5 years before 1<sup>st</sup> March of the following year are eligible for enrolment for the primary class beginning in August each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. [Enrol your child for school | Enrol your child for school | The Highland Council](#)

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area. [School catchment maps | \(highland.gov.uk\)](#) Pupils whose homes are in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to the Area Quality Improvement Manager, Kirsty Clark – [Kirsty.Clark@highland.gov.uk](mailto:Kirsty.Clark@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](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 parents are seeking a place in the school for their them (at any stage) they can arrange to visit the school by making an appointment with the Head Teacher either by post, email or by telephone.

For the child, they begin to get to know their new class teacher from February and will make weekly visits to their classroom after Easter.

Transition arrangements are well established between the school and Ardnamurchan High School and P7 Pupils are given several opportunities in their P7 year to attend the High School. High school staff and some pupils attend Ardgour for a roadshow for P6/7 pupils and parents.

[School term dates | School term dates | The Highland Council](#)

August 2025								September 2025								October 2025								November 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
32					1	2	3									41			1	2	3	4	5	45						1	2
33	4	5	6	7	8	9	10	37	1	2	3	4	5	6	7	42	6	7	8	9	10	11	12	46	3	4	5	6	7	8	9
34	11	12	13	14	15	16	17	38	8	9	10	11	12	13	14	43	13	14	15	16	17	18	19	47	10	11	12	13	14	15	16
35	18	19	20	21	22	23	24	39	15	16	17	18	19	20	21	44	20	21	22	23	24	25	26	48	17	18	19	20	21	22	23
36	25	26	27	28	29	30	31	40	22	23	24	25	26	27	28	45	27	28	29	30	31			49	24	25	26	27	28	29	30
								41	29	30																					

December 2025								January 2026								February 2026								March 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
50	1	2	3	4	5	6	7	2				1	2	3	4	6							1	10							1
51	8	9	10	11	12	13	14	3	5	6	7	8	9	10	11	7	2	3	4	5	6	7	8	11	2	3	4	5	6	7	8
52	15	16	17	18	19	20	21	4	12	13	14	15	16	17	18	8	9	10	11	12	13	14	15	12	9	10	11	12	13	14	15
1	22	23	24	25	26	27	28	5	19	20	21	22	23	24	25	9	16	17	18	19	20	21	22	13	16	17	18	19	20	21	22
2	29	30	31					6	26	27	28	29	30	31		10	23	24	25	26	27	28		14	23	24	25	26	27	28	29
																								15	30	31					

April 2026								May 2026								June 2026								July 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
15			1	2	3	4	5	19					1	2	3	24	1	2	3	4	5	6	7	28			1	2	3	4	5
16	6	7	8	9	10	11	12	20	4	5	6	7	8	9	10	25	8	9	10	11	12	13	14	29	6	7	8	9	10	11	12
17	13	14	15	16	17	18	19	21	11	12	13	14	15	16	17	26	15	16	17	18	19	20	21	30	13	14	15	16	17	18	19
18	20	21	22	23	24	25	26	22	18	19	20	21	22	23	24	27	22	23	24	25	26	27	28	31	20	21	22	23	24	25	26
19	27	28	29	30				23	25	26	27	28	29	30	31	28	29	30						32	27	28	29	30	31		

School holidays	School days
In-service days	

**Highland School calendar 2026/27**

Please note - Dates may be subject to change

August 2026								September 2026								October 2026								November 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
32						1	2									41				1	2	3	4	45							1
33	3	4	5	6	7	8	9	37		1	2	3	4	5	6	42	5	6	7	8	9	10	11	46	2	3	4	5	6	7	8
34	10	11	12	13	14	15	16	38	7	8	9	10	11	12	13	43	12	13	14	15	16	17	18	47	9	10	11	12	13	14	15
35	17	18	19	20	21	22	23	39	14	15	16	17	18	19	20	44	19	20	21	22	23	24	25	48	16	17	18	19	20	21	22
36	24	25	26	27	28	29	30	40	21	22	23	24	25	26	27	45	26	27	28	29	30	31		49	23	24	25	26	27	28	29
37	31							41	28	29	30													50	30						

December 2026								January 2027								February 2027								March 2027								
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	
50			1	2	3	4	5	6	2					1	2	3	7	1	2	3	4	5	6	7	11	1	2	3	4	5	6	7
51	7	8	9	10	11	12	13	3	4	5	6	7	8	9	10	8	8	9	10	11	12	13	14	12	8	9	10	11	12	13	14	
52	14	15	16	17	18	19	20	4	11	12	13	14	15	16	17	9	15	16	17	18	19	20	21	13	15	16	17	18	19	20	21	
1	21	22	23	24	25	26	27	5	18	19	20	21	22	23	24	10	22	23	24	25	26	27	28	14	22	23	24	25	26	27	28	
2	28	29	30	31				6	25	26	27	28	29	30	31									15	29	30	31					

April 2027								May 2027								June 2027								July 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
15				1	2	3	4	19						1	2	24		1	2	3	4	5	6	28				1	2	3	4
16	5	6	7	8	9	10	11	20	3	4	5	6	7	8	9	25	7	8	9	10	11	12	13	29	5	6	7	8	9	10	11
17	12	13	14	15	16	17	18	21	10	11	12	13	14	15	16	26	14	15	16	17	18	19	20	30	12	13	14	15	16	17	18
18	19	20	21	22	23	24	25	22	17	18	19	20	21	22	23	27	21	22	23	24	25	26	27	31	19	20	21	22	23	24	25
19	26	27	28	29	30			23	24	25	26	27	28	29	30	28	28	29	30					32	26	27	28	29	30	31	
								24	31																						

School holidays	School days
In-service days	

Additional In-Service Days may be added by The Scottish Government. You will be advised of these if they arise.

## The school day

### P1-7

Teaching commences (Mon-Fri)	9.00
Morning interval	10.45
Lunch break (Mon-Thurs)	12.30- 1.15pm
Teaching ends (Mon-Thurs)	3.30
(Fri)	12.30

**Primary 1 pupils attend school for the full day from the first day of term.**

### School dress code

Parents who are in receipt of certain benefits can apply for a clothing grant [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

Our school dress code gives pupils a choice of blue sweatshirt, zip hooded sweatshirt, cardigan, polo shirt or t-shirt with dark skirt, dress, shorts or trousers. A small stock of second-hand uniforms is kept at school. Our current supplier is [Ardgour Primary School – Andrew Hyde](#) Other clothing displaying football logos or team names, are not allowed.

Gym shoes, t-shirt and shorts can be worn for Physical Education and indoor shoes should be worn in the classrooms. Wellies are recommended for outside. The primary school has a supply of waterproofs, issued in August, for use during school time.

It is recommended that all pupils have a set of spare clothes, either in their school bag or left in a bag on their peg. It helps if all coats and anoraks have loops on them so that they can be hung securely on the pegs.

Hi-vis vests are issued in October and returned in spring. These are to be worn to and from school.

**Please make sure that all articles brought to school are clearly marked with the child's name.**

### Valuable items

Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items.

We discourage the use of mobile phones during school hours. If necessary, children can have access to a telephone in the school office and parents should contact the office if they wish a message passed to their child.

## Transport

Pupils are eligible for transport if they live 2 or more miles from their local school by the shortest available route. This distance is increased to 3 or more miles when the child is aged 8 or over.

Please note that currently as there are no safe walking route pupils from North Corran are eligible for school transport.

School transport is provided by Caledonian Coaches, with pick up points in Conaglen and North Corran.

Transportation to and from school, for placing request pupils, is a parental responsibility. [Apply for school transport | School transport | The Highland Council](#) **Please note if you move house you are required to reapply for school transport.**

Wearing of seat belts on school transport is compulsory.

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

## School meals

[School meals | School meals | The Highland Council](#)

School meals, operated by Highland Council, are cooked on the premises. We follow the 2-menu choice primary and early years menu, with a Grab'n'go lunch on a Friday. [School menus | Primary and Early Years 2-choice Grab n Go Menu](#)

All P1-5 pupils are entitled to Free School Meals. School meals for Primary 6 and 7 are £2.40 however families with children in primary 6 and 7 who receive the Scottish Child Payment can apply for free school meals. This will be for free school meals only and not holiday payments or the clothing grant.

Payment can be made daily, in advance each week and in the event of absences, payment is credited to the following week, or the cook will provide a bill at the end of the week for payment the following Monday.

Early Learning Centre pupils also can have school lunch (see Early Learning Centre handbook) Parents who are in receipt of certain benefits can apply for a free school meals form [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

If a pupil needs a special diet, reasonable adjustments can be made to the school menu to accommodate them. [Special diet and nutrition | School meals | The Highland Council](#)

### **Guidelines for packed lunches:**

- All food must be carried in a semi-rigid container with secure lid. Containers should be clearly marked with the name of the pupil.
- Glass bottles are not permitted under Health & Safety regulations.
- Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- Packed meals must be consumed in the dining hall or outside when the weather is good.

## **Adverse weather**

Highland Council Website will also provide up to date closure information at <http://www.highland.gov.uk/schoolclosures>

The school Facebook page will be updated with school closure information

[Ardgour Primary School & Nursery | Facebook](#)

## **Emergency closure**

Parents are informed by telephone in the event of emergency closure during the school day.

It is therefore important that emergency contact numbers are kept up to date.

The school will ask parents to review the information held on a regular basis.

## **Major incident plan**

The school has arrangements in place in the event of any major incident.

Parents will be informed of any such emergency and, in such an event.

If we need to evacuate the school our assembly point is Ardgour Memorial Hall.

## **Attendance**

**Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child/children attend school regularly.** Regulation 7 of The Education (Scotland Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g., approved by the authority, or unauthorised, e.g., unexplained by the parent (truancy) or excluded from school.

If a child is absent from school for any reason, the parent/carer should email the school [ardgour.primary@highland.gov.uk](mailto:ardgour.primary@highland.gov.uk) or phone the school after 8:45am to speak to a member of staff. If the school has not been advised of an absence and the child has not arrived at school by 915am, then we will call the child's contact numbers.

If a child is likely to have a prolonged absence, then the school should be informed accordingly.

If a child is to be late or need to leave early from school for any reason e.g., a dental appointment, then the school must be informed. This can be done at anytime prior to the appointment.

**Children will not be released from school to someone other than their usual pick-up responsible adults unless advised by parent/carer.**

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. We are concerned about the number of pupils who go on holiday during term time – 10 days is a lot of work for children to catch up with. We suggest to parents that while they are on holiday, they encourage their children to keep a diary and to read as much as possible. Work that has not been taught in school will not be sent home. Before the holiday, parents should inform the school by letter of the dates.

Clearly with no explanation from the parent, the absence is unauthorised. The school attendance officer will be asked to investigate unexplained absences, and the Authority has the power to write to, interview and prosecute parents or to refer pupils to the Reporter to the Children's Hearings.

### **Attendance regulations**

Highland Council is committed to ensuring that every pupil develops to his / her potential. To help fulfil this commitment, it is important that detailed information is gathered on pupil attendance and absence patterns. The Authority wish to promote the highest possible level of school attendance and where appropriate during periods of absence ensure entitlement to educational provision as outlined in the Standards in Scotland's Schools Act 2000.

### **Authorised Absence**

Absences in the following categories will be classified as authorised –

Sickness

Bereavement

Religious Observance

Weddings of immediate family

Family holidays – authorised by the school\*

\*The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

### **Extended Leave with Parental Consent**

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

Extended overseas educational trips not organised by the school

Short-term parental placement abroad

Family returning to its country of origin (to care for a relative, or for cultural reasons)

Leave in relation to the children of travelling families

### **Unauthorised Absence**

Absences in the following categories will be classified as unauthorised –

Unexplained absences

Truancy

Most family holidays taken during term time

When your child returns to school following an absence a letter should be sent to the school and include the following information-

Pupil's name, Class or year group, The date of the absence, The reason for the absence,

Signature of parent / carer

### **Family Holiday not Authorised by the School**

A family holiday classified under the 'authorised absence' category should not include such reasons as:

The availability of cheap holidays

The availability of desired accommodation

Poor weather experienced during school holidays

Holidays which overlap the beginning or end of term

Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

## **Equality and Inclusion**

Mutual understanding and respect are promoted in all aspects of school life through positive relationships between staff and pupils, parents and the wider community and in attitudes towards others of different backgrounds and beliefs.

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.

For up-to-date information please see:

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

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

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](#).

## **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](#) | [Secondary 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

## **Positive behaviour**

**Good behaviour is seen to be the joint responsibility of all staff, parents and pupils.**

At Ardgour Primary we aim to encourage children towards self-discipline. We tackle this through our Personal, Social and Health Education programme as well as our Citizenship programme. There are school, classroom and playground rules that are discussed with pupils at the start of each term. Pupils themselves contribute to their classroom rules and discuss the importance of 'keeping to the rules'. When children break the rules within the classroom the teacher will use a variety of sanctions – these include:

Rule 1 Show Respect

Rule 2 Stay on Task

Rule 3 Be Kind

**Children must obey the instructions given by all adults in the school and playground.**

### **School rules which apply to pupil's health and wellbeing**

- Pupils are expected to arrive at school punctually.
- Pupils should always remain within the school grounds unless otherwise arranged with the Head Teacher
- Pupils should respect others and their property.
- Good behaviour and attitudes are expected from all pupils.
- Bullying in any form is unacceptable.  
[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)
- Pupils are expected to look after the environment in and around the school
- Wearing of seat belts on school transport is compulsory

## **Citizenship**

By encouraging all young people with opportunities to take on responsibilities and exercise choice, they learn about citizenship. Involving them in the school and in the key decisions that affect them, we attempt to motivate young people to be active and responsible members of their own community at both a local and global level, giving them opportunities to develop knowledge, understanding and care for the wider world. We have a Citizen of the Year award in place. Each child and staff member will vote for the pupil they feel has proved to be an outstanding citizen over the year. A Citizenship Shield is presented to one child, at the Celebration of Success evening in June.

## **Enterprise Education**

Enterprising activities are important because they help pupils:

- understand the relevance of what they are learning in the context of the 'real' world
- apply knowledge and skills they have learned from other subjects
- discover what it means to take reasonable risks – to have the confidence to 'go for it' but to be aware of the consequences
- develop money management skills
- understand what it means to meet the needs of customers or clients
- develop the skills which will help them both in and out of school
- develop awareness of the wider community and the world of work.

In Ardgour Primary we will encourage a range of enterprising activities including:

- Working together on projects such as looking after the school grounds, concerts and shows and organising events such as the Christmas Fayre.
- Making and selling goods to raise funds for charity.
- Taking on the roles of different people in a company, for example the production manager, the sales and marketing manager, the workers.
- Organising open days and showcase events for parents and friends to show what they have achieved.
- Being involved in decision making in the school – all the pupils are members of a school committee including – Enterprise, Pupil Council, Eco Schools

### **Pupil council**

Consultation with pupils about their views on their school environment and their learning is valued and expected in our school. Giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations. The Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision making within their own school setting.

### **Eco-schools**

We are delighted to have achieved our Eco Schools Silver Award. Our Eco Committee plan to meet more regularly now as we work towards our Green Flag. Parental involvement is greatly valued and would be delighted to have parents or members of the community involved in this group. We will continue to look at ways in which we can be more environmentally aware.

### **Enterprise**

The Enterprise committee meets to plan any events and to select any charities the school will be involved in. Each year we select one local and one national charity to support and also are involved in fundraising for the school and/or biannual P6/7 residential trip.

**Achievement Opportunities**

Participation in the local and national Mod, Peninsula Sports, Rugby Festival, Triathlon, Shinty and various other festivals and events is encouraged.

Weekly music tuition is provided by the local Fèis. Parents pay music tuition fees directly to the Fèis. Currently we have fiddle and keyboard tutors. We have visiting (in person or online) Kodaly and YMI sessions during the year.

**Excursions**

School trips and excursions are incorporated into the curriculum on a regular basis.

P6/7 joint residential trip with Lochaline primary is organised every two years, either city or rural. Choice is decided by the pupils.

### **After school activities**

These activities afford the opportunity for very valuable social training apart from the obvious educational advantages. The assistance of staff, friends and parents in extra-curricular activities is always welcome, and we are fortunate in having this support.

**Any parent who is able and willing to share his or her talents or interests in this way will be made most welcome.**

[Ardnamurchan Active Schools | Strontian | Facebook](#) currently have the following activities on offer:

Tuesday	Shinty (All)	Ardnamurchan High School	4:15 - 5:15
Thursday	Girls Football (P1-7)	Ardnamurchan High School	5:45 - 6:30
	Dance Platform Aug-Nov (P1-7)	Ardnamurchan High School	5:30 – 6:30
	Youth Club (8+)	Ardnamurchan High School	6:30 – 8:00

School has consent forms for anyone wishing to attend these sessions

## General school calendar

Every year is different, but these are some things we do most years

August		
September	School swimming lessons start. 10 sessions – either split into x5 1 hour, or x 10 1/2hour - depending on transport availability	
October	Cross-country competition, team from P6/7.	
November	Parent Appointments/Open afternoon	After school/Afternoon
December	Advent windows – joint school & community If available - Cinema/Panto trip	
	School Christmas Panto at Ardgour Hall	630pm
	Christmas Lunch, Santa visit	Parents at 245pm for Santa
January		
February		
March	World Book Day	
April	Swimming Gala – team for P6/7	
May	Tag Rugby Tournament – teams P4/5 and P6/7	
	Parent Appointments	After school
	Peninsula Sports Day – usually held in Strontian, Ardgour organises every 5 years, parent council usually sells refreshments to raise money for school funds	Staff present, but usually parents attend and transport children
	Interschool Sports Day, Fort William – P5-7	
	Every other year. Residential with Lochaline – P6/7	
June	Local MOD – Strontian, or Acharacle all children involved	Staff present. Parents usually take & responsible for children, only need to be present while child involved
	Transition days. P7-A.H.S, Early Learning Centre-P1	
	School Fun day along with Lochaline Primary School, Ardgour and/or Lochaline	
	Celebration of Success	After school
	School trip	

## Pupil Support

The school is committed to providing all pupils with a progressive education, appropriate to their age, ability and aptitudes. All pupils have an equal opportunity to achieve excellence and to have their achievements valued. Our policy is informed by the Education (Additional Support for Learning) (Scotland) Act 2009 -

[http://www.legislation.gov.uk/asp/2009/7/pdfs/asp\\_20090007\\_en.pdf](http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf)

**If you have any questions about the 2009 Act**, Please speak to the headteacher or contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

Additional needs arise from difficulties in, or barriers to learning and may be of a temporary nature or ongoing. Additional needs should be defined in terms of **individual** difficulties and needs relating to the individual's participation in the process of education.

Support for children, identified through the Staged Intervention process, is provided by the Pupil Support Teacher and Support Assistants. Flexible levels of support are aimed at overcoming identified barriers to learning, whether long-term or temporary, and can be adjusted as progress is made. If found necessary, the Educational Psychologist is asked to assess the pupil's needs and give appropriate advice. Parents are consulted before any referral is made and are kept fully informed at all times.

Parents should talk to the Headteacher to discuss any concerns or for progress reports. Parents are always invited to review and progress meetings.

Further information can be found by talking to the Headteacher or via the Highland Council website.

## Additional Support for Learning

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

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

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- Work in collaboration with the support team in school.
- Work to support families in their own communities.
- Work with individual pupils and small groups - offering a further level of support.

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher <contact details>. 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)

Further information and support to parents of children and young people with ASN -

(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 for learning <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

## **Homework/school links**

The school actively promotes partnership with parents and homework is given regularly in order that parents can share in some of the children's school activities. This work should be motivating and relevant to the pupil. Homework is checked by the class teacher and should be signed by the parent and carried out to the same high standard expected at school.

Consultation evenings are held in November and towards the end of the school year, when an invitation is extended to all parents to come and discuss their child's progress with class teachers. They are at liberty to look at the work done by the pupil and discuss any worries they might have about any aspect of the child's education. We now ask that pupils come along with their parents to discuss their learning. We usually work on a 10-minute appointment system. The Head teacher is always present during these appointments.

Any concerns arising throughout the year can be discussed with staff by prior appointment.

At the end of the year, we send home progress reports to inform parents of their child's progress. We will continue to update Class Dojo.

## **Parental involvement**

The school encourages parents to join and lead a variety of activities in the school. We always need more volunteers so please help if you can. The school as a whole benefits greatly from the skills, talents and hard work of our parents and we are always keen to hear your ideas on how you could be involved in your child's learning both in school and at home.

The school communicates with parents through parents' evenings, newsletters, letters home, email, Facebook, and an open-door policy where parents are always welcomed. We use parent questionnaires and surveys to gather opinions.

## **Drop In**

Parents are welcome to request an appointment or call to speak to the headteacher at any time.

## **School Improvement**

We strive to achieve excellence for the pupils in Ardgour and to do this the school looks for a variety of ways to continually self-assess and make changes to improve the school. Each year we provide a Standards and Quality Report for parents, detailing the achievements of the school and areas for development. This includes feedback from staff, pupils and parents.

Information regarding the school's performance at local and national level can be obtained  
<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/>

## **Parental concerns or complaints**

If you have any comments or complaints, please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should contact the Area Quality Improvement Manager, Kirsty Clark – [Kirsty.Clark@highland.gov.uk](mailto:Kirsty.Clark@highland.gov.uk).

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

Children First (Parentline) <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

## **Parent Council**

Our Parent Council consists of the whole parent body with office bearers, a staff representative and at times co-opted members chosen to represent the local community. All parents are welcome to attend meetings, which are held at least once a term, meetings are in person at after school, and over winter online in the evening.

The work of the Parent Council is to promote and exchange information between the school, parents and the greater community. Minutes of meetings are fed back to the parent body, helping to convey the goals the school is trying to achieve.

The Parent Council's duties and functions include:

Keeping in touch with parents' views and reporting to parents

Encouraging links between the school and parents

Receiving reports from the Head Teacher and the Education Authority and making representations to them

Taking part in the appointment of senior staff to the school

Approving the Head Teacher's plans for capitation expenditure

Helping to set dates for occasional holidays and arranging the use of the school out with normal hours.

Contact details can be provided

**Chair** Louise White

**Secretary** Jennifer Hine

**Treasurer** Ms Corrigan

## Health care

With the aim of limiting the spread of illness and keep pupils and staff healthy please follow the Public health Scotland guidance.

# Should I keep my child off school or childcare?

## ✓ Yes

Illness	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and vomiting	48 hours after their last episode
Cold and flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the advice on NHS inform if they've tested positive for COVID-19
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet fever	24 hours after they started taking antibiotics
Whooping cough	48 hours after they started taking antibiotics

## ✗ No

but make sure you let their school or childcare know about...

Hand, foot and mouth	Head lice	Threadworms
Glandular fever	Tonsillitis	Slapped cheek

Parents and carers can find further health advice on [nhsinform.scot](https://www.nhs.uk/inform)

### Advice and guidance

To find out more, scan the QR code or visit [publichealthscotland.scot/hpcyp](https://publichealthscotland.scot/hpcyp)



## **Welfare**

The school has an on-going programme of medical screening carried out by the district nurse and the dentist. Parents could be present at medical examinations if they wish.

Our Health Education programme covers a range of issues suitable for infants through to upper school e.g., keeping safe, healthy eating, road safety, drugs awareness and sex education.

Parents are consulted on sensitive topics and permission sought for pupils to take part.

## **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 pupils' views and, where appropriate, their parents' 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.

Staff will only administer medication when an administration of medicine form has been completed, including the name of the medicine, the quantity of the medicine to be given, the time it must be given. Medicine will be kept in a locked cupboard in the office.

### **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.

School has a local policy on tick removal.

### **Mental Health and Wellbeing**

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

### **Allergies**

Please inform the school of any allergies.

### **Health promoting school**

As a health promoting school, we encourage pupils, staff and parents to think about healthier lifestyles. Staff take part in health promotion activities. Ardgour Primary School gained its HPS status – level 4 at the end of 2005-2006. Health Promoting School status ensures that the school is adopting a holistic approach to education. Pupils are encouraged not only to eat healthily but to be active through participation in sports, arts and musical activities. The pupils' achievements are acknowledged and celebrated.

We have a school travel plan which promotes safe and healthy routes to school.

## 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>

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult, who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help.
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

More information about Child Protection Procedures within Highland can be obtained from the [Child protection | Child protection | The Highland Council](#)

## **The school and the community**

The school is an important feature of the local community, and we have endeavoured to foster good relationships amongst its members.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

People from the community and parents are invited to share in school events.

We also work closely with our local Minister, and he is a regular visitor to our school. Parents have the right to ask for their child to be withdrawn from Religious Observance and special arrangements will be made.

## **School Fund**

Fund raising is an ongoing activity here as it is in most schools. Through the Parent Council, Ardgour parents have successfully raised funds by running regular events including a summer fete, Christmas fayre, book club and various other fun events.

These funds will be used to buy classroom and playground resources, pay for some outings and other school activities. The staff are always pleased to hear about new ideas to involve the whole community in fund raising activities which benefit both the pupils and the school fund.

## **Assessment and recording**

Teachers are constantly monitoring children's progress as they go about their day-to-day work. After staff have planned and taught work, they will assess it. This assessment will take a variety of forms and has two main objectives: has this work been taught well to all pupils and have the children listened and understood what was taught? Staff continually assess their own work, and we encourage children to do the same. "Is this the best I can do?" is a question we should always ask ourselves and encourage pupils to ask of themselves. Staff track and record individual pupil progress across the year and use a variety of assessment strategies to evidence progress and plan next steps and targets.

Parents are invited on two occasions to the school to discuss with the class teacher their child's progress. In June a full written report is issued, detailing each child's progress over the session. Pupils are also involved in producing their annual report and profile and share their learning with their parents during these meetings. Parents should not always wait for these meetings or for a report to find out about their child's progress. If you have any concerns, please telephone for an appointment.

Teachers are also using Formative Assessment in helping them determine 'next steps'. Teachers are sharing with pupils at the start of lessons what they are expected to learn by the end of the lesson. The teacher also discusses with pupils how they will know if they have succeeded. It is against these identified criteria the work will be marked and commented on. Pupils are also being encouraged to self and peer- assess work. This assessment is also conducted against identified criteria. Children set their own learning targets and reflect on their learning in their Learning Journeys and e-portfolios. By encouraging this strategy, we are teaching pupils to take greater responsibility for their own learning.

More information can be found at <https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

## THE CURRICULUM

### A Curriculum for Excellence (CfE)

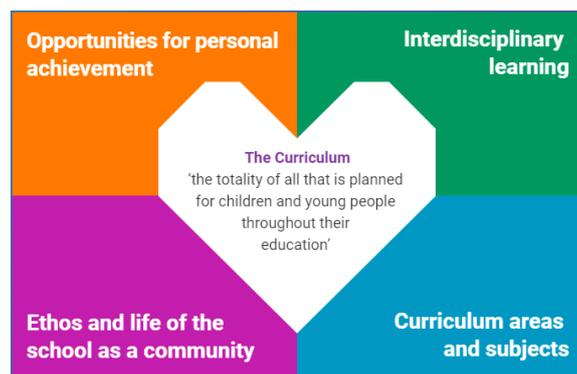
The Scottish Government in consultation with teachers, parents and pupils have undertaken a review of the existing curriculum and have introduced a **Curriculum for Excellence** which will ensure continuity and progression of education for all young people aged 3 to 18.

Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. It places learners at the heart of education. At its centre are four fundamental capacities. **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

These capacities reflect and recognize the lifelong nature of education and learning.

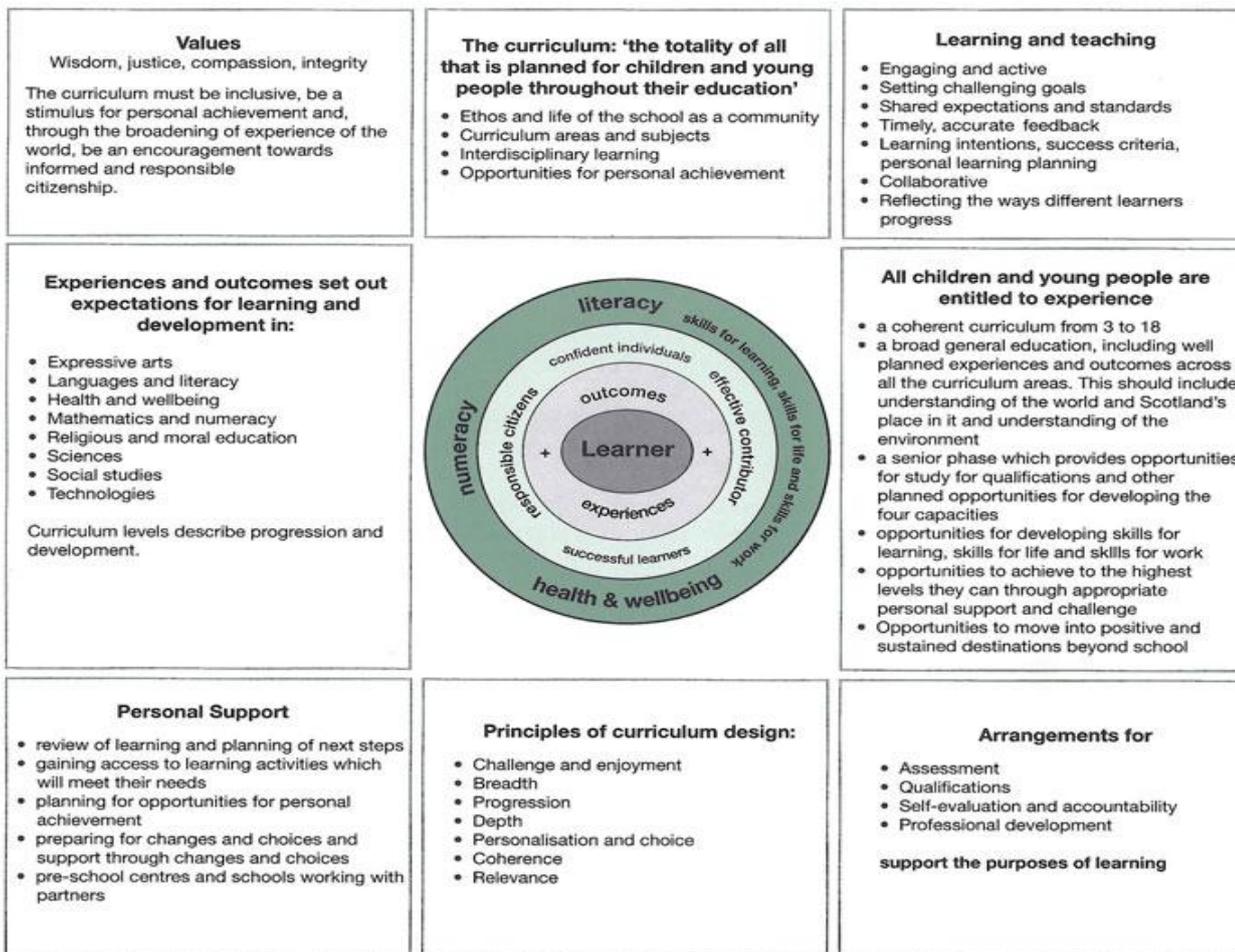
They:

- recognize the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognize the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



Our aim is to ensure that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Pupils are involved in planning their learning and choosing next steps. This information is shared with parents. Teachers will also send home an overview of each term's learning for pupils to share with their parents.



## Effective Learning and Teaching

Teachers use a wide variety of teaching methods including direct-teaching, discussion, investigation and creativity. Pupils work individually, in pairs, trios and in groups. The school's approach to learning and teaching is based on the 'Assessment is for Learning' model:

Sharing learning intentions and success criteria with pupils

Effective learning

Providing quality feedback to pupils with improvement points

Involving pupils in identifying how they can progress to the next step

Encouraging self and peer assessment

We strive to ensure effective learning and teaching by promoting an active learning approach.

## **What is Active Learning?**

We define active learning as:

'Children learning by doing, thinking and exploring, through quality interaction, intervention and relationships, founded on their interests and abilities across a variety of contexts.'

Teachers endeavour to carefully plan well-paced learning and teaching activities including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- the use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences
- building on the principles of Assessment is for Learning
- collaborative and independent thinking and learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking
- the appropriate and effective use of information and communication technology
- problem-solving activities
- opportunities to develop creative thinking
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors
- partnerships with professionals and other creative adults
- exploring less familiar contexts
- harnessing the motivational benefits of following children and young people's interests through responsive planning

## **Curriculum Areas**

### **Expressive Arts**

The expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

### **Health and wellbeing**

Health and wellbeing include experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and elements of home economics. Pupils learn how the SHANARRI principles apply to their lives (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included). It also includes approaches and activities such as physical activity and nutrition, planned to promote the health and wellbeing of learners and the wider community. Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives.

A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion, and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

## **Languages and Literacy**

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Pupils in Ardgour develop their skills in French and Gaelic.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

## **Mathematics and Numeracy**

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work

- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

## **Religious and moral education**

Religious and moral education includes learning about Christianity and other world religions and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and to be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

## Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- establish the foundation for more advanced learning and future careers in the sciences and technologies.

## Social Studies

Social studies includes experiences and outcomes in historical, geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about their own people and what has shaped them, other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

## Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children and young people's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy.

Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies.

## **Access to Pupil Records**

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

## **Data Protection Legislation**

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

## **Transferring Educational data about pupils**

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: [16plus Planning | Hi-hope](#)

## **Data policy**

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

## **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do

well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

## Your data protection rights

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

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

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

## Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gov.uk](mailto:ScotXed@scotland.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.

Links:

Policies on the Highland Council website [Authority Policies](#)

Highland Learning Community [Highland Virtual Learning Community | News and advice about ICT and educational developments for teachers in the Highlands.](#)

Parentline [Children 1st Parentline - Parenting Help, Advice & Support | Children First](#)

Managing head lice [Advice for families | Parenting across Scotland](#)

**Whilst the information in this handbook is considered to be accurate at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.**