

AULDEARN PRIMARY SCHOOL PARENTS' HANDBOOK 2026 - 2027



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WELCOME

Dear Parents and Carers,

On behalf of our school community, we are delighted to welcome you and your child to Auldearn Primary School, and we hope that we will have a long and happy association, as your child progresses on their journey through the school and beyond. We pride ourselves in being a welcoming, stimulating and innovative place to learn, where each pupil is respected, supported and encouraged to do their very best, and where every member of our school community feels valued and a sense of belonging.

We are passionate about working as a TEAM at Auldearn Primary, because 'Together Everyone Achieves More.' We believe that a strong partnership between home and school is essential to the development, health and wellbeing of all our children, which links directly to every child's readiness to learn. Our staff are committed to creating a happy, relaxed learning environment, where children are encouraged to participate fully in the life of the school and we proudly recognise and celebrate achievement and attainment; both in school and outwith.

We want all our pupils to enjoy their time spent at this school and when the time comes to move on, we want children to leave with lots of very happy memories of a positive time spent at Auldearn Primary, having achieved their very best and feeling motivated and enthusiastic about their future.

This handbook is designed to give you all the information you require for your child starting school. We have endeavoured to provide you with as much detail as possible. However, if at any time there is something which you would like to discuss about your child's education, please do not hesitate to contact us through our school office.

We look forward to working in partnership with you and getting to know your child.

Yours sincerely,

Coinneach Morrison

Coinneach Morrison (he/him)

Acting Head Teacher

CHAPTER 1

OUR SCHOOL

Auldearn Primary School is in the village of Auldearn which is two miles from the town of Nairn. The school currently has 199 pupils in the Primary and 57 in our Early Learning and Childcare setting, with provision available from Nursery 3 to Primary 7. The school is co-educational, non-denominational and it is within the authority of Highland Council.

SCHOOL BUILDING

The school consists of two buildings linked together by a glass walkway. The main building was constructed in 1895 and houses the infant classes (P1-3), school offices, our sensory room, which we call the Blue-sky Room and the support for learning room, which we call the Butterfly Room. An extension was added in 2000 and houses the upper stages classrooms (P4-7), a general-purpose room, gym hall and dining room. We have a new purpose-built Early Learning and Childcare setting, which opened in April 2021, with two classrooms offering provision from 8.00am until 5.45pm. Our new facility offers out of school care for school-aged children before and after school during term time.

GENERAL INFORMATION

<u>POSTAL ADDRESS</u>	Manse Road, Auldearn, IV12 5SX
<u>TELEPHONE</u>	(01667) 452118
<u>ABSENCE LINE</u>	(01667) 459730
<u>E-MAIL</u>	auldearn.primary@highland.gov.uk
<u>WEBSITE</u>	www.auldearnprimary.wordpress.com
<u>FACEBOOK</u>	There is a ' closed ' Auldearn Primary School Facebook page that can be accessed on request.

ADVERSE WEATHER ARRANGEMENTS

We make every effort to keep the school open, understanding the impact that this can have on children and parents/carers alike, but if the weather conditions result in a school closure, we will notify parent/carers as early as we can in the morning. We will text, make a post on the 'closed' school Facebook page, and also post information on the Highland Council School Closures page: [School closures | The Highland Council](#) (<https://www.highland.gov.uk/schoolclosures>). MFR Radio also relay school closures throughout the morning during periods of adverse weather.

STAFFING AND CLASSES

At present the school has eight classes, one for each stage. Current staff members are as follows:

- Mr Coinneach Morrison Acting Head Teacher
- Mrs Karen Innes Depute Head Teacher
- Mr Fraser Primary 7
- Miss Mhairi Dalgligh Primary 6
- Mr Paul McCrudden Primary 5
- Mrs Jo Green Primary 4
- Miss Amy Innes Primary 3
- Mrs Rhona McLean Primary 2
- Mrs Jasmine Beattie Primary 1a
- Mrs Millie MacKenzie Primary 1b
- Miss Robyn Goodwyn P1a and P1b
- Mrs Juliet Wrighton Support for Learning Teacher and P2 and P4 Teacher

- Mrs Julie Lawson (Fri) CCR - Art

- Mrs Rona McBride Clerical Assistant
- Mrs Maree Fleming Clerical Assistant (ELC)

- Mrs Georgia Barton Pupil Support Assistant
- Mrs Kathleen Morrison Pupil Support Assistant
- Mrs Emma Farquhar Pupil Support Assistant
- Ms Dawn Smith Pupil Support Assistant
- Mrs Lisa Benbow Pupil Support Assistant

- Ms Katie Nutt Senior Early Years Practitioner
- Mrs Sue MacPherson Early Years Practitioner
- Mrs Fiona Hayward Early Years Practitioner
- Mrs Zoe Morrison Early Years Practitioner
- Mrs Kim Whittingham Early Years Practitioner
- Mrs Katrina Tworzydlo Early Years Practitioner
- Miss Dana Green Early Years Support Worker
- Miss Silvia Covarelli Early Years Support Worker
- Mrs Natasha Chaplin Early Years Support Worker

- Miss Caitlyn O'Connor EYP and OoSC Assistant
- Ms Dawn Smith PSA and OoSC Assistant
- Mrs Julie Hoath Out of School Care Assistant

- Kirsty Wilkinson Facilities Management Assistant
- Miss Alison Brander Head Cook
- Mrs Sandra Ellen Assistant Cook
- Mrs Dot Wright Assistant Cook
- Mrs Kellie Main Assistant Cook
- Mrs Gail Cleaner
- Mrs Claire Macdonald Cleaner

High Life Highland Music Instructors

- Miss Mhairi Mackinnon Strings Tutor
- Mr Ryan Anderson Chanter
- Mr Ian Shires Brass

SCHOOL HOURS

<u>Early Learning and Childcare</u>	0900 – 1745
<u>P1-3</u>	0915 – 1215 1330 – 1515
<u>P4-7</u>	0915 – 1245 1330 – 1515
Breakfast Club:	0800 – 0900
Out of School Care:	1545 – 1745

SCHOOL ENROLMENT

School Enrolment for Primary One takes place during the last week of January each year. Details are printed in the local press and will also be announced on the school website/Facebook Page. Enrolment forms can be found on the Highland Council Website.

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school

P1 Enrolment for August 2026 is week beginning Monday 27th January 2025.

Early Learning and Childcare Enrolment for August 2026 is week beginning Monday 10th February 2025.

PLACING REQUESTS

If you live outside the catchment area for Auldearn Primary you must initially enrol with your local school, then request a place at Auldearn. Placing request applications are made to the Area Quality Improvement Manager for the South Highland area at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

The Area Quality Improvement Manager for the South Highland area is Mark Jones, who is based at Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX. Parents who are granted a place are responsible for any transport costs.

Parents should note that having a place in Auldearn Early Learning and Childcare does not guarantee a place in Primary One if you reside outside the school catchment area. In a similar way, having a Primary Seven place at Auldearn Primary does not guarantee a place at Nairn Academy if you live outside that school's catchment area.

KEY TRANSITIONS AT AULDEARN PRIMARY SCHOOL

Transitioning from Early Learning and Childcare (ELC) into Primary 1 or from Primary 7 into Secondary 1 are hugely important milestones and a particularly significant change for our children and young people. Staff across the school work hard to scaffold and support these changes and help pupils to learn and talk about change and help them to cope with this in ways that are developmentally and age appropriate. The support provided around transitions is effective for our pupils, however, this can also help them prepare them for many other changes and challenges that they will face in their lives.

To Support Early Learning and Childcare (ELC) Transition to Primary 1 We:

- Invite parents/carers to the school for an informal meeting to discuss the delivery of the curriculum and active learning teaching methods in P1. This also gives an opportunity to tour round the infant department and ask any questions;
- Provide an information pack for parents, containing a variety of materials to help support you at this very important stage;
- Prepare children within the ELC setting through stories, games and activities;
- Hold transition meetings between ELC, P1 and Support for Learning (SfL) staff;
- Arrange transition visits into the playground, canteen and P1 classrooms;
- Schedule Assemblies and other special events in partnership with the rest of the school;
- Introduce a dance leadership programme as part of our buddy system, initially for all ELC children, before pairing up with buddies; and
- Support a buddy system, where P6 children form relationships with the children that are moving to P1, so that they can support the new P1s following their move to P7.

Transition Arrangements for ELC Children with Additional Support Needs (ASN)

- Transition Meetings take place prior to starting P1 to discuss children's presentations and required enhanced transition arrangements;
- Information Booklets which include the new teacher, classroom, the canteen, toilets etc. are shared;
- Invitation to come into school on the afternoon of the first In-service Day in Term 1, P1 to meet the new class teacher & classroom for a short visit;
- Throughout the year, the Support for Learning Teacher (SfLT) visits ELC to do informal observations, of children within the setting;
- ELC staff follow an agreed procedure, where they inform the SfLT of concerns e.g. A request for input through an Allied Health Professional (AHP); and
- SfLT has a brief Overview of ELC children which is updated on a regular basis;
- Information sheets are drawn up for children who have strategies in place to support them.

Nairn Academy

Nairn Academy is the catchment secondary school for Auldearn Primary School, Cawdor Primary School, Millbank Primary School and Rosebank Primary School:

[Nairn Academy](#)

Duncan Drive

Nairn

IV12 4RD

Tel: 01667 453700

Email: nairn.academy@highland.gov.uk

To Support Primary 7 Transitions to Secondary 1 at Nairn Academy We:

- Prepare our young people through class work;
- Support arrangements and the distribution of information for pupils and parent/carers to attend transition events at Nairn Academy e.g. 'Teach the Families Event';
- Work in partnership with Nairn Academy to provide a series of classroom visits from Nairn Academy Staff; and
- Work in partnership with the languages department to put in place opportunities to support Scotland's 1+2 Language Learning policy, which aims to ensure that every child can learn an additional language from primary one, and a further additional language by primary five (delivery of this is primarily supported by our classroom teachers).

Transition Arrangements for Primary 7 Children with Additional Support Needs

- Transition Meetings take place prior to starting at Nairn Academy to discuss children's presentations and enhanced transition requirements. These usually start taking place at the end of P6 through to term 1 or term 2 of P7;
- Child's Plans are reviewed in P7 (term 1 or 2) where enhanced transition to the Academy is outlined in partnership with children and families;
- Academy & Primary staff meet to discuss all P7 children, this includes additional needs and support and usually takes place in Term 3;
- In Term 3 Transition Forms are completed for all children which include academic, social, emotional and ASN needs along with strategies to support;
- SfLT has a brief Overview of P7 children which is updated on a regular basis;
- SfLT uploads ASN records onto SharePoint as ASG Transition Documents for Nairn Academy staff to access;
- SfLT organises the paper copy of ASN records to be sent to Nairn Academy;
- A cohort of children have additional visits to the Academy. This is sometimes on a Friday afternoon, when there are no Academy children on site. They might make a video of the school to share with the class as part of this process;
- SfLT goes over the 'Big A' with relevant children to see how it relates to their Nairn Academy transition; and
- Where it might be helpful, the SfLT runs a Transition Group in Term 4 of P7.

ACCESS TO SCHOOL

For safety reasons parents are not permitted to use the school parking area to collect or drop off children. School buses will use this area as a drop off and collection point.

SCHOOL TRANSPORT

Pupils in our designated area are entitled to school transport if they travel more than three miles to school and are eight years or older. For pupils under eight this distance is reduced to two miles. Please note that any child who is in the school as the result

of a placing request is not eligible for free transport. In such cases, transport is the responsibility of the parents.

Children who travel on the school bus are expected to be well behaved throughout the journey and comply with the School Bus Charter which was developed in consultation with the children who travel to school by bus.

If you want to apply for School Transport, please click on the following link: www.highland.gov.uk/info/878/schools/12/school_transport.

MILITARY FAMILIES

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

We understand some of the challenges that service life can bring and we look forward to working with you to ensure a smooth transition for your child coming into or moving from our school. Please get in touch as soon as possible to help us to work with you to ensure that transition is as smooth as possible. The Highland Council Armed Forces Website has lots of useful information and support.

https://www.highland.gov.uk/info/886/schools_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with the Head Teacher if you require further information.

Auldearners are Learners!

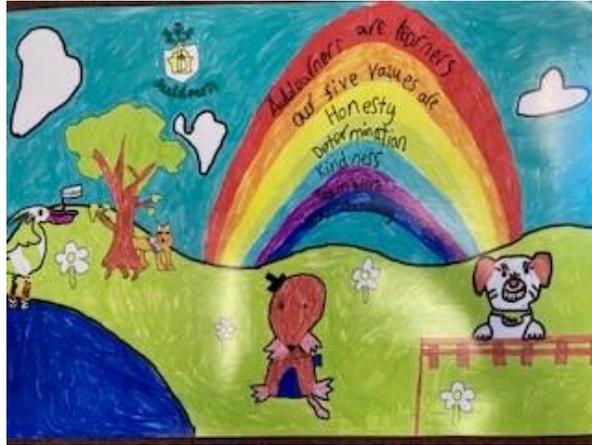
MISSION STATEMENT

We are committed to creating an environment where all children feel safe, included and ready to learn and where everyone is treated respectfully. We have high expectations for EVERYONE in our school and will work hard to model good behaviour and show understanding and consistency.

Our vision is to develop a progressive Promoting Positive Relationships policy, which encompasses and promotes our school vision and values.

TEAMWORK HONESTY KINDNESS UNDERSTANDING DETERMINATION

Our Vision and Values



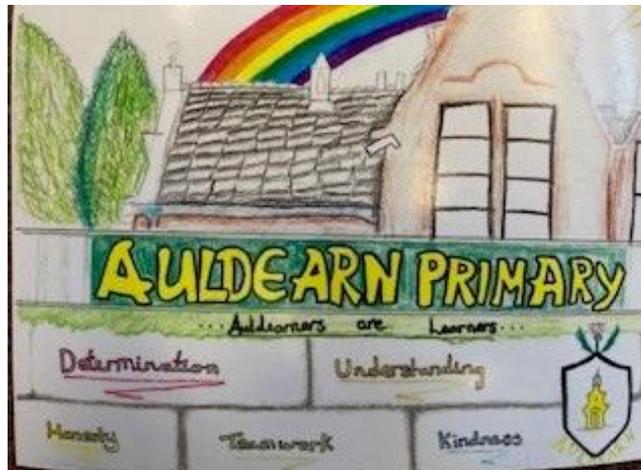
Design by William McDonald (P7 2022)

We developed a new Promoting Positive Behaviour Policy in 2024 in collaboration with pupils, staff and parents. At the heart of this are our five school values:

TEAMWORK HONESTY KINDNESS UNDERSTANDING DETERMINATION

Everyone in our school community is encouraged to demonstrate these values and this is celebrated in assembly with 'special mentions' for those who have been spotted displaying these.

Each child has a card (pictured below), which serves as a record of showing these values. The cards are written on by Mr Morrison or Mrs Innes and when the card is complete, it is sent home to keep.



Design by Martha Main McCrudden (P7 2022)

Classes are encouraged to set targets regularly and these are displayed and reviewed at assemblies.

CHAPTER 2

YOUR CHILD IN SCHOOL

THE CLASSROOM

Each teacher provides a well organised classroom full of attractive displays of pupils' work thereby creating a productive and stimulating learning environment. All teaching in class reflects the individual needs of each child. In certain aspects of schoolwork, particularly in language and mathematics, the teachers organise their classes in such a way that children can spend some of their time working in ability groups.

The teacher can pace the progress of each group to match the pupil's ability. Individual pupils are taught by the teacher on a one-to-one basis when necessary.

In other areas of the school curriculum, children work in mixed groupings to promote cooperation and joint responsibility. Children develop social skills and positive attitudes when working with others.



TEACHING METHODS

In each stage of the school, the children are taught in a variety of ways during the school day: as a class, in ability groupings, as individuals or in mixed ability groupings. Occasionally children may join with other pupils of similar ability from another class to undertake work. Our levels of attainment in mathematics, reading and writing are evidence of our success. Pupils enjoy a variety of ways of working and form relationships with other pupils and staff. Each teacher has the freedom to choose the most appropriate method of teaching to fulfil his/her aims.

LEARNING AND TEACHING

Quality learning and teaching is our top priority at Auldearn Primary. We aim to help every child achieve their full potential and become a successful learner, confident individual, effective contributor and responsible citizen. Teachers at each stage of the school will help children to understand what this looks like and how the choices they make on a day-to-day basis help them to achieve these outcomes.



We firmly believe that effective learning occurs when children are happy and secure in their learning environment and when they are actively involved on their own learning.

In school we encourage the children to understand what they are learning through sharing the purpose of the learning at the beginning of the lesson. Children are encouraged to see what the end product will look like for them and are taught strategies to help them explain their learning to others. At the end of a lesson, or end of day, children will be asked to reflect on their learning and think about where else they could use their new knowledge and skills.

CURRICULUM FOR EXCELLENCE

“Bringing learning to life and life to learning”

Curriculum for Excellence is in place across Scotland for all 3–18-year-olds. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in our constantly evolving world.



Curriculum for Excellence enables teachers to teach more creatively, promoting learning in context with scope for children to learn across many curricular areas in one lesson. Teachers and practitioners will share information to plan a child’s “learning journey” from 3-18, helping their progression from Early Learning and Childcare to Primary, Primary to Secondary and beyond, ensuring key transitions are smooth. All children will continue to work at a pace they can cope with experiencing appropriate challenges. Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their ability. The curriculum aims to develop skills for learning, life and work to enable children to become lifelong learners equipped with the skills and confidence to secure work in the future. It brings real life to the classroom, making learning relevant and aims to help children apply their learning to life beyond the classroom.

Our curriculum develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions. There will always be new and innovative ways of assessing progress emerging and schools keep pace with these developments, through informed and data driven evidence, to ensure that children achieve their full potential.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Further information of Curriculum for Excellence can be found here: [Curriculum for Excellence | Education Scotland](#)

THE CURRICULUM

This is what is taught in school and it falls into the broad areas of

- Languages and Literacy
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies
- Social Studies



LANGUAGES AND LITERACY

Literacy is fundamental to all areas of learning as it unlocks access to other areas of the curriculum. Being literate increases opportunities for each child in all aspects of life and lays the foundations for lifelong learning and work. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking and learning and our sense of personal identity. Literacy is organised in three ways: listening & talking, reading and writing.

At Auldearn Primary part of our approach to reading is based on the Emerging Literacy Project. We teach children in Primary 1 their initial sounds, moving on to blending and target sight words. You can learn more about how we teach reading and how you can help at home from our information evening.

Children will use a variety of resources for reading, including Phonic Books, Oxford Reading Tree, Big Cat and Pelican, and will read a variety of genre. Language activities will frequently be taught in an active way with children working in groups or with support staff to play games or undertake practical tasks. The older children may act

as buddies for the younger children, with the older children often learning a thing or two from the youngsters.

In the early stages the children will bring their reading book home with them for you to share in their reading progress, but older children will be encouraged to choose a personal reader from the vast selection in our upper stage's library. We provide children with a balanced diet of literature by reading novels to each class during the school year and where appropriate a teacher may study a novel with the class.

Writing activities for the children will often be linked to work they are doing in another part of the curriculum to help them to see a purpose for their writing. Skills development is also very closely tied to the reading work going on in class to allow children to see the connections in how texts are formed and allow them to learn to create their own stories in particular styles.

In conclusion, our focus is about children working together, with a purpose to their language work, and to have fun. To enhance the fun in learning we celebrate events such as World Book Day or National Poetry Day. This usually involves lots of dressing up and celebrating each other's work.

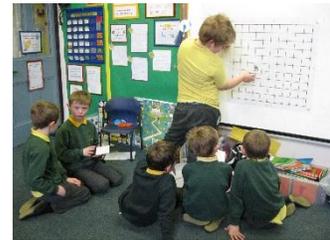
NUMERACY AND MATHEMATICS

Numeracy, within the framework of a Curriculum for Excellence is not just about maths and the maths lesson. Numeracy is a life skill which will grow and develop.

At Auldearn we encourage children to see that numeracy and maths are all around us and that it is applicable to every day life. We promote learning in a real-life context and help children see the connections to other areas of the curriculum.

We want children to understand basic number skills, measurement, money, shape, graphs and how to work with information. Oral work and mental skills are stressed from P1 to P7 with children practising mental arithmetic, times tables games and problem solving.

Both the computer and the calculator are used throughout the school as aids to learning. We are fortunate to have a wide variety of mathematical resources including textbooks, games, interactive materials and number themed outdoor learning materials.



HEALTH AND WELLBEING

The Curriculum for Excellence is clear on the importance of good health and wellbeing in our lives. Children's ability to realise their full potential is clearly related to them having good mental, emotional and physical health and wellbeing. At Auldearn Primary we have been awarded Health Promoting Status. We are keen to promote the wellbeing of children, parents and staff.

Health and wellbeing is taught through Social Subjects and also as a discrete subject with children learning about themselves, healthy habits, healthy eating, hygiene and human growth. In Primary 1 and 2 great emphasis is placed on Personal Safety which is part of our Primary 1 to 7 programme. Primary 1 to 7 take part in Drug and Nutrition Education which strongly emphasises keeping healthy and safe.

In P6 and P7 we help children to understand puberty and menstruation as part of our Relationships, Sexual Health & Parenting. The school nurse assists with this, and parents will be sent an information letter before the work starts and will also be invited to discuss any aspects with the class teacher.



PHYSICAL EDUCATION (PE)

We encourage all of our children to develop sound physical health skills through a planned programme of physical education. Our children experience a wide variety of PE activities including gymnastics, games, dance, athletics and fitness.

Children are also given the opportunity to develop their interest and skills through participating in an extensive range of after school activities provided by our Active Schools Co-ordinator Deanna Lundie.

A block of 11 weeks swimming tuition is offered to Primary 4 and Primary 5. This takes place at Nairn swimming pool under the instruction of the pool staff. The tuition is provided by Highland Council with the school incurring the transport costs. As a result, parents are asked to contribute £2.00 per session paid to the teacher on the day.



PERSONAL AND SOCIAL DEVELOPMENT

At all stages of school, we work hard with the pupils to promote personal development, encouraging positive attitudes towards themselves and others. We encourage the children to develop tolerance and respect, and we show them how to cooperate and share with others. Pupil achievement, in school and out with, is recognised and celebrated at our weekly assembly in the “Well Done Auldearn” slot.

Our Pupil Council meets regularly and provides a forum for pupils to express their views about all aspects of school life. We have different groups of pupils working on different aspects such as Class Reps, ECO, Playground Games, Positive Behaviour, Junior Road Safety and Kindness. Additionally, our P7 children are encouraged to take on leadership roles. This is very much led by the children and this year we have gymnastics, football, comic club and creativity club all being run for the children by other children.



EXPRESSIVE ARTS

This area of the curriculum covers Drama, Art and Music all of which seek to enable the children to develop relevant artistic skills and allow them to express their creativity.

These activities are an important element in the curriculum and contribute to the all-round development of the child. Teaching staff make sure that all children participate in a balance of activities.



RELIGIOUS AND MORAL EDUCATION

Religious and Moral education is ongoing in every primary classroom. In the Scottish Curriculum for Excellence, Religious and Moral Education (RME) is a core subject that explores world religions, and non-religious views to foster spiritual, moral, and social development, while encouraging reflection and understanding of the diverse beliefs and values across the world.

We aim to make each child aware of their uniqueness, while helping them to realise his/her impact on and responsibility to others within the context of the school, the home, the community and the wider world. We try to help the children to have a deeper understanding of their own emotions such as love, happiness and sorrow and highlight that it is healthy to share our emotions with people at certain times.

Through our Assemblies and class work, RME explores the world's main religions, including agnostic and humanist views. Local ministers and multi-faith representatives are invited to visit the school, to speak to and educate our children about what they believe. This is not an opportunity to preach to a captive audience, but to share their beliefs and way of life. This approach is helpful in supporting and developing tolerance and understanding, while also empowering children to explore their own spiritual, moral, and social development.



Please note that any parent may request that their child is withdrawn from Religious Observance. Please contact the Head teacher should you wish to do so.

SCIENCES

There is a planned programme in place which ensures that all our children have experience of working with each of the sciences.

This will be done in context linked to social subjects or as part of a discrete lesson if required. Our children are also given the opportunity to learn from others as part of our partnership working with local resources such as Forest School and the Countryside Ranger.



TECHNOLOGIES

Children in Auldearn have access to a range of technology to aid and enhance their learning. Primary Six and Primary Seven have a personal Chromebook which they can take home once the pupil, and their parent have signed the agreement form. Primary Three, Four and Five share a set of Chromebooks. The younger classes have access to a set of Chromebook tablets. Each class also has an interactive Smartboard/CleverTouch screen, and all equipment is internet linked, though access is restricted by use of filters and firewalls.

For the protection of children and staff a code of conduct details the rules for internet safety, and this is on display around the school. Children are reminded by staff that they should use the internet safely and sensibly. There are regular Internet Safety Sessions delivered by staff and P7 leaders.

AUDEARN PRIMARY SCHOOL

RULES FOR RESPONSIBLE INTERNET USE

- I will ask permission from an adult before using the internet
- I will use my own log in and password which I will not share with others
- I will not access other children's files or folders
- I will only use the computer for schoolwork
- I will only e-mail people my teacher has approved
- Any e-mail I send will be polite and sensible
- I will not give my full name, home address, phone number or arrange to meet anyone when using the computer
- I will tell the teacher if I see anything I am unhappy with or I receive any messages I do not like
- I know that the school may check my computer files or monitor sites I have visited.

SOCIAL STUDIES

In social studies children are given the opportunity to learn about their own and others place in society through investigating the lives of people in the past and how this has a direct effect on them and their lives, the part they have to play in looking after their environment and how they can best use the environment to enhance their learning. As children progress through the school their experiences will be broadened using Local, Scottish, British, European and World contexts for learning.

Through Social Studies children will have the opportunity to learn through a number of cross cutting themes such as Enterprise, Citizenship, Sustainability, Eco Schools and Health and Wellbeing.



Auldearn Primary School teachers are encouraged to take children out of school as often as possible to study not only our immediate environment but also other relevant areas. This allows learning to be meaningful and real for the children. As a school we are in the advantageous position of being able to access transport through the community minibuses to support our educational visits. We have extensive school grounds which includes an outdoor classroom and willow structure.



ECO COMMITTEE

We are taking part in the Eco Schools initiative in consultation with pupils, staff and parents and aim to look at energy efficient measures, recycling, improving school grounds and learning more about our natural environment. We have been awarded a Green Flag since 2012 and work towards its renewal each year.



PUPIL COUNCIL

12



I have the right to be listened to, and taken seriously



When adults are making decisions that affect me, I have a right to say what I think and be listened to.



I have a right for my views to help inform decisions about what happens to me, at home, in school, in my community and in my country.



Adults should support me so that I can give my views in a way that is best for me to do so.

*United Nations
Convention for the
Rights of the Child
(UNCRC) Article 12*

At Auldearn we have a long-established, forward thinking Pupil Council who ensure that the children in our school have their voices heard. The Pupil Council is made up of elected representatives from P4-P7, who also ensure that the younger children have their say too.

This year our main aim is to think of ways to promote our school values. Our reps were also responsible for helping to collate the views of children and parents to support the development of our new behaviour policy.

Other notable successes include getting involved in campaigning for a safer crossing outside our school, in conjunction with the village community council. The children are also responsible for planning, organising and hosting our annual hotly anticipated talent show – ‘Auldearn’s got Talent!’

HOUSE POINTS

All children are allocated a house when they enrol at our school. We have three houses (named after local areas) which are represented by the following mascots, designed by children in P6 2020.

Fred the Fox



Harry the Heron



Miranda the Mole



Ferness

Moyness

Fornighty

Children are awarded house points for showcasing our school values, working hard, trying their best and for personal achievements. Class teachers keep records and when they reach 50, 100 or 200 points, they receive one of our specially designed stickers!

House assemblies are planned and carried out by our P7s each term. This gives the children the opportunity to work with others from their house, to play some team games and think up ways of earning more house points!

House point totals are reported at assembly each week and the much-coveted house shield is awarded to the house with the most points at the end of each school year.



SCHOOL IMPROVEMENT

This year, our key development priorities are to:

- Develop and Launch Continuous Digital Profiling;
- Develop a 'Whole School' Support for Learning and Inclusive Practice Approach; and to
- Work Towards Silver Reading Schools Accreditation.

Details of our school performance at local and national level can be obtained by looking at the Education Scotland Parentzone School Information Dashboard:

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

Details of where to find up to date inspection reports can be found here:

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

All children have profiles, which are currently mainly paper based. Part of our school improvement is to move them towards digital profiling to allow parents to have access to their children's learning and development from home.

Children are assessed every day within the classroom, to track progress and to plan next steps. Both formative and summative assessments are used. At key points (P1,4 & 7) all children in Scotland will sit National Standardised Assessments (NSAs) and in the other years (P2, 3, 5 & 6) at Auldearn our pupils engage with the Scottish Online Formative Assessments (SOFAs).

More information on Assessment and Achievement can be found here:

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

Auldearn Primary Areas of Discovery and Exploration

	Term 1 Aug to Oct	Term 2 Oct to Dec	Term 3a Jan to Feb	Term 3b Feb to Mar	Term 4 April to June
	Bright New Scotland	Enterprise and Caring Scotland	Scotland in the World		Healthy Scotland
	Sustainability and Science	Enterprise and Citizenship	People, Past Events and Societies	People, Place and Environment	Health, Well being and Science
Primary 1	Me and my Family	What do children need?	The World we live in		Health and Wellbeing
Primary 2	My Body	What can we do for each other?	Auldearn and Nairn		Growing Things
Primary 3	Transport	Helping in our community	Weather, Climate Scotland (Burns)	Energy (Science)	Healthy Food and Cooking
Primary 4	Reduce, Reuse, Recycle	Making a Difference	Scotland		Healthy, Safe Bodies
Primary 5	Science Changing States	Being Charitable	Continental Europe		Healthy Heart Biodiversity
Primary 6	Space and Forces	Fair Trade/Global Issues	Family Tree Jacobites/ Clearances		Health and Relationships
Primary 7	Changing Challenges	A Seasonal Enterprise	Taking a Step Back e.g. World War Two		Moving On/Taking Responsibility

CHILD PROTECTION

It is the responsibility of all school staff to ensure that our children are safe and free from harm. We are obligated to report any issues regarding child safety and protection whether as a concern or as a direct result of a disclosure from a child. Concerns would be reported to Social Work Services in the first instance, and this may lead on to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of the child their paramount consideration and this will always be the priority. Information may be passed to other agencies without consent from parents/carers.

A full copy of the Child Protection Procedures is retained in the school, and all staff are regularly trained in relation to procedures. The designated member of staff for Child Protection is the Head Teacher.

CHAPTER 3

PARENTS AND SCHOOL



It is the aim of the school to develop a partnership between parents and staff so that through regular communication we can take appropriate care of your child and provide them with the best possible education. Parents will receive a letter each term from the class teacher giving an indication of the aspects of the curriculum being covered that term.

All parents are invited to the school twice a year to discuss their child's progress with the class teacher. **This usually takes place in September and March.** High Quality Assessment Tasks (HQAs) are carried out over the year, and these are sent home to give parents an opportunity to comment on their child's learning. Class teachers have a Learning Conversation with each child at the end of each term where targets are reviewed and set for the new term. A sheet detailing the main points of this discussion is also sent home at the beginning of each term which parents are encouraged to comment on too. A short, written report of your child's overall progress is sent home in June.

Throughout the year there are opportunities for parents to come into school during the day. There is an Open Afternoon in term three to allow you to meet the class teacher, in an informal way, and to see the learning going on in the school.

There may be occasions when you are concerned about your child and rather than worry about a particular problem you should contact the school as soon as possible to make an appointment to see a member of staff. The school will always endeavour to resolve issues by listening to parents and working together to reach a positive outcome. Should a situation not be resolved, parents can contact our Area Quality Improvement Manager, Mark Jones, who is based at Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX.

Parentline is a website which offers good advice for parents about a wide variety of subjects: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Similarly, if we become concerned about your child's progress or behaviour, we will notify you immediately and invite you to school for a discussion.

WOULD YOU LIKE TO HELP IN THE SCHOOL?

There are many ways in which parents can help in the school and all help is appreciated. We are always seeking parents to accompany children on Educational Outings and to swimming. If you have a particular skill or talent, we are always keen for this to be shared with the children. If you would like to help in the school, please speak to Mrs McBride in the school office.

PARENT WORKSHOPS

Parents are invited into school for talks, discussions and workshops on various curricular issues over the session. Sometimes this will involve a large group of parents or may be specific to a class or stage.

SOCIAL MEETINGS

We invite parents in for open days, assemblies, concerts and to support in fundraising activities. Details of all the school's activities can be found in our regular Newsletters to parents and our "Dates for the Diary" sheets. Our school Facebook page and website also give detailed information. Facebook – Auldearn Primary School Closed Group: <https://auldearnprimary.wordpress.com/>

PARENT COUNCIL

The school has a very active Parent Council which fully promotes partnership between the school, parents and children. We currently have two members for each class, including Early Learning and Childcare, as well as a Chairperson, Secretary and Treasurer. Parent Council meet, on average, once a term with the meetings being open to all parents. Meetings are usually held on a Tuesday evening in the school but this can vary.

The Chair of the Parent Council is Vikki Thompson and should you wish to contact her, details can be sourced from the school office. The Parent Council regularly updates the wider Parent Forum through a slot in the school newsletter. They can also be contacted via the parent council email: auldearnprimarypc@gmail.com

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

CHAPTER FOUR

YOUR QUESTIONS ANSWERED

SCHOOL UNIFORM

We have a uniform, and it is school policy to encourage children to wear it.

The choice is from:

trousers/skirt
school polo shirt
school sweatshirt

grey/black
yellow
green



It should be noted that some girls often wear green and white checked dresses in the summer months and the boys wear grey/black shorts. Children are also requested to keep a pair of indoor shoes in school which they change into when they come into the building.

Our uniform is a practical form of dress and helps our children identify with their school. In the spirit of being an Eco School the school has a stock of preowned uniform at the school office which can be collected in return for a small donation to school funds. New school uniforms can be purchased from:

- [Househill Embroidery](#); and
- [Schoolwear Made Easy](#).



PE UNIFORM: The school introduced a new PE uniform in January 2006, having agreed to do this in partnership with the Parent Council. The change has introduced coloured PE t-shirts, which are completely plain, with no school badge, logo or motif. The colour of each child's t-shirt is determined by their house team:

- Ferness (RED);
- Moyness (GRASS GREEN); and
- Fornightly (ROYAL BLUE).

For safety reasons children are not allowed to wear jewellery of any kind whilst participating in physical activities. If earrings cannot be removed, please make sure that each earring is taped on PE days.

An old shirt or overall is helpful for Art and Craft. This can be sent in at the beginning of the school year to be stored in class.

It is very helpful if all clothes are clearly labelled with your child's full name. We would prefer that your child did not bring to school any personal belongings of value. If items are lost or damaged the result may be that your child is distressed. We actively discourage children from bringing toys to school for this reason too.



FREE SCHOOL MEALS AND ASSISTANCE WITH CLOTHING

Highland Council operates a scheme of provision to ensure that every child is sufficiently and suitably clothed to take full advantage of the education provided. Families in receipt of Income Support qualify for such a scheme and those in receipt of Working Families Tax Credit may qualify for such a scheme. Parents who wish to apply for assistance should complete an application form, available on the Highland Council Website or directly from the school office:

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

IS THERE A CHOICE FOR LUNCH?

Children who opt for school lunch will always have a choice between two meals. Children choose from the menu in the morning. All lunches are prepared and cooked on the premises.

All children in P1-P5 are automatically entitled to free school lunches. The charge for P6-P7 for a meal is currently £2.40 and this can be paid on a daily/weekly/monthly basis by your child at the school canteen between 8.45am and 9.15am. If paying by cheque it should be made out to Highland Council.

Children who bring packed lunches also eat in the dining room. If you wish your child to go home for lunch on any day, please inform the class teacher. Children are entitled to free school meals if their parents are in receipt of Income Support. Please contact the school office or look on the Highland Council website for further information.

WHAT HAPPENS IF MY CHILD HAS AN ACCIDENT?

All minor accidents are treated in school by first aid trained staff. If we feel that a higher level of medical treatment is required, the following action will be taken:

- a) The school will contact you or, if you are unobtainable, your emergency contact.
- b) The school will telephone the health centre or hospital if necessary and arrange to have your child taken there, accompanied wherever possible by you or some one else nominated by you.
- c) The Head Teacher will report the accident to Highland Council.

If a child becomes ill, we will always try to inform the parents. It is extremely important for each child to have an emergency contact number especially if both parents work. Whilst waiting for you to arrive your child will be cared for in school.

If your child is taking medication or has a medical condition which might affect him/her in school it would be appreciated if you could discuss this with the Head Teacher, so that appropriate action can be taken. If you require your child to receive medication during the school day you must complete and sign a medical form. Forms can be collected from Mrs McBride at the school office.

HOW DO YOU MANAGE BEHAVIOUR?

Highland Council Schools are encouraged to use restorative practices to address behaviour concerns. Rather than simply punishing negative behaviours, those involved take part in conversations with an adult, where they are encouraged to reflect and take responsibility for their actions. Another important part of the restorative chat is to understand the impact it has on others. This time with an adult also ensures that any child displaying or affected by negative behaviour is sensitively and appropriately supported.

We believe that teaching core values such as respect, trust, honesty, understanding responsibility and kindness are much more effective ways of encouraging positive behaviour, than 'punishing' negative behaviours. Strong communication is central to this approach being successful, between staff and pupils, staff and parents and pupils and their parents; through a partnership approach.

We understand that parents know their children best, and our policy is to keep you informed about your child's behaviour in school.

ARE THERE SCHOOL RULES?

Yes, as you would expect, we need rules to ensure the children remain safe in school. The most important rules are listed below:

- Children are not allowed out of the playground at break or lunchtime except pupils who are going home for lunch.
- Children are not allowed in the school car park and should enter the school via the stairs to the playground unless being dropped off by bus.
- Children who require to leave school during school hours must bring in a written note in advance and must be collected from the school office by an adult. We are not permitted to allow children to leave the premises unsupervised.
- Everyone in our school is supported to behave in a courteous, socially acceptable manner and encouraged to display our school values at all times.

The link to Highland Council's Anti-Bullying Policy is below.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

DO CHILDREN RECEIVE EXTRA SUPPORT?

When we are concerned about the progress a child is making, we will refer the matter to the Learning Support Teacher in consultation with parents. We have a Learning Support Teacher who works three days a week and is trained to assess children and identify needs. Once needs are identified a programme of work will be drawn up to support the child in partnership with the class teacher. On occasion the Learning Support Teacher may work on a one-to-one basis with children either to support learning or to increase challenge for children who are exceeding expectations.

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, please contact your child's class teacher in the first instance or Mr Morrison, the Acting 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:

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

<http://forhighlandchildren.org/>

[Support for Learners Website](#)

<http://enquire.org.uk/>

The website below has useful information for parents on a variety of topics.

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

WILL MY CHILD GET HOMEWORK?

Auldearn Primary is committed to homework for all the benefits it brings. Homework given reflects the learning going on in the class that week and gives parents a valuable snapshot of what their child is doing. We believe that parents have an important role to play in extending and reinforcing their child's learning at home. Throughout their school career children will be set homework. The amount and type of homework will vary according to the age and ability of the child.

CHAPTER 5

OTHER USEFUL INFORMATION

RESIDENTIAL EXPERIENCES

Where possible, Auldearn Primary arranges two residential experiences in a school year: a week long ski trip in January/February for Primary 6 and 7 and a week long activity week for Primary 7 in May/June. The visits are on a planned basis according to the availability of staff each year who give up their time willingly to support children in this way. Parent helpers are usually required for the ski excursion. Parents are informed well in advance of any excursion and given the opportunity to pay for these trips over the school year.

PLAYGROUND SUPERVISION

Pupil Support Assistants take care of the pupils at lunchtime and interval. Should an accident occur two supervisors are trained in first aid and will also access help from the staffroom if necessary. There is a variety of equipment for the children to play with and it is part of the Primary 7 duties to put out the equipment and return it to the cupboard.

The playground is supervised in the morning 20 minutes prior to school starting from 8.55am. Children should not enter the playground before this time.

ABSENCE

To obtain the full benefit of Education your child must attend school regularly and should not be absent without a reasonable excuse.

- If your child is ill, please let us know as soon as possible using the school answering service on 01667 459730. Any unexplained absences will be followed up immediately, after 9.30am on the first day of absence.
- Highland Council Policy regarding holidays during term time is in line with Scottish Executive Guidelines, and any absence for this purpose will be recorded as “Unauthorised” in the attendance register.
- The school term dates can be found on the School Newsletters and are also available on the Highland Council website for parents planning any holidays a few years in advance.

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

ADVERSE WEATHER AND SCHOOL CLOSURE

Full guidelines for parents about adverse weather conditions are issued annually. Should the school have to close early because of adverse weather all parents will be contacted, and children will be kept at school until we are sure there is someone at home or their emergency contact is available. In the event of severe weather first thing in the morning parents should consider if it is safe for their child to travel to school and always bear in mind that there may have to be an early closure during the day.

If the weather is so severe that the school cannot open for the day the Head Teacher will email parents/send an automated text, post information on the closed Facebook page, and add the school to the Highland Council closures website. The website address is: <https://www.highland.gov.uk/schoolclosures>.

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 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.

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>

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.

OPEN DOOR POLICY

We welcome comments and questions at any time, 'the door is always open'. If you have any further questions, please do not hesitate to get in touch with us.

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.

November 2025