

Croy Primary School Handbook



Session 2026-27

Croy Primary School

Croy

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Opening Statement

We hope you will find this school handbook helpful and informative about the work and life of the school. Every effort has been made to make the information as up-to-date and relevant as possible; however for the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements.

Croy Primary Vision, Values and Aims

In August 2025 the school reviewed the school vision and values in partnership with all stakeholders. Our new Vision and Values can be viewed below -

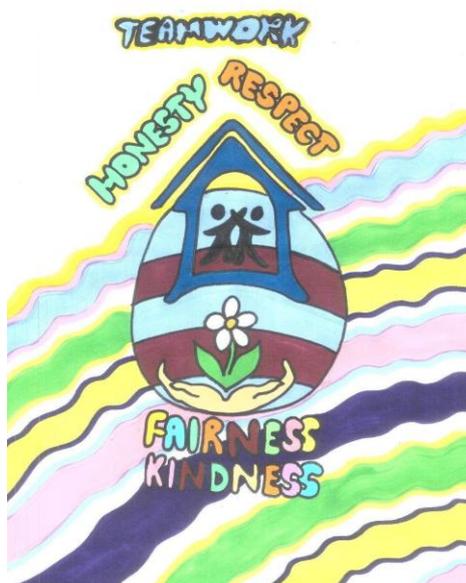
★ Our Vision: ★

At Croy Primary, we foster a love of learning with enthusiasm and creativity, ensuring that every child is engaged in a journey of discovery.

Through active and engaging learning experiences, including outdoor learning and healthy competition, we inspire students to grow:

- 📖 Academically – Building strong knowledge and skills.
- 👥 Socially – Developing teamwork, respect, and confidence.
- ❤️ Emotionally – Cultivating resilience, well-being, and self-esteem.

We create a nurturing and supportive environment where every child can reach their full potential!



Our aims are to enable pupils to become successful learners, confident individuals, responsible citizens and effective contributors by:

- Providing a broad and balanced programme of work based on Curriculum for Excellence.
- Establishing high standards in attendance and promoting our core values of learning, respect and happiness.
- Regular monitoring of progress and achievement by staff and pupils.

To provide a safe, welcoming and stimulating environment in which children feel happy, confident and secure through:-

- Encouraging opportunities for play and independent learning
- Encouraging positive attitudes to self and others
- Promoting the care and welfare of all our children

- Encouraging children to explore, appreciate and respect their environment

To work towards an inclusive school where all children, parents, staff and the community feel involved through:-

- Developing and encouraging partnership with parents, carers and the Parent Council
- Encouraging and supporting staff in professional development
- Involving pupils in taking more responsibility
- Encouraging the involvement of the community
- Developing confidence and self-esteem of pupils and staff
- Valuing all children and responding to the many diverse abilities, backgrounds, interests and needs
- Creating equal opportunities for all pupils

To provide a school of which pupils, teachers, parents and the community as a whole can be proud.

School Staffing

At present, we have 128 primary aged children and 31 ELC children on our school roll. Croy School provides Nursery-P7 education for pupils aged 3-12 years.

Head Teacher Mrs Arlene Beattie

Principal Teacher Mr Stuart Prentice

Teaching Staff Mrs S Morrison
 Miss T McIvor
 Mrs M McKay
 Mr J Hardstaff
 Mr S Prentice
 Miss H Williams (Probationer)
 Mrs K O'Connor (CCR Teacher)
 Mr S Munro (CCR Teacher)

Nursery Staff Mrs E Adomaitiene Early Years Practitioner

Miss N Fridge	Early Years Practitioner
Miss R Maclean	Early Years Practitioner
Mrs K Simpson	Early Years Practitioner
Ms M Fraser	Early Years Practitioner
Mrs L Zajackauskas	Early Years Support Worker
Mrs R Steven	Early Years Support Worker

School Clerical Mrs G Anderson

Support Staff	Miss G Kelly	Pupil Support Assistant
	Mrs L Simpson	Pupil Support Assistant
	Mrs F Shaw	Pupil Support Assistant

Canteen Staff	Mrs G Grant	Cook
	Mrs Z MacLennan	Cook

School Year

Please see the link below to access all school dates and holidays.

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

Useful Information:

Organisation of the school day:

The school day begins for **all** pupils at 9.00 am.

There is a morning break for all primary pupils from 10.30am – 10.45am.

Lunch break for P1-3 primary pupils is 12.15pm – 1pm

Lunch break for P4-7 primary pupils is 12.30pm – 1.15pm

The school day finishes for all primary pupils at 3 pm.

School Dinners

A cooked meal is available at a cost of £2.40. Please note **all** P1-5 pupils are entitled to free school meals. Provision is made for packed lunches to be eaten in the canteen area. We request that parents ensure that packed lunches are well-balanced and healthy as we are a health promoting school.

Free school meals can be claimed in certain circumstances, for information and application form please see –

[School meals | The Highland Council](#)

School Uniform

The wearing of school uniform is strongly encouraged as it not only prevents discrimination but helps the children identify with, and feel proud of, the school.

Croy Primary school sweatshirts are blue. School sweatshirts and blue polo shirts with the school badge, may be ordered through Househill Embroidery or Schoolwear Made Easy. Black or grey trousers or skirts are preferred.

PE kit consists of a t-shirt, dark PE shorts/leggings (navy or black) and shoes for indoor PE that won't mark the hall floor. It's a good idea to have a pair of joggers and a pair of trainers for outdoor PE, when the weather permits, which is usually Term 1 and Term 4.

Financial support is available for families who require it. Further information can be found here - [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit etc- should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items.

Items from home such as toys and other items should remain at home. The school will not be responsible for loss or damage to personal belongings.

Communication

Effective communication is essential to support learning, teaching and administration. We wish to be open, honest, friendly and accessible to all parents and carers. The school communicates using the following methods:

- Headteacher Newsletter (once per term)
- Whole school letters
- Termly Overviews on Class Dojo from each class
- Facebook
- Drop in sessions
- Parents afternoons and open days
- School website
- Email
- Telephone
- Surveys and meetings to share views

Where possible, we communicate newsletters electronically however, we are more than happy to provide paper copies if requested.

We encourage parents to keep up to date with children's progress by supporting children with homework, meeting with the teacher for advice and consultation, and discussing children's learning. In November and June, we hold parent meetings to discuss your child's progress. We try to vary the times of these to suit as many people as possible. If you cannot make the arranged times, please ask for an appointment outside these meeting times and we will endeavour to accommodate you.

We value ongoing dialogue between school and home and encourage you to get in touch should you require any information or would like to discuss something with the class teacher. The Headteacher is available after 3pm each day and aims to respond to queries within 24 hours.

The School's Standards and Quality Report for Parents

The Standards and Quality for Croy ELC and Primary can be found at - [SQR](#)

Reporting to Parents

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.

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, High Quality Assessments and target setting information.

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

A written report is issued in June. Parents are welcome at any time to make an appointment with the school office to discuss their child's progress with staff or ask for information, support or advice on how best to support your child's learning.

Parents/Guardians/Carers as Partners

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

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

- Parents' evenings
- Progress checks – High Quality Assessments
- Target Setting
- Information on the school website

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

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress.

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

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Parent council croy.primary@highlandpc.co.uk

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

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. When a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, (01667 493356) and a reason for their absence given. A note should be written to the class teacher, confirming the reason for the absence, on your child's return to school.

Registration will take place electronically by the class teacher using a system called SEEMiS. This will take place every morning/after lunch and once a teacher has entered the information for a particular day, this can then be accessed by the school office who will make arrangements to contact any parents/guardians of pupils who are absent by phone in the first instance.

It is Highland Council policy that where a child is absent or late (and the school has not been given prior notice), the school will make concerted efforts to contact parents/guardians to find out why. **Therefore, it is vital that all parents/guardians should contact the school by 9.30am.** Failure to contact the school will result in an unauthorised absence. All unauthorised absences are actively pursued by the school.

Three Day Rule for Unexplained Absence of Pupils

Day 1; First day of unexplained absence of a pupil

The school will endeavour to make contact by telephone to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about a pupil's wellbeing, then contact will be made with these agencies.

Day 2; Second day of unexplained absence of a pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3; Third day of unexplained absence of pupil

If no contact is established, a member of staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so.

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or pre-school of your child's absence by 9.30 on the morning of the first day of absence.
- Respond promptly to contacts from the school.

Permission to leave during the school day: A parent or guardian must notify the school if a pupil needs to leave during the school day for an appointment etc, Pupils must be collected and returned to the school office by a parent/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 therefore 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. The link below takes you to school term dates on the Highland Council website to aid planning of any holidays you may be considering

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

Parents deciding to make holiday arrangements during school term, should confirm this in writing to the Head Teacher.

Further information about attendance and other helpful Highland Council Policies can be found here - [Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

Medical Information

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 unopened, 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.

Equality and Diversity

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act.

The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- Age*
- disability
- gender reassignment
- marriage and civil partnership*
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

*Age and marriage and civil partnership are not protected characteristics for the school's provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The school endorses the authority's 'Promoting Equality and Diversity' guidance.

Further information can be found here - https://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

Scottish Government Presumption of Mainstream - <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

Bullying

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We take a proactive approach to bullying and discuss what this is and the effects of this with the children through class discussions and school assemblies. Parents and carers can help make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access from home.

All school staff do their very best to identify bullying and to take action to remedy the situation. Discussions with children of the desirability of considerate behaviour, is a normal part of a teacher's work.

We welcome parents highlighting any issues regarding bullying type behaviour towards their child.

The school endorses the 'Promoting Positive Relationships' guidance issued by The Highland Council. The policy can be found here - https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Child Protection

At Croy Primary we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at

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

Parent Council

Croy Primary School has an active parent partnership. Parent Council meetings are open to all parents and meetings are usually held termly. Minutes of each meeting are emailed to all parents and can be accessed on the school dojo and Facebook group. The aim of the Parent Council is to further enhance the education of the children representing the views of parents and promoting contact between the school and the local community. To contact the parent council please email the Chairperson <croy.primary@highlandpc.co.uk>

Since August 2007, as a result of The Scottish Schools (Parental Involvement) Act 2006, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE
- Promoting contact between the school, parents, pupils and the local community
- Involvement in the appointment of senior school staff - Head Teacher

Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum.

Further information is available from the Children First website:

[Children First Support line | Children First](#)

Emergency/ Early Closure Procedure

Parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

The school Dojo site will also be updated with any communication regarding school closures as well as the local community Facebook page.

Additional Support Needs

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** 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, Mrs Beattie. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Additional support for learning | The Highland Council](#)

[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 for learning 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](#)

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. 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. Alternatively, 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.

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance - Mrs A Beattie (Head Teacher) arlene.beattie2@highland.gov.uk or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager:

Mr Mark Jones (Education and Learning) Mark.Jones@highland.gov.uk

Complaints will be investigated, and any recommendations or requirements will be communicated to the Head Teacher.

Transport Requests/ Complaints

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.

Placing Request

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to the Area Quality Improvement Manager -Mark Jones (Education and Learning) (Mark.Jones@highland.gov.uk)

Placing request applications are made online at:

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

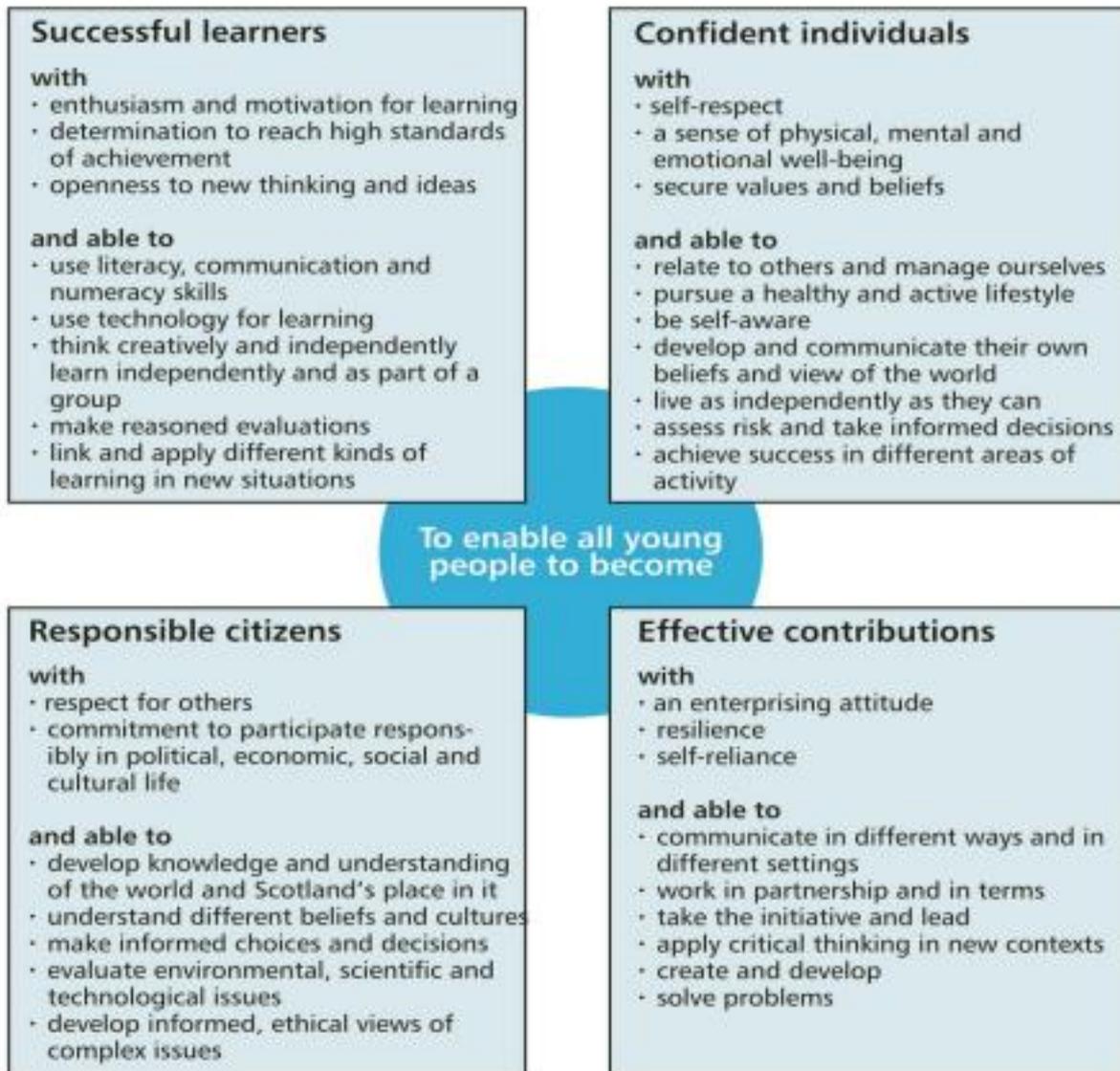
P7 pupils living in the school catchment area transition to Culloden Academy for their secondary education. Please note that if your child attends Croy Primary but does not live within the catchment area, a placing request for Culloden Academy will be required. Further information can be provided from the school or by contacting Culloden Academy – Culloden.academy@highland.gov.uk.

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Croy Primary and ELC they can contact Mrs A Beattie, Head Teacher arlene.beattie2@highland.gov.uk, to arrange a visit.

Parents of children with additional support for learning, (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.

Curriculum for Excellence

Croy School aims to provide a balanced curriculum and an appropriate education for all its pupils in line with the Scottish Curriculum: [Curriculum for Excellence | Education Scotland](#) The purpose of Curriculum for Excellence is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the detailed wording of the four capacities.



Learning in the school is based on a wide range of strategies, including investigation, problem-solving and discussion. Whole class, group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

Literacy

We take a developmental approach to Literacy. In the Early Level, children are given opportunities to develop in four key areas which are: Concepts of Print, Phonological Awareness, Fine Motor Skills and Oral Language. In the First and Second Levels, our children build on these skills as well as the skills of comprehension and reference to help them understand what they read and to assist them in searching for and using information. Alongside this they will develop the necessary skills of spelling, punctuation, language structures and handwriting. Imaginative and functional writing forms an important part of this development and the children are encouraged to write

for a variety of purposes from the very earliest age. They then follow a structured programme to develop the necessary skills. Much emphasis is placed on talking and discussion.

The school has a library of fiction and non-fiction books to encourage the children to develop a love of language and reading. They have access to chromebooks to develop digital literacy. Parents can help at home by reading a variety of materials with their child – e.g. books, newspapers, magazines, road signs and labels in supermarkets. All of these encourage children to take a real interest in the language around them.

French and Gaelic

Learning languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Learning through the languages area of the curriculum enables children and young people to:

- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

We take a 1+2 approach to language learning. The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach is aimed at ensuring that every child has the opportunity to learn a modern language from Primary 1 onwards. Additionally, each child should have the right to learn a second modern language from P5 onwards.

In Croy Primary, pupils from P1-7 learn French in a variety of engaging ways such as singing songs and playing games and conversational French is embedded throughout the week in each class. Our children learn Gaelic

in P5, P6 and P7.

Numeracy & Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The numeracy and maths programme includes:

- Information handling, or the gathering, organising, display and interpretation of data
- Number, Money, Measurement in which children learn to add, subtract, multiply and divide as well as to work with time, length, weight, area and volume
- Shape, Position and Movement in which children learn about the properties of two and three-dimensional shapes and to comprehend position and movement, symmetry and angles.

In each of these aspects, children will develop problem-solving and enquiry skills. Mental maths is an important daily element of our mathematics programme which is done in a variety of lively and stimulating ways. Active based learning in maths and numeracy encourages the development of the child's skills and much practical work is given.

Every encouragement is given to each child to think and reason for him/herself and children progress at a developmentally appropriate rate. Children's numeracy skills can be helped at home by parents taking an active interest in their progress and encouraging the children to use their mathematical skills in a variety of everyday situations such as money, time and counting.

Sciences

Through our study of science, the children will find out about the planet Earth, forces, electricity and waves, biological systems, materials, and topical science. Learning through discovery, both indoors and outside, is important to developing good understanding. Children and young people

participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Social Studies

Social studies include looking at the past, the world around us, society and economics. Much of the work in this area is of a practical nature- learning through doing.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking

- explore and evaluate different types of sources and evidence
 - learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
 - develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Technologies

Within the Curriculum for Excellence, the technologies curriculum area relates particularly to contexts 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.

Information communication technologies (ICT) is an integral part of the curriculum. Pupils learn specific ICT skills but also use computers and other equipment as a normal part of classroom activity. In Croy, we are developing our ICT skills through coding, programming and with the introduction of Chromebooks, we aim to give opportunities to all children to lead their own learning and become digitally literate.

Expressive Arts

The arts play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development.

Expressive Arts is the study of music, art, dance and drama

Learning in, through and about the expressive arts enables children and young people to be creative and express themselves in different ways, experience enjoyment and contribute to other people's enjoyment through

creative and expressive performance and presentation • develop important skills both those specific to the expressive arts and those which are transferable and develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Music

Within the school curriculum, music can enrich the lives of individual pupils and promote their personal, intellectual and social growth. The school is very well equipped with musical instruments with visiting instructors of Chanter and Violin

Drama & Dance

Children are given a variety of opportunities to express themselves through drama. They are encouraged to develop their knowledge and understanding of themselves and their relationship to others and to real-life events. They have opportunities to develop a story or experience they have met in another area of the curriculum. Performing to an audience is a firm favourite with Christmas musicals, talent shows and class performance.

Art & Design

Through art and design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate; and gain insight into technological processes. During art studies your child will be involved in exploring and using a wide range of media and materials and researching the work of well known artists.

Religious and Moral Education

We have a programme of study to develop informed attitudes to understanding Christianity and other major world religions and aim to create a positive ethos and tolerance of all beliefs and practices. The school has

an important contribution to make to a child's development in social and moral education. The ethos and friendly relationships which exist also contribute significantly to the development of social values. Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
 - explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
 - investigate and understand the responses which religious and non religious views can offer to questions about the nature and meaning of life
 - recognise and understand religious diversity and the importance of religion in society
 - develop respect for others and an understanding of beliefs and practices which are different from their own
 - explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
 - develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
 - develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
 - make a positive difference to the world by putting their beliefs and values into action

Whole school assemblies are held weekly and the local minister visits us regularly. Parents have the right to withdraw their children from religious education and their wishes will be respected. Should you wish to exercise this right, please contact the Head Teacher.

Health & Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental,

emotional, social and physical wellbeing

- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

We consult with parents about sexual health and parenthood education particularly in the upper stages. This usually takes the form of inviting parents to look at the resources we use and to discuss when and how key aspects will be delivered. Our aim is to support your role as parents, within the requirements of delivering a full curriculum. Croy School is a Health Promoting School and all children follow a health programme which encourages them to maintain a healthy diet. Children are encouraged to become involved in decision-making and we have an active pupil council. We also provide free fruit to all children.

Physical Education

Physical activity is essential to the growth and development of children. Physical education offers opportunities for the development of physical competences, social skills, fitness and a healthy lifestyle. Our children receive at least 2 hours of physical education per week and walk “The Daily Mile” whatever the weather.

The children participate in many types of physical activity including gymnastics, cooperative games, athletics, music and movement , modern dance, Scottish dancing and gardening

The school is very well equipped with a gymnasium and an outside sports area.

Interdisciplinary Learning

The curriculum includes space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest based.

We encourage pupils to have ownership of learning. In consultation with the class teacher, pupils are involved with choosing a topic from within out broad themes over a three year cycle.

Assessment and Reporting

Assessment is an important part of the teaching and learning process and evaluates a child's progress. Assessments assist and provide information to pupils, parents and staff on how to raise attainment. Assessments are carried out in a variety of ways for different purposes. It can be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of learning. We involve children in what is to be learned and in how to achieve it by using learning

intentions and success criteria. Meaningful feedback to children from teachers helps them to peer/self-assess their work and improve.

Croy Primary School also undertakes some standardised assessments: National Standardised Assessments for Scotland (SOFA) testing in P2, 3,5,6 in reading and maths, and the new Scottish Standardised Assessment NSA for P1, P4 and P7 (as per Educational Guidelines). This gives teachers additional information to match against what the children know from their on-going assessments.

Parents will feedback on their child's progress through pupil reports and on-going profiling (High Quality Assessments). Pupils will reflect on their progress, achievement and best work in their weekly achievement diaries.

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

School Improvement Plan

The schools latest School Improvement Plan and updates regarding the progress of developments can be found on the school website - [School Improvement Priorities](#)

Further information is available through the Education Scotland (Inspection Reports) and on the Education Scotland Parentzone School Information Dashboard. These links can be accessed below –

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

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

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 an application to the Headteacher.

Data Protection Legislation

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

Transferring Educational data about pupils

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

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

Data Policy

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

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

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

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

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

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.

Equality and Inclusion

For up-to-date information please see:

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

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

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

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

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see: [Employment of children](#)

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for normally a minimum of 21 hours of guided learning per week.

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools -
grants and benefits/14/education maintenance allowance -](https://www.highland.gov.uk/info/899/schools-_grants_and_benefits/14/education_maintenance_allowance)

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf> -

Military Families

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

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

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

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

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

Our children and young people have co-created a warm welcome to you and your family. Click the links here [Primary School Welcome](#) | [Secondary School Welcome](#)

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

Closing Statement

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.

Please contact the school office if you require any further details or information. Paper copies of this handbook can also be requested at the school office.