



Community
Respect
Inclusion
Sustainability
Perseverance
Respect

Cannich Bridge Primary School Handbook 2026/27

(Children's version available on school website.
[Cannich Bridge Primary School](#))



Acting Head Teacher: Maria Reynard

Cannich Bridge Primary School
Cannich, Beauly
Inverness IV4 7LN

Telephone: 01456 415304
School E-mail- cannichbridge.primary@highland.gov.uk

School Website - [Cannich Bridge Primary School](#)

Adverse Weather - <https://www.highland.gov.uk/schoolclosures>



WELCOME TO CANNICH BRIDGE PRIMARY

Faillte gu Bun-sgoil Drochaid Chanaich



Cannich Bridge Primary School is over 143 years old and is a school very much at the heart of a small community situated in the valley of Strathglass. During the war Cannich Primary like many others took in orphaned evacuees many who went on to stay after the war and eventually bring up their own families in the community. Our school still very much prides ourselves on this welcoming inclusive ethos.

At Cannich Bridge Primary we appreciate that all children are individuals and as such have different needs and abilities. We aim to provide all pupils with an educational experience, which caters for their individual needs and actively challenges and encourages them to 'be the best they can be' whilst enjoying their learning! We embrace the curriculum for excellence which strives to ensure that pupils participate in a broad, balanced curriculum which suits individual learning needs and provides children with a wide range of active learning experiences.

Please remember we are very approachable and should you at any time have questions about the move to Cannich Bridge or any other aspects of your child's education, please contact the school. You can either email or telephone to arrange an appointment with me or your child's class teacher. We very much want you to play a full part in your child's educational journey, so that together we can give your child the best educational experience possible.

We look forward to getting to know both you and your child better and sharing in the exciting journey ahead.

Yours sincerely

Maria Reynard

*Maria Reynard
Acting Head Teacher*



OUR SCHOOL AIMS

Our Shared Values: Community Respect Inclusion Sustainability Perseverance

Child Friendly

Day by day, every which way we are learning to strive hard in the things that we do, and be ready for Life's every turning with a heart that is steadfast and true...

Adult

To foster a positive, nurturing and inclusive environment where all staff, children and partners are valued and work together to evaluate, adapt and enhance learning so children will be ready to make a valuable contribution to the wider world.

Our Motto: when it rains, we look for rainbows.

CANNICH BRIDGE PRIMARY SCHOOL and NURSERY AIMS

To raise attainment by providing a broad, relevant, balanced curriculum which is coherent, challenging and progressive in line with national and authority guidelines. *(Article 28 and 29)*

To offer a wide range of learning experiences within a safe and nurturing environment, where the children are supported to achieve their potential; being motivated to learn encouraged to recognise and be proud of their own achievements both within and out with school and nursery *(Article, 2, 3, 4, 13, 28, 29)*.

To enable children to be global citizens through raising awareness of sustainable issues, global goals and respect for others. *(Article 13, 14, 15 30)*

To provide opportunities and encourage children to be creative, innovative and enterprising. *(articles 1-54)*

To ensure equal opportunities for all in an atmosphere of tolerance and fairness in accordance with current legislation including the United Nations Convention on the Rights of the Child and the principles of 'Getting it Right for Every Child'. Every child needs to be safe, healthy, achieving, nurtured, active, respected, responsible and included. *(Article 1 - 54)*

To engage in partnerships with pupils, parents, other professionals and the wider community to support the curriculum, develop skills and ensure children are achieving and meeting their full potential *(Articles 5, 13, 14, 17, 28, 29, 31, 37, 42)*.

To promote a healthy lifestyle encouraging children, staff and families to understand the importance of improving their health and wellbeing, physical and mentally so that they can achieve a better quality of life. *(links to Article 2, 4, 27)*

To foster in children a pride in their nursery/school and feelings of belonging, responsibility and ownership for the school, local community and their environment *(links to Article 1, 2, 28, 29)*

To create opportunities for children to make decisions which will have an impact on their education, allowing them to be reflective and independent learners who view learning as a lifelong experience. *(links to Article 28 and 29)*.

To offer all children a wide range of activities and experiences which will allow them to develop skills for learning, life and work. *(links to Article 1 - 54)*

To enable children to be responsible, digitally literate citizens who are prepared for technological and digital future. *(digital schools award)*.

To support and promote a love of learning and continuous professional development where staff, parents, pupils and the local community work together to engage in ongoing professional development, not only to enhance provision in the school but also looking at progression and application of learning and skills beyond the school in the wider community, ensuring sustainability for the future. *(Leadership of Change, HGIOS 4, HGIOELC, global goals, learning for sustainability, SFR and SFH)*

(Reviewed October 2025)

CONTENTS

P2	Welcome
P3	Our School Vision, Values and Aims
P4	Our Curriculum Rationale
P5	Contents
P6	Our School
P7-8	Our Playground
P9	Daily Times
P10	Our staff
P11	Ancillary Staff
P12-13	Parent Council, Parents as Partners
P14	Enrolment, Placing Requests
P15	Equality, Policies,
P16	Uniform
P17	PE, Lunches
P18	Snacks
P19	Pupil Council, Eco Committee, JRSO, Rights Respecting School
P20-21	School Transport, Medical
P22	Emergency Contacts, Absence
P23	Emergencies
P24-25	Adverse weather
P27	Curriculum for Excellence Information
P37	School Trips, Reporting, Profiling,
P38	Assessment
P39	Religious Observance and Assemblies
P40	Homework
P41-42	Additional Support Needs
P43	Military families,
P44	Extra Curricular
P45	Child Protection
P46	Transition
P49	Complaints and Data Protection
P50	School Calendar
P51	School Meal Menu example

Our School



Cannich Bridge Primary School was opened originally in 1882 and was totally refurbished in 1992.

We are a non-denominational school and currently have 28 children on the school roll with another 5 children in our nursery. This session we have 3 classes:-

Nursery - 5 children
P1/2/3/4 - 14 children
P5/6/7 - 14 children

The school occupies an attractive position close to the centre of the village with splendid views of the surrounding hills. It is set in a very beautiful and scenic area at the foot of *Glen Affric*. This environment is easily accessible to pupils and is used regularly to support various aspects of the curriculum. The nearest alternative Primary School is at Balnain, 6 miles from Cannich on the *Glen Urquhart* road or *Teanassie Primary*, on the *Strathglass* road, is 14 miles away. The catchment area extends to *Tomich*, *Glen Affric* and *Glen Cannich* in the West and North, and to *Tighchuig* and *Inchully* in the east.





Our Playground



We have a lots of things to play with in our playground.



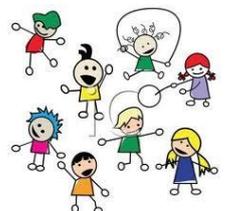
And lots of places to sit and chat with our friends.

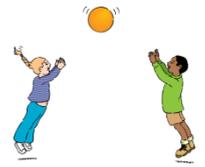


We like planting and looking after wildlife.



We have a climbing wall too





We encourage children to ride their bikes to school. We ask that children who ride bikes to school wear appropriate helmets. Bikes can be kept safe in the bike shed. Parents often wait to collect children at the end of the day in the shelter shed and children use them to play games in at break times.



We have a pitch that we play games on and lots of tarmac to run around on too.



This is the door way we use to go into school.



Children at Intervals

Children spend intervals outdoors unless the weather makes this impossible. Sometimes it is necessary to put the playing field out of bounds when the weather has been very wet as the surface becomes very muddy. Children are encouraged to play at the back of the school and stay away from the walls adjacent to the road. There are picnic benches, a xylophone and a variety of wooden sculptures and seating areas. Along with our playground marked games including a daily mile route. There is a selection of small PE equipment is available for children to play with at break times and ride on vehicles. P6 pupils are given the role as play leaders and take part in training from the Active Schools Co-ordinator to help organise playground games.

At lunch time the playground is monitored a pupil support assistant to ensure the safety of our children. We also have a buddy system in school whereby all the children are in "buddy families", who are a mix of ages and look out for each other.

If the weather is inclement pupils remain indoors at intervals. Activities are provided to keep pupils amused. If parents wish their child to remain indoors on medical grounds, they should advise the class teacher by telephone, note or a word in the playground.



Daily Times



School Day

8:55 - School starts

10:45-11 - Playtime

12:25 - P1/2/3/4 go for lunch

12:30 - P5/6/7 go for lunch

13:20 - Lunch finishes

15:00 - School ends for P1 and P2.

Bus class begins. Mrs Steel looks after us in Bus Class.

15:30 - school ends for all the children. (M-Th)

But on a Friday we finish at 12:10, with children offered a packed lunch to take home instead of a cooked school lunch.

Nursery Day

8:50 - Nursery starts

10:30 - AM Snack

12:15 - Nursery go for lunch

2:30 - PM Snack

15:30 - Nursery ends (M-Th)

12:10 - Nursery Ends (F)

The Nursery offers 30 hours a week during the school year for 3 and 4 year old children.

We are always happy to show prospective pupils the activities we have in our nursery and the fun that we have learning. A separate Nursery Handbook is available from the school by request.





Our Duty Bearers



Headteacher

Mrs Maria Reynard is our Acting Head Teacher. She teaches P5-7 Wednesday, Thursday and Friday.

Class Teachers

Miss Shirley Brown



Miss Brown teaches P5-7 on Mondays and Tuesdays, and P1-4 on Wednesdays and Thursdays.

Mrs Iona Smart



Mrs Smart teaches P1-4 on Mondays and Tuesdays and Fridays.

Early Years Providers



Miss Lancaster



Mrs Wallace



Mrs Gibson

PSA Staff



Miss Williams



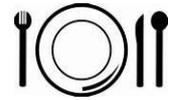
Mrs Steel



Mrs Butler



Ancillary Staff



Ailsa Clark
Cook



Caroline Riley
Clerical

Alex Flinn
Cleaner & Janitor

Visiting Staff

PE Teacher
Science & Drama Teacher
Support for Learning Teacher
Strings Instructor
Singing Tutor
Traditional Music
Active Schools Coordinator

Laura Fraser (Thursday)
Susan Mann (Wednesday)
Mandy Everitt (Thursday)
Mark Osborne (Wednesday)
Kodaly instructor
Feis Rois
Colin Marshall & Storm Fraser

We are also very fortunate to have several members of the community who volunteer their help on a regular basis, to whom we are very grateful.

Parent Council

All parents of children at Cannich Bridge Primary are automatically a member of our Parent Council Forum. From this, members are elected to the Parent Council role. This is a great opportunity to meet other parents. The Parent Council has an important role to play in the school and ensures that you have a say in your child's education. The head teacher attends the meetings and will explain the improvements and developments which are taking place in school. The Parent Council also plays an important role in helping to fundraise for the school. In these tight financial times school budgets are feeling the pinch, the extra funding from the Parent Council enables school trips to take place, extra resources and equipment to be bought for your child.

A copy of the latest Parent Council minutes are sent home shortly after a meeting. Or can be found in our Parent council tab on the school website.

<https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/parent-council>

Any parent who wishes to raise an issue to the parent council can do so by contacting Gavin Steel **by email:** Cannich.primary@highlandpc.co.uk

The current Parent Council -

Chairperson -Holly Williams

Secretary - Gavin Steel

Treasurer - Sam Oxby.

Parents/Guardians/Carers as Partners



You are the most important educators of your child. In your hands you make and mould the life your child will have. We want to recognise and value your role and to work alongside you. There are lots of opportunities for you to become involved in your child's learning - by volunteering to help in class or maybe by sharing your talents in Assembly or through an after-school activity. You could become part of our Eco school committee or help in the school garden.

Each term, we host school events such as school assemblies, concerts, work-shops, open afternoons and evenings, sports day and prize-giving. Children are always so proud to have a parent, aunt, uncle or grandparent to see them take part in these events. Please come along to these events, they are very special days for both you and your child.

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

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

- Our Digital Learning Journey
- Parents' evenings
- Progress checks
- Target Setting
- Pupil profiles sent home termly
- Information on the school website
- Regular information and reminders about events on our closed facebook page.
- Regular Star Assemblies

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

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. We also believe it is important to have a face to face approach with communications and operate an open door policy for our parents should they need us.

Parental information is obtained from questionnaires issued regularly and from Parents evenings and from Parent Forums.

Parentzone Scotland provides information and advice about education in Scotland. It includes practical ideas to support learning at home in a variety of curriculum areas, along with information on additional support needs, and tips on how parents can get involved in their child's school and education.

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



School Enrolment



We would be delighted if you decide to enrol in our school. Most enrolments are now done online and the information is available to parents in February.

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

Enrolment packs are also available to download online. Enrolment packs include school transport application forms, medical forms and details about free school meals and clothing grant forms.

https://www.highland.gov.uk/downloads/download/13/school_enrolment_files_and_guidance

Placing Requests - Parental Choice

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

If you live outside our catchment area and would like your child to attend our school you can firstly contact the school office on **01456 415304** to arrange a visit.

Secondly you will have to put in a placing request to the Area Quality Improvement Manager Tina Stones Tina.Stones@highland.gov.uk.

Placing request forms can be found online at:

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

Transportation to and from school, for placing request pupils, is a parental responsibility. Please see the additional guidance on choosing a school at the following website.

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

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



Equality & Diversity Policy

For up-to-date information please see:

<https://drive.google.com/file/d/1Kp77OJmrbIv5hNdMBv6g9L2kFj49gZ4W/view>

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](#).

Cannich Bridge Primary School is a **Gold Rights Respecting School**, this means that the rights of the child are enshrined in everything we do and that the school ensures rights are Inherent, Indivisible, Universal, Inalienable and Unconditional.

In summary our activities in school should ensure that we:

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

In our school we have a clear Positive, Behaviour Management Policy where by we see nearly all inappropriate behaviour as a communication of need.

[View our Promotion of Positive Behaviour Policy here -](#)

<https://drive.google.com/file/d/141WI07VGujTigRYbfbI-CHnByHH6LG5t/view>

Please also see the Council's anti bullying policy

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

Other Policies

*Links to our other policies can be found on our website:

<https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/school-policies>

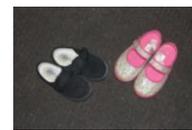
And here is a link for policies on the highland council website-

[Authority Policies](#)

**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.*



School Uniform and Essentials



Children are encouraged to wear school uniform or school colours. Maroon CBPS sweatshirts with the school logo can be purchased from our school office or ordered online for delivery to your home however any plain maroon jumper or cardigan will suffice. Please label your child's uniform as we often end up with quite a pile of unclaimed sweatshirts. The wearing of jeans and football tops to school is discouraged during the week (as it is in all the primaries and secondary schools in our associated school group) however to these can be worn on a Friday as part of our dress down day.

You may be entitled to a school clothing grant - the forms can be collected from the school office or downloaded from at https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

All the classrooms are mainly carpeted. It is essential that your child brings in a change of footwear for use indoors e.g. gym shoes. Please label your child's footwear - it is amazing how many children have the same shoes! Especially their gym shoes and any wellies. This will greatly help avoid confusion at home time!

Children will be encouraged to take part in daily outdoor play at break and lunchtime and should have a suitable coat and shoes/wellies/scarves/gloves etc. (all labelled) to wear. It can be quite chilly, and only during very heavy rain or bad weather will the children be indoors at this time. We do run a swap-shop throughout the year which parents can access for free. This can be found on shelves in the cloakroom or on a stall at school events.



P.E.



We are very lucky to be able to use the village hall for our PE lessons. Mrs Fraser the PE teacher from the High school takes P4/5/6/7 for PE on a Thursday. The other classes have PE together and are taught by the class teachers in the village hall on a Tuesday. In order to ensure that the children get the best out of their lesson, all pupils should bring in a P.E kit consisting of a pair of shorts/joggers/leggings, a T-shirt, jumper and a pair of indoor shoes. Again, please can you label these to avoid confusion. Children are not allowed to wear dangly earrings, jewellery or watches during P.E. and long hair should be tied back for safety reasons. We keep a small stock of shorts and T-shirts, so forgetting your shorts does not mean your child will miss P.E. In preparation for P.E. at the High School, all P5-7 pupils

(where possible) should change into a P.E. kit before their lessons. Younger children are welcome to come to school wearing their kit.



Lunches at School

Our cook, Sandra Robertson is a marvel in the kitchen and the children enjoy healthy school meals in line with Highland Council's Healthy Eating Policy. There is a selection of menus in use throughout the year. Each day there is a choice from 2 mains and either a dessert or a starter. Bread and a choice of milk or water is also available every day. Pupils will receive a copy of the menus so that you can discuss them with your child. Additional Menus are available from the school office or can be viewed on the highland council website. Sandra always makes one or two extra so that children if they wish may sample a dish to know whether they will like it next time it is on the menu.



Pupils in P1-5 are entitled to a free school meal everyday (Monday - Friday) and Nursery Monday to Thursday. The daily cost for school meals for pupils in P6-7 is £2.40. If a pupil has special dietary needs, please inform the school. Lunch money for the week should be paid on a Monday. Please make cheques payable to 'Highland Council' and put any money in a labelled envelope (exact money where possible). You may

be entitled to free school meals; application forms are available from the school office or at https://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

At present children in nursery and P1-3 have lunch in the canteen and the older children have their lunch in the P4-7 classroom under supervision. We try to encourage the children to have healthy choices within their packed lunch. Please do not give children glass bottles in their lunchboxes and can all lunchboxes and drink bottles/flasks be labelled to avoid confusion.

Some children prefer to go home for lunch. Please inform the school if you wish your child to go home for lunch and who will be collecting them/or if they are to walk home.



Snacks



PIECE OF TOAST & SPREAD	15P
SCONE (FRIDAY ONLY)	20P
$\frac{1}{2}$ PIECE OF FRUIT	20P
WHOLE PIECE OF FRUIT	35P
CRACKER/OATCAKES AND CHEESE	20P
MILK (150ML)	20P
BOX OF RAISINS	20P
BAGEL & SPREAD	20P

Prices are correct at the time of going to print but are likely to change throughout the school year.



Pupil Focus Groups

All pupils in Cannich Bridge Primary School have a voice and all pupils will have an automatic seat on one or more of our pupil focus groups. The groups will meet every week on a Friday and drive forward school improvements.

Eco Pupil Group

We were delighted to have achieved 7 green flags. A lot of hard work went into achieving this award and we are currently going for our next flag. The Eco Pupil group will take on jobs in our action plan to improve our school and raise awareness. If you are interested in helping this committee, parents and members of our community are welcome to come and join us - please speak to Mrs Reynard.



Food and Sustainability Group

We were delighted last year with the help of our wonderful local community to purchase a Riddor composter. The Food and Sustainability Group are in charge of keeping track of our food waste and operating the composter. They also grow their own fruit and vegetables which they use to run a small honesty box outside the school gates. We also have hens and Bees to look after and maintain.

Junior Road Safety Officers (JRSO)

Children who are interested, take on the role of JRSOs. They undertake to organise the distribution of our fluorescent jackets, help organise road safety events, games and quizzes.



Digital Leaders Group

We are working towards gaining our digital leadership award. The digital group oversee the working towards completing all the items on our Action Plan. They are also on hand to support children and staff with online profiling and the school website.



Rights Respecting School

We are a gold rights respecting school which means we put children's rights at the heart of school life. We work hard as a school to make sure that children's rights are promoted and

realised. We aim to enable each child to develop to his/her fullest possible potential and to learn respect for human rights and fundamental freedoms.



School Transport

Children under the age of 8 are eligible for transport if they live two or more miles from their designated school by the shortest available route. The distance is increased to three or more miles when the child is aged 8 or over. The Council's transport policy is available at: https://www.highland.gov.uk/downloads/file/209/school_transport_policy

If you think you may be entitled to school transport please collect an application form for school transport from the school office.



Medical



The school/nursery has an appointed Health Visitor who is responsible for your child's wellbeing until they reach P1. The School Nurse then takes over the health role and will give a routine screening service to Pupils in P1 and P7. The School Nurse can be contacted via the Inverness Family Resource Centre on 01463 644850

You must inform us if your child has any medical conditions, or if there are any significant health changes to your child which might put them at risk or affect their educational progress. The confidential nature of this information will be respected.

Staff are given regular updates on Asthma and Epi-pen training. If your child develops an illness or condition which necessitates significant absence please do advise us so we can organise schoolwork at home in order to reduce difficulties of catching up on return. In cases of prolonged absence the authority has a scheme of home tutoring available.

If your child has sickness and/or diarrhoea, they should not return to school until 48 hours after the last episode. Please keep the school informed as some common childhood illnesses can be very contagious and dangerous to members of staff and parents who may be pregnant, for example chicken pox. Please inform the school if your child contracts this illness. Children who become ill during class should speak to a member of staff and, if necessary, parents will be contacted. Please make sure that your own details and your emergency contact details held with the school are up to date.

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

Under **Article 24** of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. **Article 7** of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

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

Mental Health and Wellbeing

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.

Emergency Contacts



When enrolling children, parents are asked to provide two emergency contacts for pupils in case of illness or emergencies in adverse weather conditions, during parents' absence from home. It is **ESSENTIAL** that parents ensure that the school is advised of any change of telephone number/address etc in order that information for emergency contacts can be updated as necessary.



Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence before 9.30am, on the school number 01456 415304. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from a parent or guardian. Where at all possible, medical and dental appointments should be made out with school hours.



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

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day and therefore we need to know the whereabouts of absent pupils.

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

- will result in a significant loss in classroom experience;

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

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

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

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



Emergencies



One of a head teacher's main responsibilities is for the Health and Safety of everybody in the establishment.

Fire Drills

We have a series of fire drills throughout the session. These are very serious exercises and are practiced until the head teacher has confidence that safe evacuation procedures are being followed. Our Fire alarm is tested every week by our Facilities Management Assistant as part of their duties.

Emergency Plan

The school has a contingency plan for further evacuation should there be a genuine emergency. If this were to occur, the school would be evacuated to the Village Hall, or the Slater's Arms depending on the nature of the incident. From there, local pupils would be sent home to parents or emergency contacts. Pupils from further afield would remain until appropriate transport arrangements were made with the bus contractors. The school would give appropriate information to Moray Firth Radio in order that it could be broadcast locally.

A major emergency would be co-ordinated by the Education Authority, in conjunction with the school and emergency services.

Accidents

Audrey Wallace and Heather Lancaster have been trained as our First Aiders in school and in the first instance, an injury will be assessed by them. For minor cuts and bruises First Aid

treatment will be administered. You or your emergency contact will be informed of accidents. In the event of a serious accident an ambulance would be called. We follow Highland Council's accident reporting procedures and ensure that all necessary risk assessments have been carried out.



Adverse Weather



TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements.

Parents should see the school website for updated adverse weather information.

<https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/adverse-weather>

The Highland Council Website, Facebook and Twitter

- The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but

should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland

6.30 am

7.30 am

8.30 am

12.30 pm

4.30 pm

5.30 pm

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions (usually on the hour), to carry emergency bulletins. *Nevis Radio* will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am

Lochbroom FM will carry bulletins at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio www.mfr.co.uk

Local news on the hour 6am - 6pm carries local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Two Lochs Radio will broadcast a local news bulletins from 7.30am. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used



Curriculum for Excellence

We have now been working within the Curriculum for Excellence framework for a number of years, over that time the school has evolved in a way in which it engages with the curriculum. As a school we are keen to ensure that pupils experience progression and depth in the curriculum, we want pupils to build on the learning they are encountering and to apply the learning to a variety of situations. All pupils are entitled to a broad, general education, meaning that pupils need to experience all the outcomes at the different levels. Pupils should experience learning which is challenging but also FUN! Pupils are also entitled to personal support; this takes the form of having opportunities to talk with an adult about their learning and, together, helping pupils to plan their next learning steps. Pupils are treated as individuals with their own unique needs.

Pupils are given the opportunity to direct their learning by asking key questions about the topics planned by the class teacher and this helps to direct the course of learning in the class. Parents will receive a termly newsletter which details the planned learning that will take place in your child's class.

The aim of the curriculum is to ensure that pupils achieve the four capacities which are:

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

These four capacities ensure that our children, the adults of the future, are equipped for an ever-evolving world. Look how far we have come in our own lifetime. (Just think back to when you were at school, a telephone was attached to the wall, tablets were pills your granny took, and records played music and only birds tweeted.) Our children need to be ready to do jobs which currently may not exist. They require flexibility. We have to ensure that our pupils are “active” in their learning, this does not mean getting out of your chair, but being “active” thinkers, being encouraged to question facts, to enquire. Children need to understand WHY they are learning! Children need to learn to become skilled team players, to negotiate, to reason, and problem solve, as well as work effectively on their own. Above all we want to make learning challenging and FUN!! So that all pupils reach their potential.

The curriculum is organised 'straight through' - from nursery to 18 there are various levels through which your child will progress. Some pupils may complete these levels slightly later than others however. It is important that pupils experience depth and breadth in learning.

The levels are:

Early

The pre-school years and P1

First

P2 to the end of P4

Second

P5 to the end of P7

Third and Fourth

S1 to S3

Senior Phase

S4 to S6

The curriculum is organised into eight curriculum areas:

Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies, Technologies.

Information about how the curriculum is structured and curriculum planning can be found at: [Curriculum for Excellence | Education Scotland](#)

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas can be found at: <https://education.gov.scot/parentzone/>

School Improvement

The main improvements in the school over the last 12 months and a link to our latest School Improvement Plan and Standards and Quality report can be found on our school website

<https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/school-improvement-plan>

This year, we are focussing on certain key priorities as followings:

- 1. Development of a Curriculum Rationale*
- 2. Outdoor Learning*
- 3. Food and Sustainability*

Due to our school size to share details of our school's attainment in various classes could allow individual children to be identified. However, we have high attainment across the levels in each stage and across the curriculum. School inspection information can be found at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/?searchFor=schoolsOrganisations&orderAlias=relevance>

Pupil Equity Fund

Previously we have used the money we have received from the pupil equity fund to support learning in our school to ensure that we are closing the poverty related attainment gap. This session we were not eligible for any funding.



Numeracy and Mathematics



'Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.'

Curriculum for Excellence

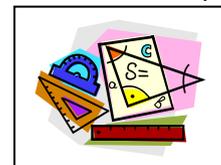
We continue to work hard to raise attainment within maths, all our staff have engaged in training and are sufficient in active maths delivery using the highland numeracy project and maths recovery strategies. We created a pathway progression with the help of the other primaries in our associated school group to support the delivery of the Numeracy and Maths (Curriculum for Excellence) outcomes and experiences and based on the benchmarks from Education Scotland and in 2025 we will move to using the Highland Numeracy Pathway which is an updated, comprehensive and moderated version of what we already have.

Our maths lessons are engaging, active and link maths with everyday experiences and where possible encompass learning outdoors. Pupils may explore maths through their class topics or within short standalone projects. As the Curriculum for Excellence highlights, "Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Problem solving will be at the heart of our teaching and learning". It is when children can apply their mathematical learning to real-life problems that we know that pupils really understand the concepts they have been learning.

Pupils will develop mental agility, problem solving capacities and critical thinking skills. Pupils will experience maths under three main organisers each containing a few sub- divisions.

Number, Money and Measure:

Estimation and rounding, number and number processes, multiples, factors and primes, powers and roots, fractions, decimal fractions and percentages, money, time, measurement, maths - its impact on the world - past, present and future, patterns and relationships, expressions and equation.



Shape, Position and Movement:

Properties of 2D shapes and 3D objects, angle symmetry and transformation.

Information Handling:

Data analysis, ideas of change and uncertainty.

Most importantly we want to ensure that pupils at Cannich Bridge Primary understand that making mistakes in maths is learning and that there are several different approaches/ strategies to approach any problem.



Literacy and Language



'Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life.'

Curriculum for Excellence

The 3 organisers of literacy are:

- Listening and talking
- Reading
- Writing

As with maths, we have developed a pathway progression for all the areas of literacy, and use this to help us plan and assess children's progress. In 2024 we moved towards using the Highland Literacy Pathway and Progression which is an updated, comprehensive and moderated version of what we already have.



Reading

At the early stages of reading children are taught the initial sounds primarily through the Jolly Phonics programme. The children do not learn the sounds in alphabetical order, and will learn s,a,t,p,i,n as the first set of letters. Learning this grouping of letters allows the children to very quickly form short 3-letter or CVC (consonant, vowel, consonant) words such as sat tin pin etc.

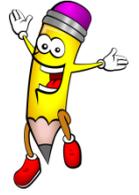
Pupils will move through the Oxford Reading Scheme and will be introduced to the characters of Floppy, Biff, Chip and their friends. You can help your child by reading with your child, talking about the characters and story, you can encourage the children to search for words in the story. In the later stages you can hear your child read and encourage fluent reading skills which demonstrates expression. Talking about the books with your child is also important. Furthermore, you can encourage your child to read at home through introducing them to comics, magazines, electronic books, audio books and books.

All children will have access to epic readers a massive online library of books during school time. Parents are welcome to purchase a subscription so children can use outwith school times. <https://www.getepic.com/sign-in>

Pupils will move on to a wide-ranging genre of novels when they are proficient readers, such as non-fiction or factual books, plays, poems and different kinds of fiction novel, such as humorous, mystery, crime and classical stories.

Writing

The BIG Writing approach to writing has been adopted across the school. Pupils are taught from an early stage of the four elements which need to be in all pieces of writing, these are V- Vocabulary, C- Connectives or joining words such as and, because, O-Openers How to structure the opening of each sentence, P- Punctuation. From P1-7 VCOP is structured to challenge the pupils in their writing. Teachers ensure that language lessons to teach these four elements link closely to the writing.



Writing lessons are carefully planned and structured to enable pupils to clearly identify where they need to improve their writing. Pupils have clear targets set for them within this framework.

In the upper stages the link between writing and reading is created through Writers Craft lessons where pupils are encouraged to look carefully at various aspects of writing, pupils will be encouraged to use these within their writing lessons. P5-7 will in most cases use their chromebooks to type up their writing pieces.

Pupils will write within a variety of contexts often linked to topic work. Children will learn how to write stories, reports, posters, invitations, letters, poems and plays, this list is not exhaustive.

Spelling and Phonics

After pupils are familiar with all the letter sounds of the alphabet and have learned these using the Jolly Phonics Scheme pupils will move through our Spelling and Phonic progression. We use the Highland Literacy Wraparound spelling programme which encourages pupils to learn to grow words.

Should pupils have difficulty learning how to spell, we use a variety to strategies, one being the Hornet programme used from P4 and above.



Handwriting

We teach pupils how to form their letters correctly and, from P3 upwards, we teach the pupils how to join their writing in cursive script. We are keen to instill in the children pride in their handwriting and presentation skills.

Listening and Talking

This is taught throughout the curriculum and pupils are encouraged to participate in a wide range of contexts. Pupils will work in small group situations, take part with the whole class, or listen to find specific information. Pupils will learn the skills of listening and talking through this medium. Links will be made with the rest of the curriculum. Pupils will learn the skill of public speaking and will be expected to speak in front of the whole class to present their ideas.

Each child has a chrome book to use, ICT support and scribing are available to children who find getting their ideas down on paper challenging.



Health and Wellbeing



The Curriculum for Excellence is clear on the importance of good health and wellbeing in our lives. The importance of good mental, emotional, social and physical wellbeing cannot be under-estimated and the effect this has on children's ability to achieve the very best they can. At Cannich Bridge Primary we are keen to promote well-being to pupils, staff and parents and draw from the support of a good multi-agency team.

Children will have health lessons in class and be encouraged to live and work in an environment of trust and respect for one another. Snacks and lunchtimes are planned to give children the most balanced of diets.

The Active Schools' Co-ordinator helps to develop lunchtime and after-school sports activities to give the pupils an opportunity to try a new sport or leisure pursuit. Children in P6 have worked towards their Junior Sports Leader award which encourages pupils to arrange playground games for the younger children. She has also given some children the chance to try Golf and other sports. She is keen to give people the skills to run their own clubs. If you think that you would like to help run an after-school club, contact Storm Fraser at Glen Urquhart High School where she is based, (01456) 459227 or 07747 842713.

Our PE teacher also helps to train pupils in Cross-Country Running and Athletics. Throughout the year there are interschool Cross-Country and Athletics events run in Inverness along with Shinty tournaments. Where possible, we try to enter a team or individuals into these tournaments. Pupils in P5-7 attend swimming lessons in Inverness for half hourly lessons, in a 10-week block. The cost of the transport is heavily subsidised by Parent Council funding.





Expressive Arts



'The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

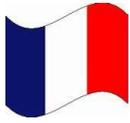
One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities. '

Curriculum for Excellence

Expressive Arts is the area of the curriculum which covers Art, Music, Drama and PE. These areas allow pupils to express themselves creatively. Many of these areas of interest follow pupils through life. Therefore, Expressive Arts and Mental Wellbeing have close links.

We try to extend and expand their experiences by working alongside professional art companies, such as Eden Court Theatre, Féis Rois, the Youth Music Initiative, and the Active Schools' Co-ordinator. We are lucky enough to have some very talented local community members who regularly volunteer with art and craft activities. We are also eager to encourage parents and friends of the school who have a talent in this area to support the school. Bi- annually we will combine our efforts in all these areas and have a school production or concert. Children in P4 can learn to play the violin or cello with Mr Osbourne, the visiting strings specialist. All pupils from P4 upwards will have some experience of learning to play the tin whistle/ukulele with a tutor from Féis Rois who come for six-week blocks. The P1-4 class have regular input with Mr Thomson and Kodaly Music.





Modern Languages



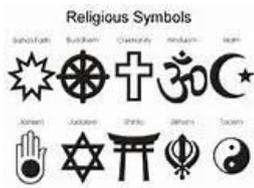
'Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.'

It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.

One of the key aims of modern languages teaching is to develop young people's communicate competence so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.'

Curriculum for Excellence

All teachers have been trained to deliver the French programme which begins in Primary 1 and continues through the school. From time-to-time parental volunteers come in to support staff with delivery of the French language's curriculum. When pupils are in P5-7 they also receive Gaelic lessons from Mrs Reynard as part of the 1+2 initiative. In 2025 we will be looking to gain further support for Gaelic via e-sgoil.



Religious and Moral Education

'Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought provoking background for our children and young people to develop their own beliefs and values.'

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people'

Curriculum For Excellence

Each class has timetabled RME lessons in class which focus on Christianity, world religions, development of beliefs and values. As a gold Rights Respecting School this is one of the ways children learn tolerance, respect and dignity. Through these lessons we hope the children will develop reflective and critical thinking skills to determine their own personal search and journey through life. We also hope that these lessons will ensure our pupils have tolerance of other religions. These lessons are at no time an indoctrination of faith. Teachers will ensure that children and young people from within any faith are treated sensitively. While some may wish to discuss their faith, others may not.



Social Studies



'Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.'

Curriculum for Excellence

Social Studies will be studied mainly through a themed approach and may link with other areas of the curriculum. The school has a 3-year rolling programme for each class which ensures that the children can experience progression and breadth in the curriculum within the area of Social Studies.

- People in the Past

Through their time at Cannich Bridge Primary, pupils will have the opportunity to study topics such as the Romans, The Titanic, World War 2, Castles, 1900s, Jacobites, Myths and Legends, Victorians and Transport.

- People, Place and the Environment

Pupils will study topics such as Earth Science and Earth Materials, Earthquakes and Volcanoes, Water, Natural Disasters, Properties of substance, Sustainability, Weather, Houses and Homes, Rainforest, Mapping, Crofting, Leisure and Tourism, Deserts - Egyptian study.

- People Society, Economy and Business

Each class will be expected, to participate in an Enterprise topic. Pupils will also learn about democracy and parliament; they will engage in regular debates about local and global issues. Children's Rights permeate through everything we do in the school and evidence of this can be seen in our lessons, profiling, work in the community, our committee groups and through the actions of our children on a day-to-day basis.





Science



'Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. 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 the health of the environment.'

Curriculum for Excellence

Pupils will study science through their class topics and each year pupils will focus on a scientific topic. Pupils will cover Biodiversity and Interdependence, Energy Sources and Sustainability, Process of the Planet, Space, Electricity, Sound and Light, Forces, Water and Properties, use of substance and chemical change.



Technologies



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

Curriculum for Excellence

In our increasingly technological world technology affects every part of pupil's daily lives and they will be encouraged to use the interactive smart boards, access the internet, take pictures, video, programme, profile and record their work at all stages in school. The list is not exhaustive as the pace of change in technology applications seems to be increasing daily.

Technologies will be taught within other areas of curriculum, in order to give a realistic context for the application of the skills being taught. Each pupil has access to a chrome book in class. Each child in P6/7 has their own chrome book which they are also allowed to take home and use each day.





School Trips

To make learning real and to bring to life topics studied in the classroom, from time to time the children will take part in class trips. We try to always keep the cost down, but transport costs are very high. These trips build on the children's learning, and give them rich opportunities to be independent and confident. In P6/7 we try to take the children away for a residential trip every second year. The children thoroughly enjoy the experience.



Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment. We hold two Parents Evenings in November and May, where each parent is given a ten-minute appointment to talk to the class teacher. Children are welcome to attend these appointments with their parents.

An Open Afternoon is held in October where you can see your child's classroom, work and have an informal chance to chat with the teacher. We also hold a Community Learning Showcase in February in the local hall showcasing a wide range of work, initiatives and wider achievements.

If you have any queries or worries at any other time, we are very happy to see you and talk to you about your child's progress. Call the school on 01456 415304 to arrange an appointment with your class teacher or contact the head teacher on cannichbridge.primary@highland.gov.uk. Staff will normally arrange to meet with you at the end of the school day.

Profiling - Our Learning Journey



Each pupil in the school will have an online digital learning journey. Throughout the year it will be used to collect and record their personal achievements in and out of school. These digital profiles will be sent home via a link every term for discussion with parents. Pupils and parents can see their progress as the book grows/updates throughout the year. Key assessment tasks will be sent home in the profile to keep parents up to date on their child's progress. In addition, we also use our website and class blogs which all parents have access to. This allows teachers to post photos of children's work/craft activities/videos of plays

etc. and allows parents to see their own child(ren)'s achievement when they occur and keep abreast of progress being made.



Assessment



Why do we need to assess pupils?

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets. - We need to assess pupils to make sure that learners are being challenged and are progressing. By assessing pupils we are able to plan suitable next steps for learning, support pupils learning effectively, track pupil progress to see how fast or advanced the pupils are progressing and to recognise and celebrate achievement.

What is assessment?

Assessment is **CONTINUOUS** throughout learning. Teachers are constantly monitoring pupils' performance during each lesson and adapting their teaching to meet the needs of the children.

Assessment is no longer just 'tests' using pen and paper but is based on a variety of sources of evidence chosen to best reflect the learning that has taken place.

For example:

a learner may have some written evidence - **WRITE**

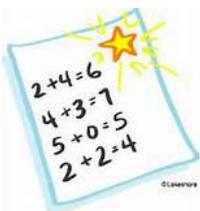
a learner may make a model - **MAKE**

a learner may have given a verbal presentation - **SAY**

a learner may have completed an experiment - **DO**

The Scottish government have developed NSA computer based assessments to be completed in P1, P4, P7 and SOFA to be completed in P2,3,5 sometimes the assessments are able to reveal whole-year trends and the assessments can be used to influence the development of the school as well as target pupils. The test can reveal under-performance, when pupils need further challenge and highlight particular difficulties which may not have been initially noticed by staff and will require further investigation. These computer-based assessments are not used on their own to reach a conclusion about pupil progress, teachers' professional judgement is at all times called upon through the continuous assessments already mentioned.

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





Religious Observance and Assemblies

The Scottish Government advised that there should be at least six occasions during the school year when we take time for reflection. Time for reflection is an important part of helping us grow as individuals as we recognise there is a spiritual element to being a human being. This does not however, mean that we are endorsing any one faith group.

At Cannich Bridge Primary representatives from the Church of Scotland Drumnadrochit, Father Max and Father James from the Cannich Catholic church makes termly visits to the schools.

At other times the time for reflection may be led by the head teacher or other visitors to the school and be based around a moral or other theme to stimulate pupils' thinking. We hold events throughout the year including harvest thanksgiving, Christmas Carole Concert, Easter Egg Hunt and Decorating and an end of year community assembly; parents and the wider community are always invited to attend these events.

Circular 1/2005 of Provision of Religious Observance for Parents states that parents have the right to withdraw their children from any such religious activity however, the times of reflection are non-threatening, and are not a place of doctrine or worship. If you wish to remove your child from these occasions, please contact the school and alternative arrangements will be made for your child.

We meet each Wednesday afternoon for a school assembly which always has a rights focus. Once a month we have a Star Award Assembly where Awards are given out for successes and achievements in and out of school. We also acknowledge the success of our wider community and former pupils. This is an important time for the school to come together as a family and share in each other's successes.



Homework



Homework should link with topics and activities which are ongoing in your child's class. These activities are an opportunity for you to work alongside your child, and for your child to reinforce and extend their own learning. Homework is given out as per our recently undated policy dependent on age, stage and the differentiated needs of the pupils in the class.

In the infant classes the children will take their reading book home for you to discuss the content and for you to read together with your child. Early in the first term of P1 you will be invited to a meeting about how you can support your child's reading homework.

In P1-4 you are encouraged to sign your child's homework.

Older children will not take home a reading book from class they will always be encouraged to engage in personal reading for enjoyment at home. This could be through audio books/ digital literature/ novels/ comics/ magazines or fact books. We ask you, however, to take time to talk with your child about what they are reading. Encouraging pupils to sometimes read aloud, even when they are older, helps children with their fluency and expression.

Children will also have weekly spelling to complete and sometimes a talk/ project to prepare or a writing piece to finish. Homework should not be onerous, if you are finding that your child is struggling with the work please contact the class teacher.

Additional Support Needs



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. Mrs Reynard is the named person for pupils in our school.

Class teachers, in conjunction with Additional Support Needs 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/download/downloads/id/11/co-ordinated_support_plan

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

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

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

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

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Mrs Reynard.

Mrs Steel, Miss Williams and Mrs Butler are our Pupil Support Assistants. We work within the Highland Practice Model so that once teachers have tried their own strategies in class, they can call on the assistance of the Support for Learning teacher, to give advice and support to staff and parents.

Where pupils require extra language or maths support, we devise a pupils' additional support programme, which may take the form of, Plus One/Plus Two (maths programmes), "Toe by Toe" reading programme, or the spelling programme of "Hornet", "Stareway to Spelling". These programmes are implemented by the PSAs and class teachers.

Selina Miller our ASN teacher will be in school on a Tuesday to support staff and pupils and deliver child's plan reviews. Additional information on support for pupils can be found at the following links:

- Thriving Families a Highland Charity who support Families with ASN <https://thrivingfamilies.org.uk/>
- The Additional Support for Learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - [Support for learners | Support for learners | The Highland Council](#)
- Information about the universal entitlement to support that underpins Curriculum for Excellence- <https://education.gov.scot/curriculum-for-excellence/>
- Supporting Children's Learning Code of Practice (Revised Edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting it Right for Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers - <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf> -

Other useful sites include:

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



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.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland.

Click these links to view: [Primary School Welcome](#)

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

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

Extra-Curricular Activities

SHINTY

Captain Chisholm of Glassburn, was the founding member of the sport - Shinty. Therefore Strathglass shinty club, the school and the village of Cannich is very much the home of shinty and shinty is embedded into the ethos/ life of the school.

Shinty training takes place on **Monday and Thursday evenings** at the shinty pitch/village hall. Children at Cannich Bridge Primary have the opportunity to play at U10, U12 and U14 level in mixed and girls only leagues. The school also enters a team to the shinty world cup every-year.

Other extra - curricular activities -

- Monday 6:30 - 8:30 - Scouts P6-S3,
- Friday - 12:30 - 1:30 Cross-country training for all primary ages.



Outwith the village there is -

Monday night - Brownies and Guides in Drumnadrochit.
- Beavers and Cubs Kiltarlity Village Hall

Wednesday 6:30-8:30 - Highland Youth Orchestra - Milton of Leys
5:00 - 6:00 Gymnastics - in Drumnadrochit



Thursday - Highland Dancing - Glenurquhart/ Balnain

Friday 5:00 - 6:30 - Football Glenurquhart Astro turf.

Sunday Rugby - various junior sessions Highland Rugby Inverness.

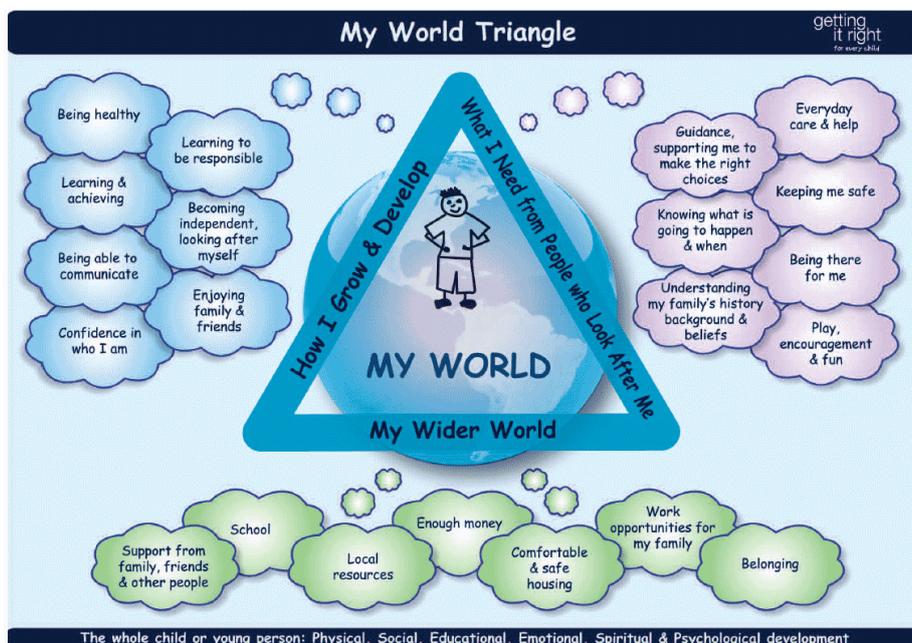
Child Protection

It is everyone's business to protect our children, staff, parents and the wider community. From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering from some form of neglect or abuse.

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

The school's protection officer is Maria Reynard, Head Teacher. In the event of her absence, Maria Reynard would deputise. 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 guidelines are available from Maria Reynard or online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>.



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 school.transport@highland.gov.uk.

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/SchoolEducation>

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

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

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any

information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

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

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

Why do we need your data?

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

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

Your data protection rights

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national

population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

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.

CANNICH BRIDGE PRIMARY SCHOOL AND NURSERY
SCHOOL CALENDAR FOR SESSION 2026-27

August 2026	Monday 17 th Tuesday 18 th	In-Service day for staff Pupils return to school
September	Monday 14 th	In-Service day for staff
October	Friday 9 th Monday 26 th	School Closes for October holiday Pupils return to school
December	Tuesday 22 nd	School closes for Christmas holiday
January 2027	Wednesday 6 th	Pupils return to school
February	Monday 15 th Tuesday 16 th Wednesday 17 th Thursday 18 th	School closes for February break School closes for February break In-Service day for staff Pupils return to school
March-April	Thursday 25 th March Monday 12 th April	School closes for Easter break Pupils return to school
May	Monday 3 rd Thursday 6 th	May Day holiday Inservice Day
July	Thursday 1 st	School closes for summer holidays

Future dates can be found on:

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

NB - pupils do not attend school on In-service days

SCHOOL MEALS SAMPLE MENU



Meals are 2 Courses

2 Choice Grab & Go Menu (June - April) for Primary Schools & Early Years

(this menu starts 2nd June 2025)

weeks commencing; 2nd Jun (in-service), 30th Jun, 18th Aug (in-service), 15th Sep (in-service), 27th Oct, 24th Nov, 22nd Dec, 5th Jan (hol), 2nd Feb, 2nd Mar, 30th Mar



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Orange	Fish Fingers & Chips with Seasonal Veg/Salad	Mince (Beef) & Tatties with Seasonal Veg/ Salad (H)	Homemade Sausage Roll with Mashed Potato & Beans with Seasonal Veg/ Salad (H)	Spaghetti Bolognese & Garlic Bread with Seasonal Veg/ Salad (H)	Grab & Go Lunch contains Sandwiches, Veg Sticks, Fruit & a Traybake. Filling choices will be - Cheese, Sliced Chicken, Tuna or Egg Mayo. Water is available for those who do not have their own.
Green	Baked Potato with Cheese/ Beans & Seasonal Veg/ Salad (H,V)	Macaroni Cheese & Garlic Bread with Seasonal Veg/Salad (H,V)	Vegan Burger in a Bun with Seasonal Veg/ Salad (H,Ve)	Homemade Soup with Spanish Omelette & Seasonal Salad (H,V)	
Dessert	Yoghurt & Fruit	Jelly & Fruit	Fruit Platter	Chocolate Cookie & Fruit	

Water or milk available to drink.



H = Homemade
V = Vegetarian
Ve = Vegan
RT = British Red Tractor



Sandwich fillings are in wholemeal bread, rolls or wraps. All breads contain over 3% fibre. All spreads are dairy free.

Yoghurts contain under 3% fat and less than 10% sugar.



Sausages contain over 62% UK Red Tractor Pork.



Our food contains no unwanted additives e.g. trans fats, MSG, sweeteners or undesirable food colouring