

Culbokie Primary School and Nursery Handbook 2026/27

Culbokie Primary School

Culbokie, by Dingwall, IV7 8JH

<https://sites.google.com/fortroseacademy.org.uk/culbokie-primary-school/home>

(01349) 877900

culbokie.primary@highland.gov.uk

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



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Welcome to Culbokie Primary School

Dear Parents and Carers,

A very warm welcome to Culbokie Primary School! At Culbokie Primary we take great pride in ensuring that we offer a warm welcome to all pupils, parents/carers and members of the local and wider community.

We have a fantastic team of staff who work in partnership with parents and the community to enable our children to become successful learners, confident individuals, effective contributors and responsible citizens.

We aim to ensure that the school is a happy and secure environment in which pupils, teachers and parents can enjoy learning in an atmosphere of mutual respect. Within this caring environment we aim to provide a broad and balanced curriculum, meeting the needs of all children. We are in the process of refreshing our curriculum to help prepare our children for challenges of the future.

We are extremely fortunate to have a highly dedicated and supportive Parent Council whose members continue to work closely with the school, supporting our varied projects and priorities for improvement. We value all opinions and enjoy feedback on issues relating to school improvement.

If you are in the process of choosing a school for your child, please feel free to contact me directly to arrange a visit and tour of the school.

Yours faithfully,

Ishbel Macleod

Head Teacher





Dear Parent/Carer

Welcome from Culbokie Primary Parent Council. The Parent Council has been running for a number of years now and over that time been able to support the school and its pupils through fundraising and events. The Parent council gives parents and carers an opportunity to have their say within the school. I am particularly grateful to all those who have come before us in the Parent Council for the time and dedication they have given to the school and know that it has made a real difference to enhancing the school experience for pupils in Culbokie Primary.

Culbokie Primary is a friendly, inclusive and encouraging school and those descriptions go far beyond the amazing staff and pupils. It is a real school community and I would encourage all the families to be involved with the activities of the parent council. The fundraising over the years has helped pay for improvements to the playground, making the library area more comfortable with new furniture, helping with the cost of school trips, funding new musical instruments and every year funding the P7s Leavers Hoodies (which every child in P7 anticipates and loves). None of this would be possible without the support of families just like yours.

Whilst fundraising is a significant part of what the parent council does it also works in partnership with the school management to:

- Create a welcoming school which is inclusive for all parents/carers, to promote partnership between the school, its pupils, all its parents/carers, the wider community and others in the Associated School Group.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents/carers on the education provided by the school and other matters affecting the education and welfare of the pupils.
- To be committed to equal opportunities and work towards good relations amongst all members of the community, specifically prohibiting any conduct which discriminates or harasses on grounds of race, age, religion, disability, political belief, sex or sexual orientation.

The Parent Council can also act as a voice of the parents/carers when the local authority is looking into implementing changes, one of the examples being Highland Council's proposal to cluster our school, which was not approved at the time but may be likely to return. An ongoing active parent council will help to co-ordinate any response and ensure that parent/carers' views are heard and understood.

I would say to all parents and carers: this is your parent council – get involved. It's a fantastic way to participate in school life if you are new to the village, it is welcoming for parents who children in the school. We are always open to suggestions and new ideas. If you would like to become a part of the Culbokie Primary Parent Council (CPPC) or wish to make any suggestions, please do not hesitate to contact me via the details provided. For further information, please feel free to view our Facebook page: <https://www.facebook.com/culbokieprimarypc/>

Kind Regards,

The Parent Council

Culbokie.primary@highlandpc.co.uk



CATCHMENT

Culbokie Primary School is situated on the Black Isle. The school serves the growing village of Culbokie and the surrounding farming area, bordered by Greenleonachs, Crask, Coulnagour, and the A9 trunk road.

Our school was transferred to a brand new bright and spacious building in 2007 and we are extremely fortunate to have excellent facilities, equipment and accommodation to support learning. The school has six classrooms which all surround a large open plan learning area. We have a large gymnasium, community /music and drama room, support room and a medical room. Adjoining the school is a purpose-built nursery which is adequately resourced to meet all the expectations of the pre-school curriculum. The nursery also has its own self-contained playground.

Current Primary School Roll - 98 pupils in P1 to P7 (aged 5 years to 12 years)

Current Nursery Roll - 20 pupils in nursery (aged 3 years to 5 years)

PLACING REQUESTS

Each school serves its own official catchment area, under the Education Act (Scotland) 1981, parents from out with this area may request that their children be placed in this school. It is necessary to apply to the Area Quality Improvement Manager, Annika Jansson. Please note that there is no guarantee that this place will be granted as pupils who live within the catchment area will have priority in being allocated a place. Transportation to and from school, for placing request pupils, is a parental responsibility.

Placing request applications are made online at:

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

If pupils live outside of the school catchment area and their parents wish them to attend Culbokie Primary School, they can contact the school to arrange a visit. Please email culbokie.primary@highland.gov.uk or phone (01349) 877900 to arrange a visit.

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

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns, they should contact their child's class teacher in the first instance, via the school office. Parents can also concerns can the Head Teacher on **01349 877900**.

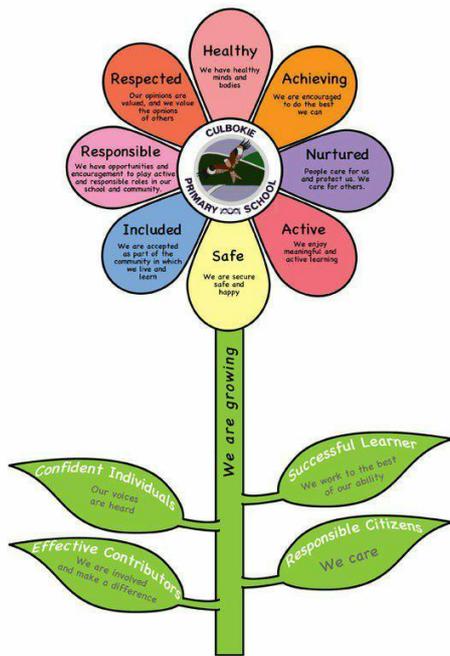
The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Annika Jansson on: **01463 702209**.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or school.transport@highland.gov.uk .



SCHOOL ETHOS

With everyone working together, Culbokie Primary is a school where we aspire to achieve the highest standards. Our positive ethos is embedded throughout the school and we have created a nurturing environment where all children enjoy exciting, stimulating and meaningful learning experiences. We work at the heart of our local community and enjoy the mutually supportive environment we have had a part in creating. Like our mascot, the red kite, we aim to aspire beyond conventional limits and 'fly high'. We celebrate achievement at assemblies, on our website 'news' page and through visual displays.



We are realising our **vision...**

ASPIRE. FLY HIGH!

...by living our **values** through our **aims**:

RESPECT Encouraging **respect** of ourselves, our school community and environment.

ACHIEVEMENT Supporting pupils to **attain** their **full potential** throughout their learning journey.

KINDNESS Nurturing pupils through building **positive relationships**.

CREATIVITY Developing **creativity** through critical thinking and enquiry.

HONESTY Fostering **openness** and **integrity**.

FUN Providing **engaging** and **playful** learning experiences.



BULLYING, EQUALITIES AND WELLBEING

As a Silver Rights Respecting School on our journey to 'Gold', we endeavour to embed children's rights, as enshrined in the UNCRC, into the learning, ethos and life of the school. The Culbokie Code was designed by children and embodies all six values, which we expect to be upheld by our young people and staff. This aims to ensure safety and to maintain a safe and secure environment in which all can achieve and thrive. Our learners understand that this code exists to ensure the order, wellbeing and happiness of the school community.

Alongside the Culbokie Code, we have class charters to outline agreed expectations. All staff make use of a variety of positive behaviour strategies, such as proximal praise and house points to foster and promote good behaviour in school and in the playground. Building relationships is the key to ensuring a sustainable and nurture-based approach.

When dealing with incidents, children and staff refer to the 'High Five' strategy:
Ignore; Talk Friendly; Walk Away; Talk Firmly; Report

At Culbokie, we combine high expectations of behaviour with the principles of nurture. Our 'Positive Behaviour Policy' was updated in 2022, based on the Highland Council's Positive Relationships and Behaviour Policy. Our emphasis is firmly on promoting and rewarding positive behaviour. An important element of the school's personal and social education programme is to help pupils develop good manners, self-regulation and self-discipline in an atmosphere of mutual respect. This makes everyone feel safe, healthy, active, nurtured, achieving, responsible, respected and included. We aim to be a school where children understand their own rights and respect those of others. This is a joint responsibility for home and school so we request parents' co-operation in upholding high standards.

We emphasise health and wellbeing and positive behaviour through restorative, solution-focussed and nurturing approaches. Individual needs are met through regular learning conversations and wellbeing checks. For more information, see: [Support for Learners Website](#) and https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

MULTICULTURAL AND ANTI-RACIST EDUCATION

Culbokie supports and upholds the Council's policy to eliminate all racism whether direct, indirect, intentional or unintentional. Highland Council monitors racist incidents and all racist incidents must be reported to the Highland Council. At Culbokie, we embrace multicultural education which permeates school life through curriculum, resources, language, ethos etc.

EQUAL OPPORTUNITIES

For up-to-date information please see http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities: The school is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following – Culbokie Primary is an Equal Opportunities School and:

- Is opposed to all forms of prejudice and discrimination.
- Provides equality of opportunity through its ethos and working practices.
- Promotes understanding and respect of other people's cultural identity and beliefs.



In more serious cases, we will refer to the Highland Council document, **Included, Engaged and Involved Management of Exclusion in Highland Schools**, Updated February 2017.

This document can be found using the following link:

https://www.highland.gov.uk/directory_record/350661/exclusion_in_schools

PARTNERSHIPS

We are delighted to have the support of our local community, which enriches the experience of the pupils at Culbokie School and makes us proud to be at the heart of the community. Some parent and community volunteers support with sports clubs and our learning programme in the woods.

A network of partnership organisations supports the ethos of the school. These include:

- Rights Respecting Schools
- Scottish Book Trust
- Culbokie Community Trust
- Culbokie Sharing Shed
- Sports Scotland
- Highlife Highland (Wildlife Ranger, Active Schools Coordinator, Swimming Pool, Music Tuition, Library)
- Local Churches: Culbokie Church of Scotland and Ferintosh and Resolis Free Church
- SU Scotland
- Findon Hall Committee
- Inverness Music Festival
- Feis Rois
- STEMOVATORS
- UHI
- Primary Engineer
- Newton Room (Dingwall)
- Skills Development Scotland
- M&M Productions
- Eden Court Theatre
- Culbokie Woods (Scottish Forestry Commission)



CULBOKIE PRIMARY SCHOOL STAFF

Head Teacher	Miss Ishbel Macleod
Principal Teacher	Mrs Morven Rasmussen
Teaching Staff	Miss E. McCallum Mrs. L. Weir Mrs. M. Rasmussen Mrs C. Bennion Mrs H. Shepherd Miss J O'Rourke Mrs R. Malone Mrs. C. MacGruer
Clerical Assistant	Mrs. J. Morton
PSAs	Miss J Innes Mrs. K. MacGilp
EYPs	Ms D Gemmell Miss M Graham
Breakfast Club & ELC Support Workers:	Miss. L MacLennan Miss K. Roberts
Visiting Teachers:	Mr. M. Morton (P.E.)
Catering Staff	Mrs. E. Williamson Ms. R Moore
F.M.A.	Mears Group: Simon Kempton (Janitor)
Culbokie Parent Council	Chairpersons: Mrs Kirsty Douglas and Mrs Shonagh McBean Secretaries: Mrs Claire Smith and Mrs Katie Salmond Treasurer: Mrs Alison Mackenzie
Other Useful Contacts	
Fortrose Academy	Academy Street, Fortrose 01381 620310 (Rector –Mr N. Engstrand)
Area Education Manager:	Ms Annika Jannson: 01463 702209



SCHOOL HOURS

School Times	Activity
09:00 -10:30	Morning Session
10:30 -10:45	Morning Interval
10.45-12:15	Mid Session (P1-3)
10:45-12:45	Mid Session (P4-7)
12:15-13:30	Lunch Interval (P1-3)
12:45-13:30	Lunch Interval (P4-7)
13:30-15:00	Afternoon Session

TERM DATES

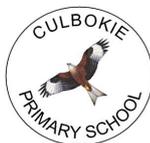
Autumn Term Commences Tuesday 17 th August 2026	Autumn Term Ends Friday 9 th October 2026
October Break Commences Monday 12 th October 2026	October Break Ends Friday 23 rd October 2026
Winter Term Commences Monday 26 th October 2026	Winter Term Ends Tuesday 22 nd December 2026
Christmas Break Commences Wednesday 23 rd December 2026	Christmas Break Ends Tuesday 5 th January 2027
Spring Term Commences Wednesday 6 th January 2027	Spring Term Ends Thursday 25 th March 2027
Mid Term Commences Monday 15 th February 2027	Mid Term Ends Wednesday 17 th February 2027
Summer Term Commences Monday 12 th April 2027	Summer Term Ends Thursday 1 st July 2027

WRAPAROUND CARE

The school operates a breakfast club which is open from **8am** for nursery and primary-age pupils who are registered for this. Registration packs and forms are available from the school office.

From 3pm we have an after-school care facility for the primary age children. This is run by the Care and Learning Alliance (CALA). More information on CALA can be found on their website:

<https://www.careandlearningalliance.co.uk/>



ENROLMENT

Children are entitled to start their formal education at the beginning of the session in August if they are five on or before the last day of February of the same school session. Advertisements are placed in the local press at the beginning of each year giving enrolment dates. Enrolment for school usually takes place in January.

Parents are requested to enrol their child online at:

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

TRANSITIONS

Transitions have a significant impact on all pupils. We aim to work with all partners to ensure that transitions are smooth and have a positive impact on your child.

Nursery

Enrolment for nursery usually takes place in February and places are allocated according to Highland Council Policy. Our nursery encourages close, friendly partnerships between home and school. We have our own nursery information booklet, which you will be given on enrolment. Parents are requested to enrol online at:

https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare

Nursery to Primary 1

The Primary 1 teacher and pre-school staff from our own nursery and other pre-school settings maintain a close working relationship, allowing joint planning and passing on of information. This allows for a smooth transition process. By sharing what we know, children are offered continuity and progression that takes account of their best interests.

Throughout the year, but especially during the summer term, every effort is made to provide opportunities for staff to visit the children in their nursery classes and to talk to nursery staff. This gives the children an opportunity to meet their new teacher in a setting in which they are at ease. The children will also visit the Primary 1 class to meet with their peers and teachers.

As part of our 'buddying' system, our P6 pupils are paired with pre-school children as reading buddies. This ensures that new entrants have a pupil-based support network when they enter Primary 1.

In June, we usually begin the whole school 'meet your new teacher' programme. The school hosts a curriculum session for the parents whose child will be entering Primary 1. New children coming into Primary 1 are also involved in various transition activity days, which ensures that pupils will have the chance to meet and get to know their classmates and teacher for the coming session



Transition within the Primary School

In June, we aim to provide all pupils with the opportunity to meet their new teacher for the next academic year. Staff are also provided with 'pass-on' information from the previous class teacher during transition meetings. Parents/carers are welcome to arrange meetings with our school staff at any point throughout the year.

Transition from P7 to Secondary School

Fortrose Academy is the designated Secondary School for pupils in the Culbokie catchment area. Links between Culbokie and Fortrose Academy are very close and both schools feel that these links are of vital importance to Primary 7 pupils as they help to make the transfer as smooth as possible. Primary 7 is a very important year and the children at this stage in the school will be included in transition activities throughout the year that involve all the Primary 7 children from the associated school groups. This allows the children to develop new friendships before starting at Fortrose Academy.

Links with Fortrose Academy and the Associated School Groups (Black Isle Primary Schools) at present include:

- P7 Induction Programme
- School-based events
- Transition activities, including the ceilidh, Mini Highland Games and P7 residential trip
- Outdoor Excursions

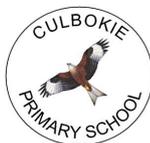
Contact Details for Fortrose Academy.

Fortrose Academy

Academy Street, Fortrose

Telephone- 01381 620310

Rector – Mr N Engstrand



ATTENDANCE

Pupil Absence and Sickness Procedure

Schools are required by law to maintain a record classifying absence as either authorised or unauthorised. We have a responsibility for the care and welfare of all pupils during the school day and therefore need to know the whereabouts of absent pupils.

Daily registration takes place at the start of both the morning and afternoon sessions. If a pupil is absent from school, a parent or carer should contact the school number by phone or email on the first day of absence.

If a pupil needs to leave during the school day for an appointment etc, we require a note or email from their parent/carer. If returning the same day, they must report again to the reception and sign in. Where at all possible, we ask that medical and dental appointments are made out with school hours.

If a pupil falls ill during the school day, parents/carers are contacted for them to collect their child, therefore it is essential that we have up-to-date daytime contact numbers and emergency contact numbers for all pupils.

Teaching staff notify the office regarding absences from class. If we have no explanation we will contact you at home or at work. This procedure has been put in place to ensure the safety of 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.

Family Holidays/Taking Children Out of School

The Highland Authority discourages the practice of taking children out of school for holidays and parents should give careful consideration to the disruption in their child's education before removing them from school in term time. It is Highland Council policy that family holidays must be taken during school holiday. 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.

The school term dates can be found using the following link:

<https://www.highland.gov.uk/info/878/schools/32/schooltermdates>

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



ADVERSE WEATHER AND EMERGENCY SCHOOL CLOSURE

In the event of adverse weather conditions, e.g. a heavy snowfall, it may be necessary to close school early. Parents are advised to have arrangements in place if such conditions occur during the school day. Please use the media outlets listed below, to check on school closure updates. During inclement weather children remain inside school during breaks and lunchtimes. Supervision is carried out by the promoted staff and PSA's.

The decision concerning the closure of schools due to bad weather is taken by the Head Teacher and arises as a result of safety considerations for pupils and staff. The Head Teacher will attempt to keep parents informed of possible school closures and the duration, if possible. If bad weather threatens to disrupt the school or prevent it from opening, please visit the Highland Council school closures website page at <http://www.highland.gov.uk/schoolclosures>. Decisions often have to be taken at short notice but parents will be notified at the earliest opportunity. A message banner will also be posted on the front page of the school website and on the Parent Council Facebook page.

If the school is closed during the school day pupils will not be dismissed from school unless we are sure that a parent is at home, they are collected by an appointed adult or the emergency contact is available. If we are in any doubt, children will remain in school until we have made contact with a responsible adult.





PARENT INVOLVEMENT

We believe that much of the strength of our school lies in the positive relationships between staff, pupils and their parents. Parents/carers are most welcome to make an appointment to come to school to discuss their child's education, progress and welfare with the appropriate member of staff. Appointments can be made by contacting the school office (01349 877900). Younger children have home-school diaries. Whatever the nature of the issue, you can be assured of our help.

Continuous Profiling and Reporting

Since August 2017, we have been using the Highland Council model of continuous profiling and reporting. Parents/carers will be provided with regular opportunities to discuss and receive updates on the progress of their child/children. We have a digital profile for every child from P1 to P7 on Google Sites. Parents/carers are given secure access so they can view these live at any time on their own devices. Parents/carers are also given access to their child's class site so they can stay informed of class learning experiences and key information such as homework and events. The website blogs are updated by class teachers on a weekly basis.

Our class teachers keep evidence of children's progress at every stage. As part of our commitment to continuous profiling, we will add regular best pieces of work and termly high-quality assessments to digital profiles. Children are also given a hardback book, which contains independent pieces of writing from the end of each stage, and which follows them through school. These continuous methods of reporting will lead to a short report at the end of the year. The short report will be a basic summary of progress. We encourage you to look at these and provide feedback. Your comments help us build an accurate profile of your child's progress in learning and how we can best plan for future progress.

Parental consultations are planned as part of our annual programme. These occasions are valued by staff as an opportunity to meet parents and share views in a personal manner. These are held twice a year to allow you the opportunity to talk individually with the class teacher. Detailed arrangements concerning these afternoons and evenings are issued prior to each meeting. Parents should feel free to seek information on their child's progress at any time.

The headteacher gives a weekly update with photos on the school website; a link to this, with dates for the upcoming week, is sent by email on Friday afternoons. The school also provides occasional information letters to keep you up to date with what is happening in school. These are usually sent by email. <https://sites.google.com/fortroseacademy.org.uk/culbokie-primary-school/home>

Parental Engagement

The school always seek to involve parents in any key decisions about their child's education and keep them informed about progress. We gather parental opinion through focus groups, information sessions, training sessions (such as online safety), Parent Council meetings, questionnaires and one-to-one conversations. We aim to provide parents with confidence that they have direct and easy access for continuous engagement by contacting the school office for a discussion with the class teacher.



We welcome and encourage all parents to become involved in the school through the wide range of activities we organise. Parents who have PVG checks can volunteer to join us on trips, school activities or events.

Family Learning

Family learning encourages family members to learn together as and within a family with a focus on intergenerational learning. Family learning activities can also be specifically designed to share strategies on how to support their children's learning. Examples of these are the P1 Parent Engagement sessions for transition in June and September. We also hold class sharing assemblies where parents can wait behind afterwards to see their children's learning spaces.

Useful information for parents and how to get involved in your child's education, how to support the school and information on curriculum developments can all be found at Parentzone:

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

We encourage feedback through regular online surveys. A 'You Said, We Did' board is displayed in the front lobby and this highlights action taken as a result of suggestions.

Please also, follow the link below for useful parental advice.

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Parent Council

At Culbokie we have a fantastic and welcoming parent council. The council takes an active interest in the school and our community and enhances the partnership already existing between parents, staff, the Education Authority and the wider community. Parent Council consists of elected parent members and staff members. The Head Teacher is not a member of Parent Council but attends meetings in the capacity of Advisor to the Parent Council. The current Parent Council Chairpersons are Kirsty Douglas and Shonagh McBean. Katie Salmond and Claire Mackay are the secretaries, and the treasurer is Alison Mackenzie.

One of the aims of the Parent Council is to develop links between home and school, not only as a fundraising group but to give staff and parents the opportunity to meet in a warm and friendly environment to discuss school priorities. The Parent Council has hosted many successful educational, fundraising and fun events throughout the year. Funds from these events have been well spent on items like equipment, 'Sing-Up', school outings, and upgrading playground equipment.

Parent Council meetings are held in school regularly. Items for inclusion on the agenda should be sent to the secretary at least two weeks before the meeting. The Parent Council represents you and as such welcomes your comments and suggestions for school improvement.

If you are interested in getting involved, please let us know. Our Parent Council Facebook page is another way to get in touch!



ASSESSMENT

Assessment is a central part of everyday learning and teaching for children and young people, and it helps to identify where strengths lie or where more support is required. From nursery through to P7, learners are assessed continuously throughout the year. Staff use formative assessment strategies, sharing the learning intentions and success criteria with pupils to ensure they understand clearly what they are trying to learn. Pupils are given good quality feedback about their work and how to make improvements and what are their next steps in the learning process.

This ongoing process is supported by formal assessment using Scottish National Standardised Assessments (SNSA). As part of the ongoing implementation of the National Improvement Framework, these have been made available to schools since 2017. They provide an additional source of consistent evidence for use by teachers when assessing children's progress. The SNSA is a diagnostic tool to support teachers in improving children's learning and helps to inform their professional judgment. These assessments are only used with pupils in Primary 1, Primary 4 and Primary 7. Other classes are formally assessed by SOFA (Scottish Online Formative Assessment) tests, which follow the same format. These all help to provide data, which enables us to tailor teaching to individual needs.

Tracking Meetings between class teacher and Head Teacher look at the progress of every child four times a year. Assessment allows teachers, parents and pupils to make judgements about the appropriate next steps in pupils' learning and forms the basis of the verbal and written reports given to parents.

Self and peer assessment can be very effective tools, allowing pupils to take more responsibility for their learning. Children are encouraged to share their wider achievements, and we celebrate these in the classroom, at celebration assemblies, through our achievements display board and in digital profiles.

- See Education Scotland's arrangements for tracking and assessing pupils' progress and planning future learning at <https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>
- Inspection reports may be found at <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

HOMEWORK

At Culbokie, homework is seen as an vital part of a child's education, boosting the link between home and school. It is set regularly with the aim of encouraging good study habits and reinforcing learning. It is our policy to give homework which will consolidate work done in class, such as spelling, reading, maths, and health and wellbeing. Whatever the task, it will be purposeful and geared to the level of the child. Parents can make an invaluable contribution by showing interest and supporting their child in the completion of tasks. We are currently reviewing our Homework Policy following feedback from parents and carers.

If a parent has any query about the homework, which has been set, or the length of time it takes to complete, they should arrange to discuss the matter with the class teacher. On occasions, unfinished schoolwork may be sent to be completed at home. If your child's homework is causing distress at home, please contact the school immediately so we can determine the cause.



CURRICULUM

As with all schools across Scotland, Culbokie Primary follows **A Curriculum for Excellence**. The values and principles are based on enabling all our children to become Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens, skills needed for learning, life and work. Our curriculum rationale is tailored to our local context, and we are in the process of refreshing our curriculum as part of our improvement plan, in line with the national Curriculum Improvement Cycle. For more detail, see the appendix and the following links:

- [Highland Curriculum for Excellence information](#) and [Curriculum for Excellence | Education Scotland](#)

Parents will be informed in advance about sensitive aspects of learning (e.g. relationships, sexual health, parenthood, drugs awareness). An annual webinar information session is given for all primary schools in the Fortrose ASG on the RSHP curricular resource. The recording is available from the school office and can be sent to parents by email. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

PUPIL PARTICIPATION

All pupils contribute to leadership at Culbokie Primary. Every learner from P1-7 takes part and groups meet fortnightly to lead priorities in a way which reflects opinion. Groups are: Community Champions, Eco Group, Funky Fundraisers, 'Singing Playground' Group and Galaxy Readers. Children choose their group, decide its name, write action plans, lead events and report progress on the school website.

House Captains are responsible for celebrating achievements, building the ethos and representing pupils at events. 'Culbokie Children in Charge' committees meet monthly to guide improvement priorities; we have Sports Leaders, Rights Leaders, Junior Road Safety Officers, Digital Leaders. 'Young Leaders of Learning' discuss strengths and pressures in learning and share pupils' perspectives on improvement.

All children engage in fortnightly 'Kite Time' sessions where they focus on developing 'meta skills' for learning, life and work. These include construction, creative arts, Philosophy for Children, or 'genius hour' sessions where they plan and present their own learning project. The lessons build creativity and problem-solving skills as well as allowing children extra choice in how they learn.

SCHOOL IMPROVEMENT

Every year we produce a combined Standards and Quality Report and School Improvement Plan, detailing where we are, where we are going and how we plan to get there. Our Standards and Quality Report and School Improvement Plan can be requested from the school office or accessed from the school website: <https://sites.google.com/fortroseacademy.org.uk/culbokie-primary-school/home>

Overall, during session 2025-2026, Culbokie performed above the Highland average in literacy and numeracy. We continue to identify strategies for improving attainment in literacy and numeracy across all stages. Schools receive government funds via the Pupil Equity Fund which we spend on additional PSA time to target pupils' health and wellbeing and to raise attainment in literacy and numeracy.

The following link will take you direct to the school information dashboard:

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



SUPPORT FOR PUPILS

Additional Support for Learning

At Culbokie we are proud of our record of high-quality learning and teaching. We aim to provide all children with the support they need to help them learn. The main source of support in early years and in schools are the staff who, through their normal practice, provide support and challenge to meet a diverse range of learning differences. With this, alongside an appropriate curriculum, most children are able to benefit appropriately from education without the need for additional support.

We know that some children require more help than others. To ensure that we meet the needs of all pupils, members from our Area Education and Learning team support the school through consultation. School staff and partners identify and prioritise the needs of our pupils through The Highland Practice Model – GIRFEC (Getting It Right For Every Child), a staged approach to assessing, identifying and supporting additional support needs.

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.

All pupils have a Named Person, and in most cases that will be the Head Teacher. Please contact the school for more information or visit:

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners
and

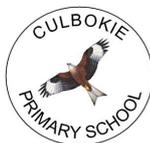
<https://enquire.org.uk/>

Transition planning for children who require 'Additional Support for Learning' as they move to Secondary school will begin during Primary 6. Communication and meetings will take place between the parents, Primary and Secondary staff in order to plan early visits to the school to help the pupil familiarise themselves with the new environment.

Highland Council would seek to work in partnership with parents at all times, but sometimes you may 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 the link above.

A Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model, GIRFEC or the Child's Plan you can access more information at: http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners
http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

We were delighted to establish a Nurture Room in 2025. Nurture and friendship groups assess learning and social and emotional needs to give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication.



Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

The Highland Council 'Additional Support for Learning' Team

The following information can be found in the Additional Support for Learning Toolkit on the Highland Council Schools website. The Highland Council Additional Support for Learning Team provides strategic development and planning for children and young people with additional support needs and also their families and those professionals and agencies who work with them. The team include people with a background in a range of support areas, from both universal services and more targeted services.

Please find below information and links for Parents, Carers, Children, Young People and Professionals regarding Additional Support for Learning.

Enquire is the Scottish advice service for additional support for learning operated by Children in Scotland. Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- www.enquire.org.uk (for parents/carers and practitioners)
- www.enquire.org.uk/yp (for children and young people)

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.

Other organisations that provide advice, further information and support to parents of children with ASL are the **Scottish Independent Advocacy Alliance** and the **Scottish Law Centre**.

Progress

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



PRACTICAL INFORMATION

School Uniform

Children are actively encouraged to wear school uniform. It promotes a sense of identity and belonging as well as pride in our school. Furthermore, we feel it is inclusive as it reduces peer pressure. We appreciate your co-operation in ensuring that this practice is continued.

School Uniforms may be purchased from:

Highland Embroidery at Windy Heights Tomich, Lairg, Sutherland IV27 4DQ. Tel: 01549 402707
www.highland-embroidery.co.uk

All pupils should bring a change of clothes for PE. A standard PE kit should include: white/navy t-shirt, shorts and trainers. Personalised kit in school uniform colours with school logo is available from Klas Clothing in Inverness.

For Sports Day, we encourage house colours where possible:

Findon – Blue, Greenleonachs – Green and Balmeanach – Yellow.

Indoor footwear – We expect children to bring a change of footwear for indoor use.

Families on a low income can apply for a clothing grant. Forms can be obtained from the school office:
www.highland.gov.uk/downloads/download/10/free_school_meals_and_clothing_grants

School Catering

With beautiful views overlooking the Cromarty Firth and hills beyond, our bright and spacious canteen provides a relaxed environment for our pupils to enjoy eating their lunch and snacks.

Meals are provided by the Schools Catering Service. At the time of writing, school meals are free for pupils in the Nursery and for P1-5 pupils. School meals for P6-7 pupils cost **£2.40**.

If meals are still to be paid for by August 2024, children are asked to bring their dinner money to school on a Monday. Payment may be made by cheque, payable to "The Highland Council". Parents/Carers will be sent lunch menus to be discussed with children in advance. Children will select their own lunches in the morning at registration. Any other queries regarding school meals should be addressed to the school cook.

Families receiving Income Support and Job Seekers' Allowance are entitled to free school meals. Forms for free school meals are available at the school office. Any parent who considers their child may be eligible, or who wishes confidential advice, should contact the Head Teacher.

Free meals can be claimed in certain circumstances. For information and an application form, please see http://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing or the Area Education Office, Council Offices, High St, Dingwall IV15 9QN. Free school meals and clothing grants are available only to pupils whose parents/guardians are in receipt of Income Support. www.highland.gov.uk/info/878/schools/9/school_meals/



In the school canteen the children are expected to follow the lunchtime golden rules including putting their rubbish in the bin and showing good manners etc. Children eating packed lunches do so under supervision in the canteen. Uneaten food should be taken home so parents can see what their child has eaten for lunch. Children are not allowed out of the dining room while still eating. On warm days the children are allowed to take their packed lunches outside for a picnic.

Please note we have several children with various allergies to nuts. It is therefore sensible for us to discourage pupils taking nuts to school as snacks or as part of their lunch. However, if your child has to have nuts as part of their diet, please let us know so we can make necessary arrangements.

Children who remain in school for lunch are not allowed to leave the school grounds in the interests of security and safety.

For snacks, toast, bagels, juice or milk and fruit are available every day to all the children for the cost of 45p. Snacks can also be pre-ordered and paid for in advance on a Monday morning. On Fridays, the canteen provides fruit for 'Fruity Friday'. This is to encourage healthy eating and waste reduction.

Transport

Free school transport is provided for any of our pupils aged under eight who live more than two miles from the school and for pupils aged over eight who live more than three miles from school, provided that Culbokie is their designated school. In addition, children may also be eligible for free transport on medical or safety grounds. Children qualifying for school transport either by reason of distance, safety or health will be picked up at the appropriate place. Any parent enrolling a child in school other than the designated school for that area will be responsible for the transport of that child to the chosen school. In the interests of safety, we expect children to wear seat belts and to behave sensibly in the taxis.

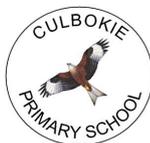
For further information and to apply for free school transport:

http://www.highland.gov.uk/info/878/schools/12/school_transport

Please be aware that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Highland Council, Glenurquhart Rd, Inverness, IV3 5NX, or school.transport@highland.gov.uk.

Lost Property

Lost property is kept in allocated boxes in the Medical Room and every effort is made to trace owners. Parents are asked to ensure that all items of clothing and personal property are clearly marked, particularly fleeces, jackets, sweatshirts, gym shoes and gym shorts.



HEALTH AND SAFETY IN THE SCHOOL GROUNDS

Fire

Culbokie has a fire policy, which is regularly reviewed and updated. We also have external fire audits to ensure appropriate procedures are in place. There are regular fire drills throughout the session so that staff and pupils are fully aware of what to do in the event of a fire. All fire drills are logged.

Road Safety

Parents are responsible for the safety of their children going to and coming from school. On the way to and from school, pupils should take great care on the roads. Parents are asked to impress upon the children the importance of crossing roads only at the traffic lights near the school entrance gate. Throughout the winter months all pupils are asked to wear a High Visibility vest to protect themselves as they travel to and from school. These are provided by the school.

School Car Park

We are very fortunate to have a large, secure car park. Visitors to the school are urged to use the car park according to the markings, respecting the bays reserved for disabilities and those spaces marked for taxis. Please be responsible drivers and park sensibly outside the school with consideration for other drivers and with your child's safety in mind. We take part in a Walk-to-School challenge so encourage children to be dropped off at a short distance from the school so they can walk for part of the journey.

Cycling and Scooting

As a health-promoting school, we are delighted that so many pupils enjoy cycling and scooting to school. Parents are fully responsible for the decision as to when their child/children cycle to school. Helmets must be worn at all times and all pupils are asked to dismount from their bikes/scooters as they enter the school grounds.

We are extremely fortunate to have a small team of parents who volunteer to run the certificated 'Bikeability' course for P6 pupils on an annual basis.

Security

At Culbokie we aim to make the school a safe and healthy environment for all our pupils. We have a school security system, which includes a buzz system at the main door. All other doors will operate on a time monitor system whereby they will be open only at times necessary for entry/exit of pupils.

Entry for parents/visitors will be via the main entrance only.

Visitors must report to the school office and sign the visitor's book. This system will create a secure environment within which staff and pupils may work safely. If parents have to drop their child at the main school entrance, the school clerical or a staff member will grant them access to the school and escort the children to their class on their return.



Assessing Risk

Health and safety is the responsibility of all members of staff. Risk assessments are carried out throughout the year as a matter of course. A Comprehensive Health and Safety Inspection is carried out annually. Before booking field trips staff complete risk assessments to identify any risks associated with the trip and to take steps to minimize any potential dangers.

Illness

If a child is taken ill at school, we will contact you to inform you of the situation. If you are not available, we will contact the emergency contact given on your enrolment form. It is most important that this is updated regularly so that we can contact someone so as not to cause unnecessary upset to a child in an emergency or illness.

First Aid and Minor Injuries

The school is well equipped with first aid boxes in all areas. Should a child have an accident during the school day, minor first aid will be provided. Education staff are only permitted to bathe injuries with water and/or apply a dry dressing. If further attention/treatment is deemed necessary, parents will be contacted. When a more serious injury occurs, medical help will be sought immediately, and parents informed as soon as possible. It is our policy to err on the side of caution and contact you if at all in doubt. We have several staff trained in paediatric emergency first aid.

School will only deal with minor cuts and bruises, which 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 will always be informed and you may be advised to collect your child from school.

HEAD INJURIES- Any head bump/injury is taken seriously and parents are informed as soon as possible by telephone.

Head Lice

It is the responsibility of parents to check their child's head and, if head lice are found, to notify the school and to treat children to eliminate the lice.

MEDICATION

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.

Mental Health & 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

MEDICAL AND OTHER PROFESSIONAL SERVICES

During the first year at primary school, children will be offered a screening test for hearing, vision, height and weight. This enables the school doctor to identify any conditions which have not been previously noted and which might have an effect on the child's ability to benefit fully from his/her education. Parents are invited to be present during examination and will have the opportunity to discuss their child's health. Where a school doctor feels that further investigation or treatment may be required, a note will be given for your family doctor.

If either a parent or the school feels that other services e.g. speech therapists may be helpful a meeting will be arranged to discuss possible action. Please contact the school if you have any concerns about your child's health.



PROTECTION OF CHILDREN

Culbokie Primary Child Protection Policy was updated in 2022 and is reviewed regularly by staff and partners. Schools are required to report if we think that any child has come to harm as a consequence of possible abuse.

Each school has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for this task. At Culbokie this person is Miss Macleod, Head Teacher or Mrs Rasmussen, Principal Teacher. Should you wish to talk further about Child Protection and the Safety of Children, please contact the school and ask for the Head Teacher.

Copies of child protection policy guidelines are available online at:

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

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 Ishbel Macleod or online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer to Social Work, the Police or the Children's Reporter, and under these circumstances the parent would not normally be consulted first.

Equality and Inclusion

For up-to-date information please see:

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/>

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](#).



DATA PROTECTION

In order to conform to the Data Protection Act, it is necessary for you to give your permission to allow us to photograph or video your child. We do take lots of photos to celebrate the many exciting events which occur in the day-to-day life of the school, many of which can be seen on the school website and on class blogs, which are restricted to parents. Photos also help us to show you our day-to-day work and give you an idea of the ways your child is learning.

The press often photograph our children at our various events throughout the year. Only with your agreement will we allow your child to be photographed.

Data Policy

The Pupil's 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 at ishbel.macleod@highland.gov.uk. The information is protected by data protection legislation and may only be disclosed in accordance with codes of practice.

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.

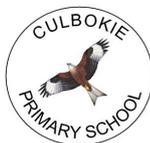
Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

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 out with 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.

The Pupil's 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. The information is protected by data protection legislation and may only be disclosed in accordance with codes of practice.

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](#) .



CONCLUSION

We hope that this booklet provides you with an understanding of our school, our aims and how we endeavour to achieve these. Should you wish to visit the school you will be made most welcome. We look forward to having a happy and successful partnership with you and your child.

Ishbel Macleod

Head Teacher

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.

APPENDIX 1: CURRICULUM, ASSESSMENT AND RATIONALE

We want to help children and young people develop and grow, gaining the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Our curriculum will raise standards by developing an interest and enthusiasm for learning.

By committing to embed interdisciplinary learning we will maximise the opportunities to develop interest and enthusiasm for learning across all curricular areas.

Our curriculum will maximise the opportunities to be creative, allowing staff to plan flexibly and to consider the needs and interests of all pupils.

Our staff will work collegiately to review our curriculum and ensure that the core curriculum is clearly structured and demonstrates depth and progression.

Our curriculum will provide all users the opportunity for reflective practice as they evaluate learning, set targets and identify how to improve.

Our values and principles will enable all pupils to become:

Successful Learners	Confident Individuals	Effective Contributors	Responsible Citizens
<p>With:</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to:</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>With:</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs • ambition <p>and able to:</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • assess risk and take informed decisions • achieve success in different areas of activit 	<p>With:</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to:</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems 	<p>With:</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues

What does the Culbokie curriculum look like and what does it include?



Our curriculum is everything that is planned for children and young people throughout their education, not just what happens in the classroom.

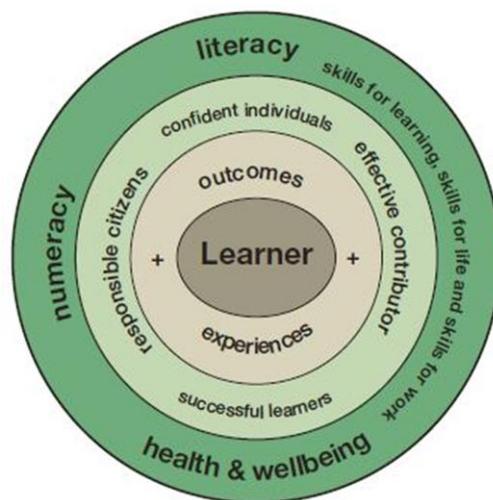
It is based on the four contexts for learning:

Curricular Areas and Subjects

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

Interdisciplinary Learning

- Building Learning Contexts across the curriculum through bundling Es and Os
- Planning and assessing core knowledge and skills
- Encompassing cross-cutting themes
- Transferable knowledge and skills
- Making connections across the four contexts of learning
- Genius Hour



Life and Ethos of Culbokie as a Community

What are the unique features of Culbokie Primary School?

- Staff/team expertise
- Mutual community support –we are at the heart of our community
- We regularly interrogate our data to ensure that opportunities are maximised.
- A wide range of experiences is provided from the local pantomime to involvement in JRock.
- Our whole school community engage with sharing methods of practice, ensuring that expertise is maximised.

Opportunities for Personal Achievement

- We organise planned opportunities for personal achievement
- Utilising the talents of the school community gained outwith school, within the school environment
- Opportunities to develop transferable skills for learning, life and work
- Visits to the Newton Room and Climate Smarter Award
- STEM opportunities, STEM engineering competition.
- Partnerships with forestry commission/John Muir Award
- Music tuition within the school day
- Participation in cross country & badminton & relevant competitions
- School performances for all ages
- Celebrations of achievement within the school –HT awards
- Eco-schools committee, Pupil Council, JRSOs
- Leadership Opportunities in Pupil Groups



Curricular Areas and Subjects

Languages

Literacy and English is planned for and delivered through:

- discrete learning opportunities
- interdisciplinary learning contexts

Modern Languages, through 1 + 2, is planned for and delivered through the curriculum.

Mathematics

Numeracy and Mathematics is planned for through:

- discrete learning opportunities
- interdisciplinary learning contexts
- Highland Numeracy Progression, including benchmarks & Experience & Outcomes

Health and Wellbeing

Health and Wellbeing is planned for and delivered through discreet learning opportunities identified within the:

- Fortrose ASG PE progression
 - Highland Health and Wellbeing frameworks
- Interdisciplinary links are made across contexts.

Expressive Arts

The Expressive Arts are planned for and delivered through a combination of:

- discrete skills-based lessons
- identifying links with interdisciplinary learning contexts

Religious and Moral Education

Religious and Moral Education is planned for and delivered using the RME skills progression.

Links are made between Religious and Moral Education and Health and Wellbeing. Interdisciplinary opportunities are identified when planning learning contexts.

curriculum for excellence



Social Studies

Social Studies Es & Os are taught through interdisciplinary links. In Term 1, there is a focus on social studies IDL through literature.

Sciences

Sciences are planned for and delivered in Term 3 using Es and Os bundled into learning contexts.

Technologies

Technologies are planned for and delivered using the Highland Technologies Progression materials. The Es and Os are bundled into learning contexts which permeate through Social Studies/ Sciences.

ICT Skills are planned for through interdisciplinary learning. ICT in Learning is planned for across the curriculum.

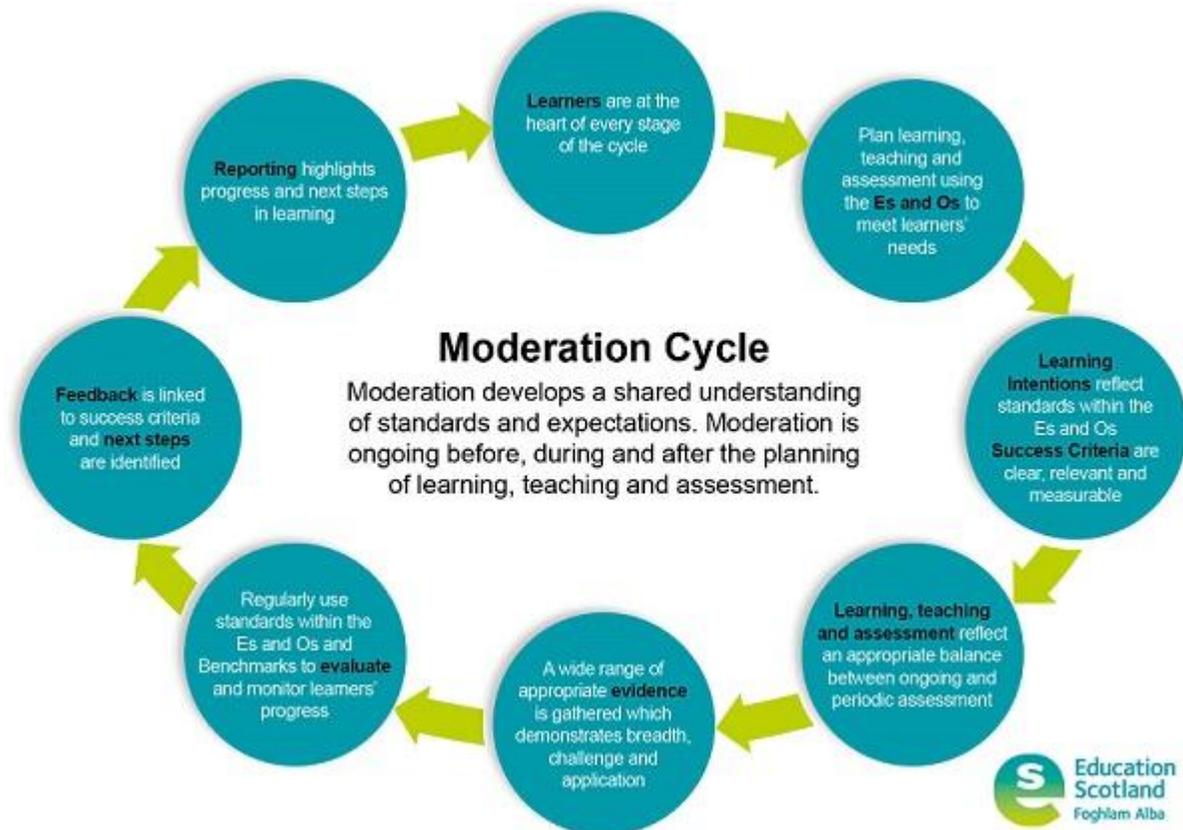


Opportunities for Personal Achievement (Confident Individuals)	Opportunities to Contribute to the Life and Ethos of Culbokie Primary School (Effective Contributors / Responsible Citizens)
<ul style="list-style-type: none"> • Performance opportunities- <ul style="list-style-type: none"> ➢ School shows, Inverness Music Festival, Culbokie Music Initiative, Feis Rois, Woodwind Tuition, Strings Tuition, Chanter Tuition, Showcase Assemblies ➢ Sports tournaments/tuition e.g. Swimming, Athletics, Cross Country, Football, Badminton, OJ Multisports, Kempo, Interhouse Competitions and Orienteering ➢ Design competitions, writing and reading challenges. • Learning with parent led clubs such as badminton and cross country • Achievement awards – House Point system and awards, Bikeability Achievement, Hall of Fame, Wider Achievement Walls (Nursery & School). • Celebrating personal achievements with the wider community in achievement assemblies and on Achievement Wall. • Individual target setting within the classroom. • Pupil choice in out of hours activities • Risk taking, working collaboratively, promoting a positive response towards personal well-being • Assemblies – child led class assemblies. • Pupil-led open afternoons/workshops. 	<p>This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice.</p> <ul style="list-style-type: none"> • Young Leaders –trained by Active Schools to deliver activities during breaktimes. • P7 Buddies to be part of P1 transition and support throughout the year. • ‘Eco Heroes’ –Eco-Committee to work with parents and staff to organise and co-ordinate Eco-projects/targets. • Pupil Council representatives, contributing to teaching and learning/general school improvements. • Participation in Pupil Focus Groups (contributing to decision making). • JRSO representatives. • House Captains. • Open afternoons. • Paired reading/Reading buddies. • Charity work -Sport and Comic Relief, Children in Need, Clic Sargent/Calum’s Cabin, Blythswood Boxes etc. • Working to support our local community -coffee mornings, carol singing at senior citizen Christmas meal, Christmas fayre, fund raisers, charitable giving, litter picks, performances –Christmas concerts/school shows. • Helping to develop the policies of the school within class.



Planning to teach the Culbokie Curriculum

At the heart of teaching and learning at Culbokie, our staff prioritise getting to know the pupils and their families. Through this process we can support family learning and help our pupils achieve their full potential.





Planning to Assess Within the Culbokie Curriculum

We consistently look inwards, outwards and forwards as we plan for progress across all curricular areas. Assessment is integral to the planning process and is a tool for reflection. It measures the success of learning experiences and achievement and guides the next steps to be achieved.

Reflecting the values and principles of Curriculum for Excellence

We are inclusive and take account of individual learner needs when applying the values of Curriculum for Excellence.

We work collegiately across the Fortrose ASG to ensure that curriculum, learning and teaching and assessment form a coherent experience

We gather good quality evidence of learners' progress through relevant experiences using a range of approaches which reflect the breadth and depth of achievement in learning

We enable all learners to maximise their potential and develop across the four capacities using motivating assessment approaches such as learning conversations, online learning, summative assessments and peer assessments

We use assessment flexibly to meet the needs of all learners regardless of where their learning takes place and we are proud of our in-depth knowledge of pupil needs.

What we assess

Application of the national standards and expectations of each learner's progress and achievements in developing:

- knowledge and understanding
- skills –using DYW Metaskills as a guide
- attributes and capabilities as detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance.

Principles of assessment: why we assess?

Supporting learning

sharing learning intentions and success criteria high quality interactions and feedback

Promoting learner engagement

learner involvement in reflection, setting learning goals and next steps including through personal learning planning
self and peer assessment

Ensuring appropriate support

to be fair and inclusive
to enable learners to have the best chance of success
to monitor and track attainment in literacy and numeracy

How do we assess?

by using a variety of approaches and range of evidence to fit the kind of learning

by making assessment fit for purpose and appropriately valid, reliable and proportionate
through partnership working

High Quality Assessment Tasks shared on profiles

SNSA and SOFA

Highland Numeracy Diagnostics



CORE ENTITLEMENTS [*Successful Learners*]

Curriculum Area	What? How? Key Resources
Literacy - Writing	<ul style="list-style-type: none"> • Through implementation of Explicitly Teaching Writing (Stephen Graham) • Aspects of HLP. • Use of Chromebooks to support learning • Use of Emerging Literacy in ELC and P1 • Nelson Handwriting scheme/ Handwriting for display/ handwriting awards • HLP spelling strategy i.e. common words, and HLP Morphological Spelling in P5-7 • Jolly Grammar Spelling strategies • Spelling patterns from Nelson Spelling scheme • Key Grammar textbooks and workbooks such as Jolly Grammar. • ICT use of Word programmes for writing and publishing. • Unsupported pieces of writing [variety of genre] and assessment and for reflection with the teacher, peer or parent. These support pupils and teachers in identifying clear next steps / targets for future learning • High Quality Assessment Task focus
Literacy - Reading	<ul style="list-style-type: none"> • Through implementation of the HLP Reading (CfE Experiences and Outcomes) • Regular whole class reading sessions with the teacher • Reading schools Award • Stephen Graham Reading training • PM Benchmarking kit and reading scheme to link with Stephen Graham Writing • Investment in the school library –reading pod and Usborne books • Progression of phonics through Jolly Phonics scheme (systematic phonics approach) • First Level – Oxford Reading Tree (Tree Tops), Scholastic Read and Respond, Kingscourt Readers and Four Corners. , Songbirds, Big Cat, Fireflies, HLP Follow up Tasks (P4-7: Barrington Stoke, Wolf Hill, Alba, Totem – high interest, low ability) • Second Level – Four Corners, Scholastic Read and Respond texts, Teacher recommended texts and Kingscourt Readers, follow up tasks • Comprehension boxes • Use of Blooms questioning fans • Pupils at all levels also have access to Picture News • Visiting Library every term and library visits alongside swimming black <p>Unsupported pieces of work which show readers’ understanding of text are used for assessment and for reflection with the teacher, peer or parent. These support pupils and teachers in identifying clear next steps / targets for future learning.</p>
Literacy – listening and talking	<ul style="list-style-type: none"> • Picture News • Philosophy For Children (P4-7) • Through implementation of Listening and Talking CfE Experiences and Outcomes.



	<ul style="list-style-type: none"> • Talks linked to reading, hobbies or IDL topics. • Pupils at all stages are included in presenting items to visitors on Open Afternoons, including discussing the curriculum and learning. • Christmas performances • Reports from Pupil Groups at assemblies • Snack-Chat in P1-3
<p>Literacy – Modern Languages</p>	<ul style="list-style-type: none"> • Through implementation of the Highland MLPS programme (CfE Experiences and Outcomes at Second Level provide core framework). • Use of Power Language Platform to support learning • French games resource box. • Delivered across school • 1+2 languages: French & BSL
<p>Numeracy</p>	<ul style="list-style-type: none"> • Through implementation of the Highland Numeracy Progression Framework (CfE Experiences and Outcomes). • A broad range of textbook/paper resources are used to support learning including, Tee-Jay, Maths in Action, Target Maths, Leckie & Leckie, Scottish Heinemann and access to IT materials. • Basic facts and diagnostics tests • Use of Highland Numeracy Progression and Highland Numeracy blog • Maths working walls in all classes • Maths overview used in all classes –including benchmarks & Es & Os • A variety of websites are used both in class and at home to support learning such as Times Table Rockstars and Numbots • Maths Recovery resources including five and ten frames, Rekenreks and Numicon are also used to support learning. • Games and activity boxes for all areas of maths, including taking Maths outdoors • Cross-curricular use of maths in challenges set – e.g. technology, enterprise, • Children regularly assessed in maths using formal assessments, informal assessments through teacher judgements • Moderation across the ASG to agree shared standards
<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> • Through implementation of the Highland P.E programme and the school’s own Health and Well Being programme [CfE Experiences and Outcomes provide core framework]. • 2 hours of specialist input is provided by P.E. teachers from Fortrose Academy. Class teachers also plan and deliver learning for the remaining hour [entitlement of 2 hours each week for every pupil]. • Access to initiatives from Active Sports Co-ordinator linked to Fortrose Academy. • After school clubs: Football, Gymnastics, Art, Cross Country, Badminton, School of Self Defence, Multisports • Participation in a variety of charity events, including Baxter’s running festival. • Safer Internet Day • Anti-Bullying Week • Road Safety week • Pupils also develop skills in emotional literacy through the Resilient Kids programme in Primary 7 • Additional support for individuals through Child Support Worker. • Targeted assemblies –anti-bullying, kindness, dance. • Other resources to include: Streetsense (Road Safety), Scottish Cycle Training Scheme, various photocopiable publications in resource room. • Transition events for all year groups



	<p>Residential trip to Loch Insh (P7) Series of transition events to S1 for P7 Planned programme of transition for N4 pupils to P1 –including buddies Transition ‘meet the teacher’ sessions for all other classes</p> <ul style="list-style-type: none"> • P6s undertake Bikeability training • Sporting opportunities offered/supported: cross-country, swimming gala, county sports, football tournaments, badminton • Assembly awareness sessions for specific additional needs • Dental checks for P1 and P7 • Safe, Strong and Free workshops for P1 and Nursery pupils
<p>The following curricular areas are delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics.</p> <p>The cross cutting themes of Learning for Sustainability, [including citizenship [global etc], outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate.</p>	
<p>Social Studies</p>	<ul style="list-style-type: none"> • Through a planned rotation of key themes to ensure coverage of the broad range of Es & Os. • All staff have contributed to the social studies planner to combine key e’s & o’s into common themes: this is being reviewed. • A wide range of resources are used to plan the teaching and learning of social studies topics. • Where it is possible, teaching and learning of social studies may be taught through other curricular areas such as reading.
<p>Science</p>	<ul style="list-style-type: none"> • This is typically taught in Term 3, culminating in British Science Week. • External resources are optimized, such as Fishkeeper Fry, UHI, Jacobs Engineering, Stemovators, the Royal Institution, and P6-7 visit the Newton Room • Through IDL or through stand-alone lessons. • Pupils will be involved in science projects to be shared with peers and visitors.



<p>Religious and Moral Education</p>	<ul style="list-style-type: none"> • Through implementation of the Highland Religious and Moral Education Framework. • The local ministers support the school during occasional assemblies. In consultation with class teachers and with reference to the above programme, they support the learning and teaching of Christian themes through, for example, church visits or introductions to specific celebrations. • Use of resource boxes to support the learning and teaching of other key religions. • Key Christian religious events marked with an assembly led by a local minister <p>In P4-7 moral dilemmas and ethics are debated and discussed at an appropriate level within other Curriculum areas – e.g. Racism, current affairs</p>
<p>Technology</p> <p>ICT</p> <p>Internet Safety</p> <p>Technological Developments</p> <p>Food technology</p>	<ul style="list-style-type: none"> • Through implementation of the Highland Council Programme. Wherever possible, learning in ICT is contextualized. • Pupils have access to Chromebooks to create and research and to develop their skills. • We have established an e-safety group and review our e-safety on an annual basis. • Staff, Parents and Pupils have received workshops on e-safety from ICT specialists within Highland Council as well as from our Community Police Officer. • Highland Technologies programme to be implemented • Digital leaders within staff and pupils to be developed • Pupils are regularly reminded how to stay safe on the internet/ Safer Internet Week as well as internet safety assemblies • UHI and World of Work have supported the school in developing the use of ICT. <p>Pupils participate in the STEM engineering competition, receiving visits from local engineers.</p>
<p>Expressive Arts</p> <ul style="list-style-type: none"> • Art and design • Music • Dance , Drama and Role Play 	<ul style="list-style-type: none"> • Art and Design programme to be developed. At present these skills are delivered through contextualized learning within IDL's. • Specialist Art & Design teacher delivers CCR for 1 ½ hours per week • Specialist PE teacher delivers CCR for 2 hours per week • Necessary skills are introduced and taught in stand alone lessons, then transferred to context. • Additional learning opportunities will also be provided by Feis Rois and Kodally instructors • Music and performance opportunities are delivered through productions. • Some children participate in P&J Concert • Woodwind, Brass and Strings tuition offered • Lunchtime Choir Club • Pupils perform to peers, parents and wider community • Drama programme to be developed. • Use of drama/role-play in cross-curricular activities, particularly Health and Well-being. • Opportunities for performance in school. • Christmas performances