

**Bun Sgoil
Dhun Bheagain
&
Sgoil Araich Dhun Bheagain
Dunvegan Primary & Nursery**



2026 – 2027
Handbook



Bun-sgoil Dhùn Bheagain
Dun Bheagan
An t-Eilean Sgitheanach

Dunvegan Primary School
Dunvegan
Isle-of-Skye
IV55 8GU
Tel: 01470 521 307

School website: www.dunveganprimaryschool.com
School e-mail: dunvegan.primary@highland.gov.uk

Foreword / Ro-ràdh

Dear Parent / A Phàrant Chòir,

On behalf of Dunvegan Primary School and Sgoil Araich (nursery) staff, I would like to extend a very warm welcome to you and your child. Dunvegan Primary School and Sgoil Araich is a nondenominational establishment which aims to provide a nurturing and safe environment in which your child can develop and learn. We pride ourselves on providing excellent opportunities for all our children.

This handbook has been compiled to answer some of the queries that you may have about the school and nursery. It contains important statements of school policy as well as practical information. Please consider the booklet, therefore, as a source of reference.

This document is not intended to replace personal contact between school and home. We are very much aware of the importance of the parental role in the child's education. We will endeavour to promote an excellent working partnership between school and home and seek your views on matters that concern your child. To this end, please feel free to contact us on 01470 531 207 with any questions, suggestions or concerns that you may have.

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 email, pick up the phone or come see me should you have any questions, suggestions or concerns relating to your child's learning and/or wellbeing. I look forward to working closely with you to ensure that your child learns in an environment where they can truly thrive.

Kind regards



Sam Muir
Head Teacher / Ceannar

Staff / Luchd-obrach

Head teacher (Cluster with Carbost Primary)	Miss Samantha Muir	Additional Support Needs Teacher	Mr David MacLean
Class Teacher EM1-4	Ms Laura Kater / Mrs Josie Allan	Early Years Practitioners	Mrs Catherine Matheson Mrs Jeanette Slater
Class Teacher EM5-7 & Forest Schools	Mrs Marion MacGregor	Pupil Support Assistants	Ms Mayanne MacGregor Mrs Marie Morrison Mrs Marina Munro
Class Teacher / Principal Teacher GM1-3	Ms Josie MacLeod	Clerical	Mrs Leona Coull
Class Teacher GM4-7	Mrs Ruth MacInnes	Cook Kitchen assistant	Mrs Fleur Macaskill Mr Dan Slater
Non-Class Contact Time Teachers	Mrs Alice McVicar Ms Catriona MacLeod	Cleaning Facilities	Ms Alison Blair Mrs Larissa Crainet Mr Martin Fozzard

School Hours / Uairean na Sgoile

School / Sgoil

Monday – Friday 9.15am – 3.15pm

Nursery / Sgoil Araich

Monday – Friday 9am – 3pm

School term dates for pupils 2026 - 2027Visit - https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Facilities and Accommodation / Goireasan agus Togalach

Our school premises consist of:

- the main building which is single storey and has a ramp at one main door, three classrooms, a gym, a resource room, girls' and boys' toilets, an office, a staffroom and staff toilets;
- a demountable unit which has one classroom, a cloakroom, a resource room, a work room, toilets (staff & pupil), and Art cupboard & a large storage cupboard off the classroom;
- a demountable unit which has two large rooms, one is our nursery and the other is our library;
- the canteen where meals are cooked and served;
- the playground which is tarmac immediately round the school leading into large grassed areas.

School Roll and Organisation of Primary Classes/ Luchd-obrach, Àireamhan is Clasaichean

Dunvegan Primary is a four-class school with visiting teachers - Support for Learning.

The present roll is 52	<u>27 English</u>	<u>23 Gaelic</u>
	12 (P1-4)	16 (P1-3)
	12 (P5-7)	12 (P4-7)

Attendance/Absence / A' frithealadh na sgoile/Ma bhios tu far na Sgoile

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01470 521307 or send notification via the school's Safer Schools Scotland App before 9.30am.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, please either call the school office, send an email or send a signed note from home. Pupils must report to the school office before leaving, if returning the same day, they must report again to the office. 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 daytime 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. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering.

The school strongly discourages parents from making holiday arrangements during school term. Where this is unavoidable, arrangements should be confirmed and agreed with the Head Teacher.

Pre-School Education / Foghlam fo Aois Sgoile

There is an on-site nursery which operates 5 full days a week as a Gaelic Nursery. Please ask for a separate Nursery brochure.

Enrolment / Clàra

Children who have reached their fifth birthday by the following February are eligible to start school in August. The main route for parents to enrol a child for school or ELC is through the online process. [HERE](#) Parents with no access to the online process can request a paper copy of the enrolment form from their catchment school or ELC setting during enrolment week.

Please note, the child's birth certificate is not required if the child already attends the school ELC, however proof of address is still required.

Adverts will appear in the local press informing parents of the online enrolment process for both P1 and Early Learning and Childcare places for session 2025/26. P1 enrolment is usually in January and ELC in February.

Some parents or carers may NOT wish to send their child to school as soon as they are eligible. Different processes apply according to the reasons why a parent may make a request for their child to defer, and according to when the child has their birthday.

If a child's birthday falls within January or February and parents wish to defer entry to primary school, their child is entitled to an additional year of provision within an ELC setting with a priority placement. Continued funding is available to support this entitlement. If the child's birthday falls between the first day of term in August and 31st December, the child will have the same entitlement as children whose birthday falls within January and February and receive funding for an additional year of ELC. Parents/carers should speak directly to the Head Teacher or the Manager of the ELC setting their child attends to discuss deferred entry.



Even if a parent/carer has chosen to defer entry to school they can change their mind and decide to send their child to school right up until the start of term in August. However, if they do decide to defer their child's entry they must let the school know that they will not require the Primary 1 place.

Early in the summer term we have a meeting with parents to familiarise them with the P1 timetable and some of the resources which will be used. We give an outline of the general curriculum along with targets and activities learners will be involved in. Dates are set at this meeting for nursery induction visits to the school. P1 staff visit the nursery in the summer term. Primary 1 learners attend school full time from the first day of the Session. For parents moving into the area there is a list of schools and related information on www.highland.gov.uk click on 'A-Z of Council Services' then click on 'School List'.

Placing Requests/Parental Choice

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. Application must be made to the Area Quality Improvement Manager:

Ms Mhairi MacDonald
 Education and Learning Office
 Fingal Centre,
 Portree,
 Isle of Skye,
 IV51 9EE
Mhairi.MacDonald3@highland.gov.uk
 07918 842021

Placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2 to and from school for placing request pupils is a parental responsibility.

Transfer to Secondary / A' dol dhan Àrdsgoil

Learners transfer to Portree High School after completing their P7 year.

In the spring term prior to transfer, profiles are completed by the school and sent on to the High School.

During the spring/summer term members of staff from Portree High School visit the school and meet with P7 learners. The P7s have a three-day induction at the High School during June and parents are invited to attend an open evening at the High School at this time. All relevant work and records are transferred to the High School at the end of the summer term.

Any queries related to the High School can be made to:

Mr Tony Breen,
Head Teacher,
Portree High School,
Portree,
Isle of Skye, IV51 9ET

More information can be found at: www.portreehigh.highland.sch.uk/

Parents & Carers as Partners / Pàrantan

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.

We communicate with parents in a number of ways through our Website, Safer Schools Scotland app, newsletters, email, classroom visits/Open days, text, phone calls and letters home.

Dunvegan Primary has an 'open door' policy and parents/carers are encouraged to come in to discuss any matters regarding their child. We will endeavour to be responsive to any approaches within 24 hours but certainly within 5 days of issues being raised. If a parent wishes to see a member of staff, they should contact the school office to arrange a mutually convenient time. Parents/adults are not to enter the playground areas at any time, even when the gates are open, without firstly reporting to the school office.

School policies are available on the [school website](#). We ask for parents' views through issuing parent questionnaires, asking for comments on Seesaw and through discussing any issues with the Parent Council.

Class Teachers will issue parents with a termly newsletter that outlines the learning and engagement activities that your child will experience during that term. Parents can access and engage with their child's digital learning profile on Google Classroom which includes ongoing target setting, assessment tasks and learning journey.

Parents are welcome to participate in school life e.g. at breakfast club, helping in our garden/ polygrub, helping on class outings, contributing towards concert preparations, helping in the school library, sharing skills and interests etc. We often rely on parental help with the transportation of pupils to events around Skye. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake checks by Disclosure Scotland.

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: <http://www.parentzone.gov.uk/>

Adverse weather

Should the school be closed e.g. due to severe weather, heating failure etc. parents will be notified via Safer Schools Scotland App messaging and email before 8am. Parents can also access information on school closures via the website at the following web address:

<http://www.highland.gov.uk/schoolclosures>

An announcement may also be made on the local radio station, Radio Skye.

Should there be an unexpected early closure, we will verify that there is someone at home or at emergency contact address before sending any child home.

Parent Council / Comhairle na Parant

Our Parent Council is very active and supports the school on many matters. It provides an important link between parents and the school. The Council has one staff member and several parent members.

Parent members

Anna Campbell (Chairperson)

Jeanette Slater (Treasurer)

Rachel O'Connor (Secretary)

Katyana Ranicar

Corrie Robertson

Staff member

Marion MacGregor

The Head Teacher is a non-voting member of the Council. Meetings are held once each term. The minutes of the Council meetings are updated to our website. Our AGM is held between September and November when members are elected. Our Parent Council can be contacted at Dunvegan.primary@highlandpc.gov.uk

Homework / Obair Dachaigh

We welcome and encourage parental involvement with reading, spelling and number work.



Our Homework Policy considers the views of pupils, staff and parents. A varied range of engaging homework tasks are provided each week by the class teachers, which includes literacy, mathematics and topical related research tasks. Although homework is not mandatory, we would encourage pupils to complete assigned tasks. They are designed to further learning in class and develop essential skills. We provide parent classes and a range of resources to support parents of Gaelic Medium pupils in helping their child with homework.

Complaints & Concerns / Gearain agus Trioblaidean

If a parent has any concerns, please contact the head teacher in the first instance. All complaints and concerns will be dealt with immediately where possible, or as soon after as possible. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Parent Complaint Procedure/ Doigh Gearain Parantan

If a parent has any concerns they should contact their child's Named Person in the first instance, Miss Muir the Head Teacher. 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 Ms Mhairi Macdonald, the Area Quality Improvement Manager

Ms Mhairi MacDonald
 Education and Learning Office
 Fingal Centre,
 Portree,
 Isle of Skye,
 IV51 9EE
 Mhairi.macdonald3@highland.gov.uk 07918 842021

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer at:

Transport Development Officer
Highland Council
Glenurquhart Road
Inverness
IV3 5NX

Public.transport@highland.gov.uk

Reporting / Aithisgean Parents' Meetings/ Coinneamhan Pharantan

Parents will be invited to a Pupil-led Conference with their child and their teacher twice in the academic year, usually November and June. Pupils will share and discuss their learning journey and progress with their parents/carers. In May, teachers complete a written report on each learner, which indicates progress and performance in Literacy & Numeracy, progress and achievements in Health & Wellbeing and a general comment for the other curricular areas of Curriculum for Excellence. A copy of the report will be held centrally in the Pupil's Progress Record (PPR) which is kept in a locked file in the office. The PPR moves with the child on transfer to another school.

Each learner develops their digital learning profile through the year which provides an ongoing chronology of work covered in different areas of the curriculum, as well as achievements and learning targets and aspirations. Parents are invited to engage with the learning profile via their child's Google Classroom. If you have any concerns about your child, please contact the school as soon as possible.

Assessment / Measadh:

As a school we seek to provide information for learners, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment.

Teachers use assessment every day as an evaluative, diagnostic and formative tool to inform learning and teaching approaches and to provide evidence of learners' attainment and progress and targets for learners. Assessment is viewed as central to the teaching and learning process.



We encourage learners to view assessment as a key part of their learning experience which takes place within the overall context of a supportive school. They make use of feedback, in all its forms, to inform next steps for the improvement in their own learning.

We assess learners' progress continuously through observation; discussion; sampling work; check-ups; evaluating targets with learners and regular setting of short tests. This informs us of the next steps in learning and gives learners and parents an idea of the progress being made.

Our forward planning focuses on Experiences and Outcomes from the Curriculum for Excellence. Through inter disciplinary planning, learning intentions and success criteria are linked to the experiences and outcomes and these are assessed to determine a learner's progress. Diagnostic tests/assessments are used to determine a learner's strengths and development needs. This enables learning programmes to be adjusted. SNSA (Scottish National Standardised Assessments) are also carried out with children in P1, P4 and P7 in both Gaelic and English medium classes.

All involved should understand and take appropriate account of the three main types of assessment:

Assessment for Learning is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

Assessment as Learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment of Learning is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

Further information on tracking and assessing pupils' progress and planning future learning can be found at:

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

Administration of medicine

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.

Highland Council policies are available at [Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

Positive Relationships Policy

It is the aim of Dunvegan Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Positive Relationships Policy is therefore designed to promote an environment in which everyone feels happy, safe and secure.

The policy is designed to empower pupils to make choices and have autonomy for their behaviour. The school recognises and promotes good choices, as it believes that this will develop an ethos of respect and responsibility. It is a means of promoting good and positive relationships, so that our pupils can thrive in a rich learning environment.

Based on the Zones of Regulation: a framework to foster self-regulation and control, our pupils are empowered with the knowledge, skills and tools to recognise emotion and regulate behaviours appropriate to the context. Where a pupil with additional support needs struggles to regulate their own behaviours, a Child's Plan will be drawn up in consultation with parents and a Supported Regulation Plan will be developed to guide and support the pupil during periods of dysregulation.

Anti-Bullying

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We try and be proactive and discuss effects of bullying with the children through class discussions and at school assemblies. Parents should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites/texting etc. which many children access from home.

The task of staff is to identify bullying and to take action to remedy the situation. Discussions with pupils of the desirability of considerate behaviour, is a normal part of a teacher's work.

At Dunvegan we:

- Provide the pupils with information on what bullying is and what to do about it.

- Encourage pupils to report genuine complaints of bullying.
- Take prompt action if it occurs.
- Investigate and keep records of bullying incidents.
- Work with perpetrator's parents to try and prevent future bullying from occurring if it arises.
- Support the child who has been bullied.
- Have our Anti-Bullying Policy available for parents requesting it.

Dunvegan Primary Positive Relationships Policy and Anti-Bullying Policy can be accessed on our [school website](#).

School Improvement

Dunvegan Primary's Standards and Quality Report is available on the school website. From the June 2024/25 document **our key strengths are:**

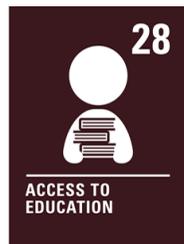
- All pupils who do not have additional support needs are achieving the expected levels in numeracy with less than half of pupils attaining higher than the national average for their age.
- All pupils with additional support needs have made significant progress with individual targets.
- Teaching staff have successfully implemented a strategy for the reinforcement of numeracy skills through the wider curriculum and beyond the classroom.
- Lesson observations show consistently high-quality learning and teaching across the school.
- The majority of pupils are attaining higher than the national average in literacy.
- Attainment levels in literacy and numeracy have increased for the majority of pupils.
- Assessment data shows that historical gaps in learning are decreasing at an accelerated pace.
- Our assessment and moderation practices are good. Assessment is integral to our planning and teaching, and we use a range of assessments, which provide us with reliable evidence. We value collegiate moderation activity in ensuring good practice in this area.

Our priorities for improvement in session 2025/6: View the full School Improvement Plan for 2025/26 on our [school website](#).

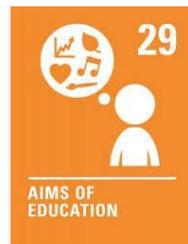
Bun Sgoil Dhun Bheagain - Dunvegan Primary School

Our Curriculum 2024 – 2026

This Curriculum Rationale provides a basis for educators to ensure all learners have access to experiences that will develop the knowledge, skills and attributes they need to embrace all future learning.



Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



The best interests of the child must be a top priority in all decisions and actions that affect children.



Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The starting point for creating Sgoil Dhun Bheagain's Curriculum Rationale is compliance with the UNCRC requirements, which are incorporated into Scots Law. *"All educators in Scotland are committed to upholding and promoting the rights of learners... Public authorities are legally required to respect and protect children's rights in all the work that they do."* (Education Scotland 2024)

There are many components that come together to create our Curriculum Rationale.

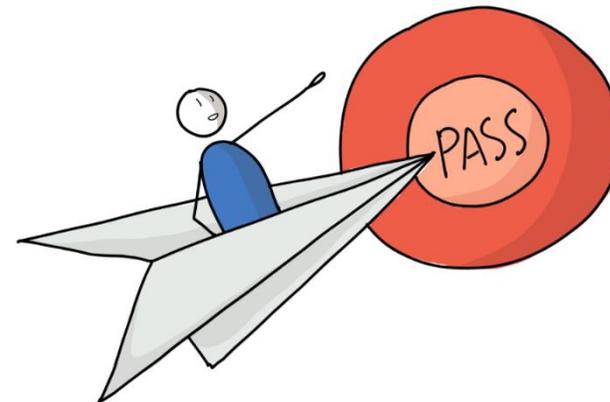
The Scottish Curriculum for Excellence and the Four Capacities



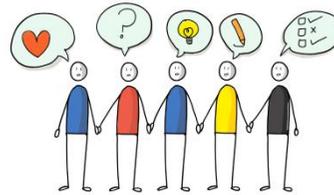
Curriculum for Excellence places learners at the heart of education. At its centre, are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:
Successful learners
Confident individuals
Responsible citizens
Effective contributors



successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</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>capabilities</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>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capabilities</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 live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</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. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capabilities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems



Our drivers and what makes us unique



We are our heritage	We are a Gaelic medium school	We are community	We are Scotland's future
We are proud of culture, heritage, and landscape, we want to protect it and be part of it.	We are committed to promoting Gaelic language, culture and education. Our horizons broaden through Gaelic language and learning.	Our community extends far and wide. We share values, feel valued and feel a sense of belonging and togetherness.	We are preparing to be the citizens of our future world. We will be equipped with the resilience, passion and abilities to contribute to a thriving Scotland.

Our School Values.

As a school community, we chose these values as a true representation of who we are at Bun Sgoil Dhun Bheagain. Our Values underpin all we do at Bun Sgoil Dhun Bheagain.

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DPS Values: Determined Proud Successful
Dicheallach Proiseil Soirbheachail

3

What does that look like for pupils?

<p>Determined Dicheallach</p> <p>Pupils are resilient, try new things, help others, work hard, seek solutions, and strive for improvement.</p>	<p>Proud Proiseil</p> <p>Pupils take pride in what they do. They are proud to be part of DPS. They value Gaelic language, culture, and heritage, and care for the environment. They are valued members of a tight knit community.</p>
<p>Successful Soirbheachail</p> <p>Pupils know their strengths, they set targets and work hard to achieve their personal goals. They support and encourage others, appreciating the importance of diversity and inclusion in being a successful school.</p>	<p>Pupils embody determination, pride, and success by being resilient, proud of their heritage, and striving for personal growth.</p>

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DPS Values: Determined Proud Successful
Dicheallach Proiseil Soirbheachail

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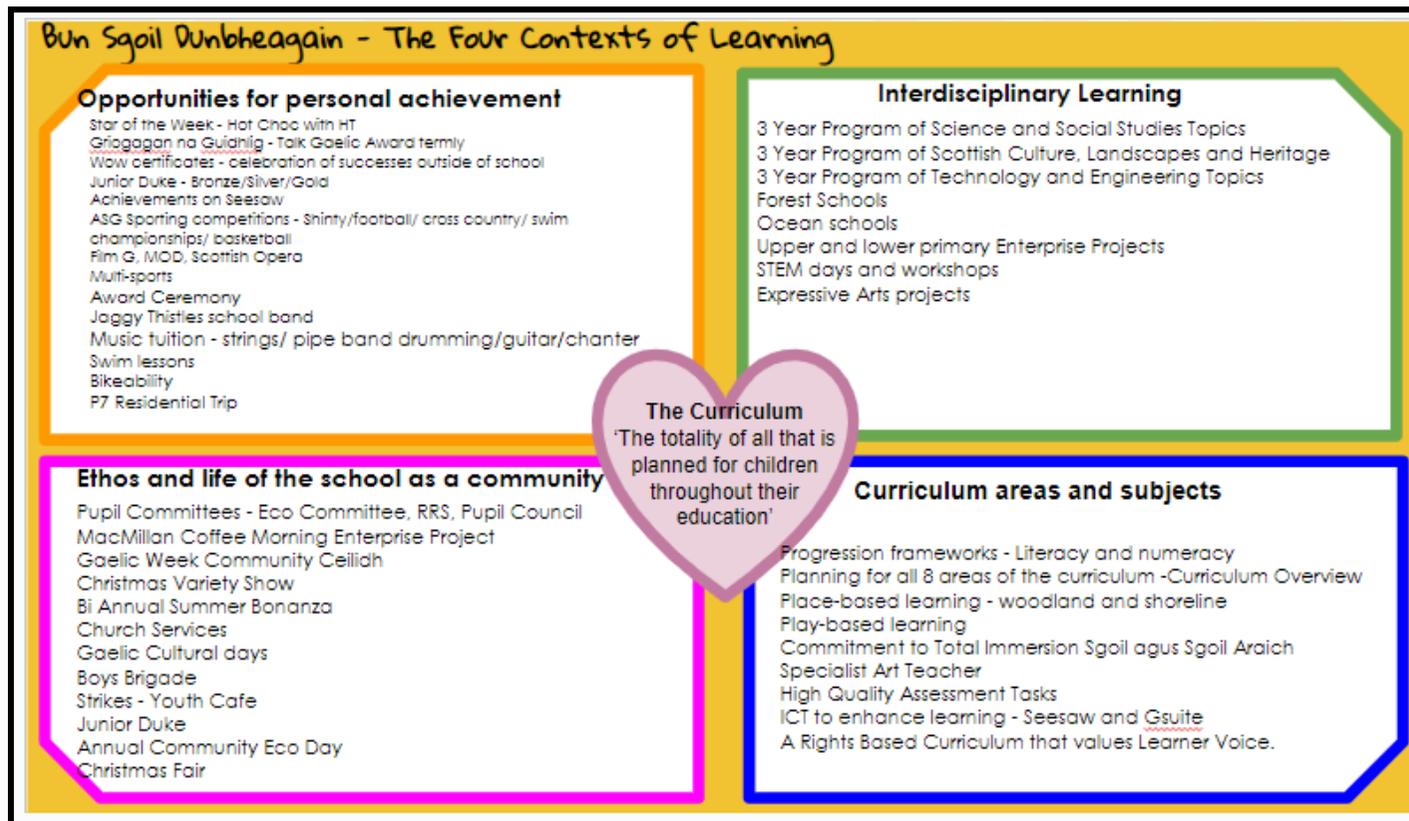
What does that look like for staff?

<p>Determined Dicheallach</p> <p>Staff work hard to help pupils develop talents, skills, and abilities. They find solutions to problems, strive to be better, and ensure the best education for pupils.</p>	<p>Proud Proiseil</p> <p>Staff love their job, cherish every pupil, and promote Gaelic Language. They take pride in their work, teach about culture and heritage, make community links, and focus on children's rights and environmental protection.</p>
<p>Successful Soirbheachail</p> <p>Staff have high expectations of all pupils, plan innovative learning experiences, deliver quality lessons, track progress closely, and support and challenge pupils. They model a good work ethic and ensure daily success for every pupil.</p>	<p>DPS staff foster growth through taking pride in their work, having high expectations for all pupils and ensuring a nurturing and successful learning environment for all.</p>

The Four Contexts for Learning of A Curriculum for Excellence

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:

Curriculum areas and subjects - Interdisciplinary learning - Ethos and life of the school - Opportunities for personal achievement



**A Curriculum for Excellence and related Building the Curriculum series of guidance documents identifies
7 PRINCIPLES for curriculum design**

This is how we embed the 7 Principles of Curriculum Design

1. Challenge and Enjoyment

- ✓ Lessons are planned to provide suitable challenge and motivation.
- ✓ Staff have high expectations and are aware of individual abilities.
- ✓ Staff provide clear Learning Intentions, Success Criteria and specific feedback.
- ✓ Planned activities and lessons are creative and motivating where learners are fully and actively engaged.

2. Breadth

- ✓ Learners are involved in a variety of experiences in a range of environments and contexts, both in the classroom and within the local environment.
- ✓ Staff use Highland Council's Curriculum Frameworks to ensure breadth across all areas of the curriculum.

3. Progression

- ✓ Staff use planning to show clear progress of skills through experiences and outcomes.
- ✓ Curriculum progression frameworks and end of level benchmarks are used as a reference to ensure progression
- ✓ Assessment information is used effectively to inform planning and target gaps in learning.

4. Depth

- ✓ Pupils are able to share what they already know and what they want to find out.
- ✓ Pupils know what they need to do to achieve next steps.
- ✓ Pupils learn through well planned play-based and place-based learning experiences.
- ✓ Higher order questioning is used to encourage depth of learning.

5. Personalisation & Choice

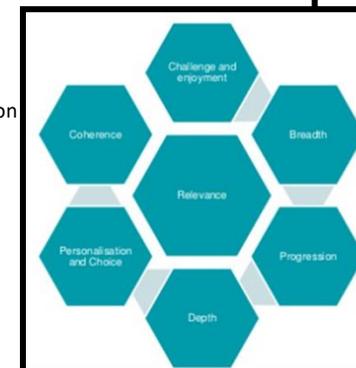
- ✓ Planned lessons and activities respond to individual needs and support particular aptitudes and talents.
- ✓ Pupils are aware of learning intentions and what they need to do to be successful.
- ✓ Children set own targets and are involved in agreeing success criteria.
- ✓ Pupils engage in learning conversations about what they wish to learn at the start of each topic and decide on the 'Big Questions' they would like to answer.
- ✓ Pupils are involved in deciding how they are going to evidence their learning in High Quality Assessment Tasks e.g. information poster, power point or presentation.

6. Coherence

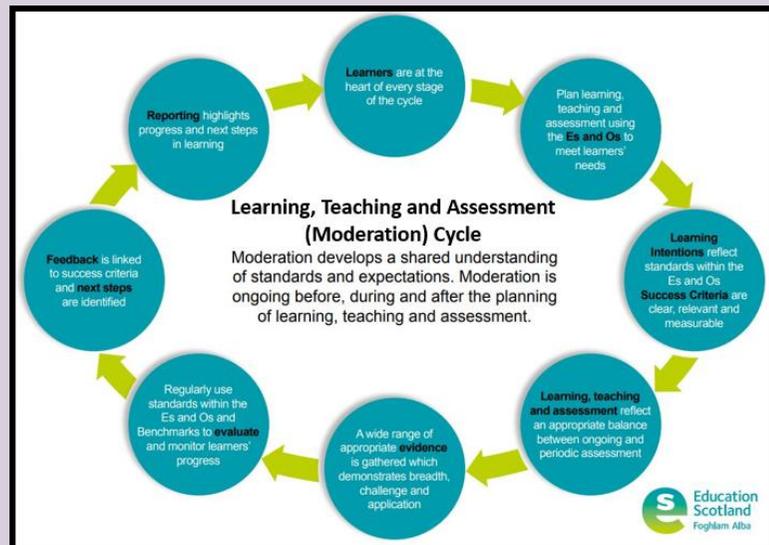
- ✓ Staff plan for assessment
- ✓ CfE Experiences and Outcomes are bundled when planning for coherence across the curriculum subjects.
- ✓ Where appropriate, links are made and learning is contextualised.

7. Relevance

- ✓ Where possible, learning is linked to real life events
- ✓ Pupils are aware of why they are learning a specific skill – they are aware of how it will help them.
- ✓ Where children require individualised programmes, these are made relevant to their interests and specific
- ✓ Children see the value of what they are learning and its relevance to their lives, present and future.



Education Scotland's Learning, Teaching and Assessment Cycle



Every pupil at Bun Sgoil Dhun Bheagain has a voice.

At Bun Sgoil Dhun Bheagain, we place the learner at the heart of every stage of learning, teaching and assessment. Our pupils learn best when they know what they are going to learn, recognise when they have succeeded, and know why they should learn it in the first place. Beyond their own individual learning journey, every pupil is part of a Pupil Committee Group; either Gaelic or English Pupil Council / Rights Respecting Schools or Gaelic or English Eco Committee. They make decisions about the life of our school and our local environment.

Curriculum Areas

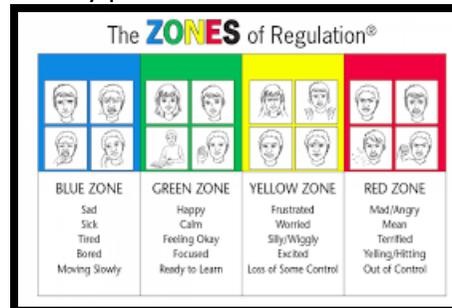
Curriculum Area	What? How?	Assessment – What? When?
Literacy Listening & Talking	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Learners are encouraged to contribute to whole class, group discussions, and engage in debate. ➤ Planned opportunities to prepare and deliver solo talks on subjects of learners choosing. ➤ Opportunities to speak at assembly for a range of purposes. ➤ Sharing thoughts and ideas in Pupil Committee groups. ➤ Learning Conversations ➤ Circle Time ➤ Expressing views as part of focus/working groups 	<ul style="list-style-type: none"> • Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria.
Literacy Reading	<ul style="list-style-type: none"> ➤ Highland Council Literacy Progression Framework and Roadmap. ➤ Progression of phonics and spelling through Wrap Around Phonics/Spelling ➤ Supporting Literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Key resources Oxford Reading Tree, Read Write Inc and Big Cat ➤ Reciprocal Reading Circles ➤ Blooms Taxonomy higher order questioning ➤ Pupils at all levels have access to a range of novels and genre, with access to class and school libraries 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • To identify barriers/levels – as required: • Blackwell spelling test. • Component parts of Reading assessments. • PM Benchmarking • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May

Literacy Writing	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Highland Council Literacy Framework ➤ Daily focus on Tools for Writing ➤ Whole School Writing Guidelines ➤ Wrap Around phonics/spelling ➤ Stephen Graham Principles of Writing ➤ Nelson Handwriting 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: • Component parts of Writing • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May
Gàidhlig Èisteach & Làbhairt	<ul style="list-style-type: none"> ➤ Strong focus on language acquisition as outlined in Advice on Gaelic Medium Education ➤ Total Immersion until pupils are fluent Gaelic speakers ➤ Daily songs, rhymes, routines, repetition and commentary. ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Fream Canain language acquisition progression framework early – second level. ➤ Speak out Playscripts ➤ Go Gaelic 	<ul style="list-style-type: none"> • Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria. • Fream Canain Trackers
Gàidhlig Leughadh	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Storyworlds ➤ Discovery World ➤ Novels (upper) ➤ Facal agus Fuaim ➤ Gràmar na Gàidhlig ➤ Fuaimean Feumail ➤ Giglets ➤ Speak out – playscripts (upper) 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • Component parts of Reading assessments. • MCNGs P1/4/7 May

Gàidhlig Sgrìobhadh	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Whole School Writing Guidelines ➤ Nelson handwriting ➤ Foundations of Writing Program 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: Component parts of Writing • MCNGs P1/4/7 May
Languages 1 + 2 Gaelic Learner Education (GLE)	<p>Sgoil Dhun Bheagain delivers a 1 + 2 approach to language learning: Gaelic learners (English Medium pupils) are taught from P1 – P7. The Key resource is Go Gaelic with support and advice from our GM teachers.</p> <p>Gaelic Language is taught to EME 5-7 pupils through an immersive outdoor learning context alongside their GME peers. This is delivered by a GM teacher during a Forest Schools Session. Language acquisition is planned for using Curriculum for Excellence Experiences and Outcomes for P1-7. Our specific GML curriculum framework is designed to promote interaction and communication with pupils across both mediums in their organic learning and play situations.</p> <p>Children celebrate the Gaelic language and culture through events such as Seachdain na Gàidhlig, Gaelic Culture days, the MOD and assemblies. Gaelic Medium Learners speak Gaelic in their daily routines from P1-7. EME and GME pupils understand and appreciate the reciprocal benefits to learning the language within a dual language setting.</p>	<p>Continual formative assessment</p> <p>GML Tracking of Language Acquisition through learning and play.</p> <p>End of level benchmarks.</p>
Numeracy and Mathematics	<p>All numeracy planning is informed by start of year baseline assessments – HC Diagnostics and SOFA. To ensure appropriate support and challenge, pupils are grouped according to diagnostic information for knowledge and strategy in each of the following areas:</p> <p>Knowledge Basic facts Numeral Identification Grouping and Place Value Forward/Backward Number Word Sequence</p>	<p>Highland Council Diagnostic Assessments Aug/Sep P2-7</p> <p>SOFA Assessments Aug/Sep and May</p> <p>SNSA/ MCNG P1,4,7 May</p>

	<p>Strategy Addition and Subtraction Multiplication and Division Fractions, Proportions and ratios</p> <p>Ongoing assessment continues to inform planning and grouping throughout the year. Highland Council Numeracy Progression Framework and supporting documents inform planning and ensure progression.</p> <p>Mathematical language acquisition is planned for and tracked in GME 1-7.</p> <p>Mathematics is taught through IDL, Forest Schools, play-based learning and real-life contexts where appropriate.</p> <p>When learning a new concept, children practice using structured and concrete materials until secure and able to use visual and abstract resources, such as workbooks and text books.</p> <p>A broad range of resources and games are used to support learning, including Scottish Heinemann Maths, Tee Jay Maths, Numicon, Peter Patilla Mental Maths and SumDog.</p> <p>15 minutes of mental strategy, practice and review is built into every lesson.</p>	<p>Ongoing High Quality Assessment Tasks</p> <p>Ongoing end of unit tests and formative assessment.</p>
<p>Health & Well-being</p>	<p>The GIRFEC (Getting it Right for Every Child) Well-being Indicators, SAFE HEALTHY ACTIVE NURTURED ACHIEVING RESPECTED RESPONSIBLE INCLUDED, permeate our school ethos and attitudes to ensuring a whole school approach to promoting positive mental health and well-being.</p>  <p>The Zones of Regulation Framework underpins our Positive Relationships Policy and forms the basis of how we encourage children to become emotionally self-regulated. The Zones of Regulation Principles are revised at whole school</p>	<p>Termly Glasgow Motivation and Well-being Profile Survey for pupils P1-7</p> <p>Continual formative assessment.</p>

assemblies and compliment discreet in class lessons. The principles are embedded into our daily practice.



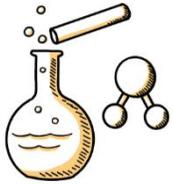
The Healthy Schools framework (www.healthyschools.scot) provides us with a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing. This framework supports practitioners to meet learner needs through cocreation, suggested activities, external resources, web links to additional information and links to relevant physical resources & materials from NHS Lanarkshire Resource Library.

It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

PE is taught within a progressive framework.

Interdisciplinary Learning (IDL)

Science



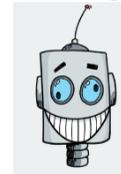
Social Studies



Expressive Arts



Technologies



RME



The above 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. 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.

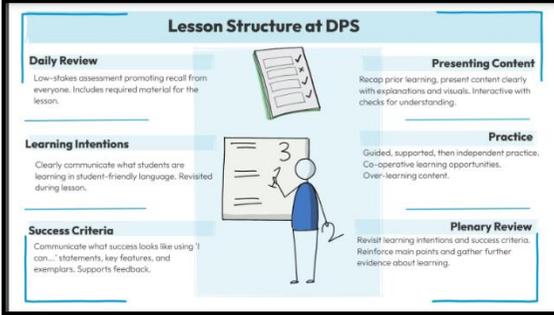
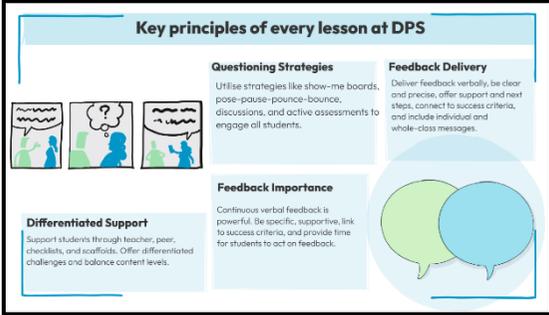
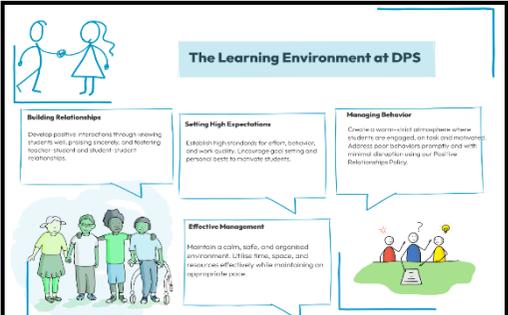
Progression [frameworks](#) developed by Highland Council ensure a BREADTH of opportunity for learners. We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures PROGRESSION and COHERANCE. We involve pupils in planning to ensure opportunities for PERSONALISATION AND CHOICE, this allows for areas of interest to be studied in greater DEPTH. This we believe promotes CHALLENGE AND ENJOYMENT and fosters creativity, curiosity and opportunities for cooperative and independent learning. High Quality Assessment Tasks are planned for, in consultation with pupils, at the start of an IDL topic, which brings RELEVANCE to all knowledge learned and skills developed throughout the unit.

End of level Benchmarks are tracked for each curricular area.

Religious Instruction and Observance

Dunvegan Primary School is committed to fostering an inclusive environment that respects the diverse beliefs and values of our community. Religious instruction and observance are provided in line with the Highland Council's guidance, promoting understanding and respect for various faiths and worldviews. Parents who wish to exercise their right to withdraw their child from religious instruction or observance should contact the Head Teacher. Alternative arrangements will be made to ensure that pupils continue to receive meaningful and inclusive learning experiences during these times.

School staff created a Learning Blueprint for DPS. Staff, parents and pupils can be clear about the expectation of continuity in learning, teaching and assessment for all learners across the school. There are three components that pupils and parents can expect from our high quality lessons.

Lesson Structure	Key Principles	Learning Environment
 <p>Lesson Structure at DPS</p> <p>Daily Review Low-stakes assessment promoting recall from everyone. Includes required material for the lesson.</p> <p>Presenting Content Recap prior learning, present content clearly with explanations and visuals. Interactive with checks for understanding.</p> <p>Learning Intentions Clearly communicate what students are learning in student-friendly language. Revisited during lesson.</p> <p>Success Criteria Communicate what success looks like using 'I can...' statements, key features, and exemplars. Supports feedback.</p> <p>Practice Guided, supported, then independent practice. Co-operative learning opportunities. Over-learning content.</p> <p>Plenary Review Revisit learning intentions and success criteria. Reinforce main points and gather further evidence about learning.</p>	 <p>Key principles of every lesson at DPS</p> <p>Questioning Strategies Utilise strategies like show-me boards, pose-pause-pounce-bounce, discussions, and active assessments to engage all students.</p> <p>Feedback Delivery Deliver feedback verbally, be clear and precise, offer support and next steps, connect to success criteria, and include individual and whole-class messages.</p> <p>Feedback Importance Continuous verbal feedback is powerful. Be specific, supportive, link to success criteria, and provide time for students to act on feedback.</p> <p>Differentiated Support Support students through teacher, peer, checklists, and scaffolds. Offer differentiated challenges and balance content levels.</p>	 <p>The Learning Environment at DPS</p> <p>Building Relationships Develop positive relationships through sharing, modeling, and praising. Encourage peer support and student-student relationships.</p> <p>Setting High Expectations Establish high standards for effort, behavior, and work quality. Encourage goal setting and personal goals to motivate students.</p> <p>Managing Behavior Create a well-structured atmosphere where students are engaged, on task and motivated. Address poor behavior promptly and with minimal disruption using our Positive Behaviour Policy.</p> <p>Effective Management Maintain a calm, safe, and organized environment. Utilise time, space, and resources effectively while maintaining an appropriate pace.</p>

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."

Walt Disney

Informing Parents About Sensitive Aspects of Learning

At Dunvegan Primary School, we understand the importance of keeping parents informed about sensitive aspects of learning. Topics such as relationships, sexual health, parenthood, and drugs awareness are introduced as part of the Curriculum for Excellence in an age-appropriate and sensitive manner. Parents will be informed in advance when these subjects are scheduled, including details of the content and delivery. We value parental input and will provide opportunities to discuss any concerns or questions during scheduled meetings or via direct communication with the class teacher. Parents wishing to view the materials used can request access through the school office.

Additional Support Needs/ Taic Oideachaidh

Class/Subject 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:

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

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out-with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person, Miss Muir. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

The following websites provide advice, further information and support to parents of children and young people with additional support needs.

Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs

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

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

[Scottish Child Law Centre](#), an organisation providing free legal advice to young people

Child Protection / Dion Chloinne

From time to time incidents occur within the school setting which cause concern and could indicate that a child 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. At times this might involve information being passed to these agencies without immediate reference to a learner's parents or guardians.

The Head Teacher is the designated person for dealing with Child Protection issues in Dunvegan Primary.

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. More information about Child Protection Procedures in Highland can be obtained from:

http://www.forhighlandschildren.org/2-childprotection/publications_90_87636571.doc; [http://www.highland.gov.uk/info/1361/childcare and family care/438/child protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

Health Care / Slàinte

Medicals: All new entrants will receive a medical questionnaire. The school nurse will then decide whether the child should have a medical examination during primary one. Parents can be present at this examination. The same procedure applies to primary seven pupils.

Nurse: The school nurse visits the school from time to time. Should you wish to contact her please phone the school and we can arrange contact with her.

Dentist: The school dentist visits the school periodically. All children are examined and parents are notified if their child requires treatment. Parents can choose to have this treatment carried out by the school dentist or by their own family dentist.

Speech and Language Therapist: The speech and language therapist (Alexis Oates) visits school to work with children who have been referred for Speech and Language Therapy. Parents will be consulted prior to any referral being made.



Injuries: When a child is injured at school they will be administered to by any member of staff who is on the scene. If it is felt that the injury is serious then the parents will be informed and arrangements made to take the child to the Medical Centre or a Doctor will be called. Some members of staff have full First Aid training.

Medical Requirements: If your child has any medical requirements, please inform the school. If medication has to be administered by the school, please could you inform us in writing detailing the name of the medicine, the quantity of the medicine to be given and the time it has to be given.

Road Safety: Every effort is made by staff to develop good habits in road safety with everyone.



Fire Drill: Fire drills are carried out once a term and children are taught to respond quickly and calmly. In the event of a real emergency where the school building has to be evacuated, children will be escorted to Dunvegan Village Hall. Once there, the Emergency Planning Officer and the Area Education Office take responsibility for giving out information, contacting parents and arranging transport.

Swimming / Snàmh

All pupils have one or two weeks of swimming during a year. The swimming session lasts for one hour a day.

Trips/Outings/Photographs/Internet & Email Access/Mobile Phones



When you enrol your child you will be asked to complete a consent form which is included in the data capture form. This allows you to agree or not to the following for your child:

- taking part in any trips or visits organised by the school teaching staff within the area local to the school
- their work being published on the school website
- being photographed/videoed whilst attending education facilities provided by Highland Council and for any such photographs/videos to be processed
 - appropriate images and videos of them accompanied by name retained in Profiles and school archives
 - appropriate images of them accompanied by name published in classroom/school displays
 - appropriate images and videos published in school publications provided that photographs will not be accompanied by names
 - appropriate images and videos published on the school website provided that photographs will not be accompanied by names
 - appropriate images and videos published in the Press publications provided that photographs will not be accompanied by names
 - appropriate images and videos published in non-school publications provided that photographs will not be accompanied by pupil names
 - using the Internet and email at school

If we are going on a major excursion, we will ask you to complete a separate permission slip detailing the outing and asking for your permission to allow us to administer medication or involve a doctor if a need arises.

If children need to make contact with home for any reason they are able to use the school telephone therefore they do not need their mobile phones in school.

School Meals / Biadh na Sgoile

The school has a canteen where meals are cooked and served. Meals cost £2.40 each for P6 - 7

Money for school meals should be brought in by Thursday for the week with any cheques made out to 'Highland Council'.

The canteen offers a choice of meals and menus are sent out to all parents at the beginning of each school session and run in a 3 weekly cycle. Children are able to make their choice the day before each meal. Children may bring packed lunches if they wish and join those having school dinners in the canteen. We ask that you do not send anything in a glass container. All children will be supervised.

Financial support for school meals and school uniform - if you are in receipt of government financial support, you may be entitled to free school meals and a clothing grant. For further information and application forms please visit

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Breakfast club: Toasted bagels, cereal, water and milk is available every morning at 9am in the school canteen. Parents, grandparents and friends of the school help us to run breakfast club.

School Transport / Còmhdhail

Children under the age of 8 years who live more than two miles from the school are entitled to free transport.

Children who are 8 years and over are entitled to free transport if they live more than 3 miles from the school.

Application forms for school transport may be obtained from the school or the Area Education Office or from

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

School Uniform / Èideadh na Sgoile

Our school uniform is a navy blue school fleece or sweatshirt with the Dunvegan Primary badge printed on it, a white or blue blouse/polo shirt/shirt and dark trousers/skirts. School uniform can be ordered through the My Clothing website at

https://myclothing.com/?gclid=EAlaIqobChMlleLEsNyk7AIVM4BQBh1Z8gKYEAAYASA_AEgKIsfD_BwE

We operate a school uniform swap which can be accessed in the gym hall at the start or end of the school day – any time.

P.E. - Learners are requested to have shorts, t-shirt and a change of trainers or gym shoes for twice weekly sessions of PE. Please could your child's articles of clothing be identified by a name tab or their name written in permanent ink on the clothing's own labels this helps us return 'lost' property.

Forest Schools – Children in our school spend a lot of time outdoors! Children are requested to have their own set of waterproofs in school every week along with a change of clothes, lots of layers and wellies.

Dismissal Procedures / Deireadh an Latha

At the end of the school day learners are escorted to the buses, taxis and to parent transport. When learners are settled on the taxis these will depart followed by the buses. When the buses have left, then parent car drivers may leave. Cyclists will depart next, followed by walkers.



School Fund/ Maoin na Sgoile

Money is raised for the school fund in various ways e.g. commission from the sale of photographs and books; concerts; enterprise activities.

The Parent Council helps to raise funds in a variety of ways for supporting the school. The school fund is used to finance transport for trips, Christmas parties, visiting groups presenting workshops and events where the Village Hall is required. The accounts are audited annually, and a statement submitted to the Highland Council.

Extra-Curricular Activities/ Cur-seachadan

Our learners have opportunities to participate in after school clubs such as running club and music tuition with our Jaggy Thistles band. A wide range of sports and activities are available through Highlife Highland and the Active Schools Co-ordinator. Clubs and events with sign up information is shared with parents each term.

Area Quality Improvement Manager / Oifigear Foghlaim na Sgìre

Ms Mhairi MacDonald
 Education and Learning Office,
 Fingal Centre,
 Viewfield Road, |
 Portree,
 Isle of Skye
 IV51 9EE
 Email: Mhairi.Macdonald3@highland.gov.uk
 Tel: 07918 842021

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.

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

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.

Your data protection rights:

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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 (<https://www.gov.scot/publications/scottish-exchange-of-data-school-pupil-census>).

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:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

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.

Thank you for taking the time to read our school handbook. We look forward to welcoming you to our school.

Sam Muir