



Grantown Primary Handbook 2026/27



WELCOME TO GRANTOWN PRIMARY SCHOOL HANDBOOK

SCHOOL CONTACT INFORMATION

HEAD TEACHER

Mrs Sara Riach

ADDRESS

Grantown Primary School
South Street
Grantown-on-Spey
PH26 3HZ

CONTACT NUMBERS

School Telephone	01479 872525
Nursery Telephone	01479 873548
Email	grantown.primary@highland.gov.uk
Website	https://grantownprimary.wordpress.com

The information contained in this booklet is as accurate as possible at the time of writing but can be subject to alteration to accommodate changing circumstances.

Dear Parents / Carers,

Welcome to Grantown Primary and Nursery.

We hope that you will find the information contained in our handbook informative and interesting. Reading through our handbook will give you some idea of the many activities that take place in Grantown Primary.

Our aim is to provide a sound basis in the early stages of a child's development and prepare for a life in which he/she may play an active part as an adult in society. It is during Nursery and Primary School that children acquire the knowledge, habits, attitudes, and skills, which will be the basis for their future development.

We offer a broad and balanced curriculum within a secure, stimulating, and nurturing environment. We aim to ensure that each child can fulfil their highest possible potential in core literacy and numeracy skills whilst encouraging their individual development as fully as possible - socially, emotionally, physically, and intellectually. We wish to foster in children positive, caring attitudes, an awareness of the needs of others and to create opportunities for them to play a responsible part in the life of the school. The school aims to be a place where we all take pride in each other's achievements, where our children are nurtured and motivated to learn and take pride in their school environment.

Grantown Primary is a busy thriving learning community and across the year, we arrange activities to encourage close links between home and school. Please come along to these and get to know us better while supporting your child in their learning.

Please contact us if you require any further information or have any concerns about your child. We will do our very best to help. You can use letters, phone, or email to contact us. Our email address is: grantown.primary@highland.gov.uk

We hope that your child will be happy with us at Grantown Primary and Nursery, and we look forward to working in close partnership with you.

Kind regards

Sara Riach

School Vision, Aims and Values

Vision: Every child has the possibility to achieve their potential in an encouraging and supportive environment, where everyone shows respect for all members of the school community.

Aims:

- Staff and Learners to give their best to each other
- To provide high quality learning experiences and challenges
- To encourage learners to be positive about themselves and their learning
- To develop resilience and perseverance
- To value, respect and include everyone

Values:

Respect, Kindness, Positivity, Equality, Honesty

GRANTOWN PRIMARY SCHOOL STAFF

The school currently has 9 classes and 1 nursery. There are 252 children at Grantown Primary.

Mrs Sara Riach	Head Teacher
Ms Margaret Young	Deputy Head Teacher
Ms V MacLean	Class Teacher
Mrs K Sutherland	Class Teacher
Mrs L Shepherd	Class Teacher
Miss G Lee	Class Teacher
Mrs W Laing	Class Teacher
Mrs K Sparham	Class Teacher
Ms V. Walker	Class Teacher
Mrs N Dingwall	Class Teacher
Miss K MacKenzie	Class Teacher
Miss L McEleney	Class Teacher
Mr Liam Patton	Support for Learning Teacher
Mrs J Nicol	CCR Teacher (PE)
Ms Eilidh McLeod	Children Service Worker
Ms Kathleen Cameron	Children Service Worker
Mrs T Cross	Early Years Practitioner
Mrs A Mcfarlane	Early Years Practitioner
Miss K McDermid	Early Years Practitioner
Mrs R Watson	Early Years Practitioner
Miss S Grey	Nursery Support Worker
Mrs S Botose	Nursery Support Worker
Mrs C Mathieson	Pupil Support Assistant
Mrs L Gilfillan	Pupil Support Assistant
Mrs L Barclay	Pupil Support Assistant
Mrs A Forwood	Pupil Support Assistant/Playground Assistant
Mrs H Farquhar	Pupil Support Assistant/Playground Assistant/ After School Club Assistant
Mrs C Laochempa	Pupil Support Assistant
Mrs S Casaru	Clerical Assistant
Mrs S Kinnaird	Cook
Miss K Kinnaird	Catering Assistant
Miss L Mcinnes	Catering Assistant
Mrs J McConachie	Catering Assistant
Ms M Currie	Catering Assistant
Miss L Grant	Crossing Patroller
Mr R Kinnaird	Facilities Manager Assistant
AQIM	Mark Jones

SCHOOL HOURS

The school doors open at 8.50am for pupils. Drop off in the playground is at 8.40. All children line up in their class lines on the playground to ensure a calm start to the school day. All children come in and hang up their coats and bags by themselves as part of learning to become more independent.

Nursery

Monday to Friday

9am to 3pm - flexible provision (1140 Government funded hours per year). The school has wraparound care with a Breakfast Club from 8am until 9am and Out of School Care 2.45pm until 5.15pm. Additional hours for childcare can be booked through the school office. Please see Nursery Handbook for further details.

Primary 1 - Primary 7

Start	8.50am
Break	10.30am - 10.45am
Lunch	12.00pm- 1.15pm
School day finishes	3.10pm and 12.45 on Friday

GRANTOWN PRIMARY OUT OF SCHOOL CARE

Grantown out of School Care provides our children with a relaxed setting where they can spend their leisure time out of school hours under the watchful eye of our qualified and experienced staff.

- Breakfast Club - 8am to 9am
- After School Care - 3.10 to 4pm

If you would like to find out more about this service or register your child to access our Out of School Care Service, please contact the School Office.

REGISTRATION

Registration takes place at 8.50 am each morning. Any child who arrives after registration must report to the Office to report his/her arrival and will be directed to do so by his/her class teacher. In the case of an unexplained absence, the Office will be responsible for phoning parents to check up on the whereabouts of their child. This will be done before 10.00am.

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils, and their parents. These relationships are 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.

There are presently several ways in which the school seeks to develop and strengthen links with parents and to keep parents informed and involved in the life of the school:

- Parental Questionnaires
- Class and School Newsletters
- Parents Evenings
- Progress Reports
- Induction Programme for Primary 1
- Stay and Play (Early Level)
- Parent Workshops and Curriculum Information sessions
- Family Learning opportunities
- Home Learning
- Information Leaflets
- Email communication
- Parents volunteer as helpers in school and help with Educational Outings
- Concerts
- Fund Raising and Social events

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

A member of the Senior Management team is in school after the pupil's day finishes if any parents wish to contact the school.

NEWSLETTER/NEWS

An information **newsletter** is issued Termly to all parents. This contains features about the life of the school and includes important dates. Letters will either be emailed or sent home regularly, so please check your child's bag daily Plus, a weekly 'what's on' is sent out via email to keep you up to date week by week.

PARENT COUNCIL

Parent Council is a group of parents who represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Amy Murphie (Chairperson). You can contact the Parent Council via the following emails: <https://www.facebook.com/grantownps/> or grantownprimarypc@gmail.com

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

SCHOOL UNIFORM

In School

All children are to wear school uniform and appreciate that most parents support this policy.

Pupils should wear:

- Navy, black or grey trousers, skirt or shorts
- Pale blue polo shirt - with or without logo
- Navy blue sweatshirt *with* logo or navy blue fleece *with* logo
- Black or navy shoes - Children should have a pair of indoor shoes to change into.

Grantown School uniform with the logo is available from Zippy Embroidery at www.zippyembroidery.co.uk or www.grantownschoolwear.co.uk.

PE KIT

All children have two hours PE a week as part of the curriculum.

PE lessons will take place either indoors in the gym hall or outdoors on the pitch. Pupils should bring the following to school:

TERM 1 & 4 - OUTDOORS	TERMS 2 & 3 INDOORS
School PE t-shirt shorts leggings/joggers sweatshirt/tracksuit top/fleece spare socks trainers	School PE t-shirt shorts leggings/joggers clean 'mud-free' trainers

If your child forgets their PE kit or brings unsuitable clothing, PE kit will be provided by the school for that lesson to enable them to participate in their learning.

Free School Meals and Assistance with School Clothing

The Authority operates a scheme to assist families in receipt of Universal Tax Credit or if you have an annual income below £16,105. For information and an application form please see: [Free school meals and assistance with clothing | The Highland Council](#)

Children wearing make-up

We know children like to dress up and play with make-up to express themselves, however, we would ask you to respect that school is not the appropriate place for children to wear make-up.

Hair

All pupils with long hair or hair that can obstruct their vision must have their hair tied back with either bobbles, clips, or hair bands. Pupils need to be able to see clearly, where they are going in relation to other pupils and equipment, to avoid accidents.

Jewellery

We operate a strict no jewellery policy in PE. This is to protect your child and other children from injuries that may occur because of wearing jewellery and/or damage to items. Therefore, all jewellery (eg. earrings, watches/fitbits, bracelets, necklaces, ankle, and wristbands etc) must be removed before PE lessons. We also recommend that ears be pierced at the start of the summer holidays to avoid impacting on lessons.

Participation

If for any reason your child cannot participate in a lesson, please write a short note to inform the class teacher otherwise they will be expected to take part. We greatly appreciate your support in this important matter.

TRANSPORT

Pupils from outlying districts travel by school transport. If you qualify for this, transport forms may be completed and submitted via the Highland Council website. The following criteria apply:

- a) Pupils under 8 living 2 miles from school
- b) Pupils over 8 living 3 miles from school

Exceptions may be considered:

- a) On medical grounds
- b) If the route is particularly hazardous
- c) If pupils are on a school bus route but not the requisite distance from school

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

CROSSING PATROL

Pupils who walk should use the official crossing places.

One crossing is on the High Street at the junction with Forest Road and Seafield Avenue. Another crossing is on Forest Road.

Our School Crossing Patroller is outside the main school gate.

Our patroller is on duty from: 8.40 -9.15am and 2.40 -3.15pm

CYCLING TO SCHOOL

Children can cycle to school but must be accompanied by an adult until they have completed the Bike Ability Training, which is usually completed in Primary 6. Anyone cycling to school **must have a road worthy bike with brakes and wear a helmet.**

DROP OFF AND PICK UP ZONE

If children come to school by car, please use the **Burnside carpark** opposite Grantown Museum, as a drop off and pick up area for pupils. The road outside the school is a very busy place at these times, and to reduce traffic and the risk to our children, we ask that the Burnside carpark be used. Your child can follow the yellow footprints to the crossing patroller to safely cross the road into the school.

ATTENDANCE/ABSENCE

Good attendance and punctuality are vital if pupils are to achieve their full potential. However, if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number **01479 872525**. When returning to school after an absence, pupils must bring a letter dated and signed by a parent or guardian giving the reason for the absence.

If pupils fall ill during the day, parents will be contacted for them to come and collect their child. **It is essential that we have up to date 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; we therefore need to know the whereabouts of absent pupils. Low attendance will lead to you being contacted by the school to see where support can be offered.

HOLIDAYS

Whenever possible, family holidays should be arranged to coincide with school holidays. When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

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

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

HEALTH AND SAFETY

EMERGENCY CLOSURE

Closure due to adverse weather during the day

The school uses the Highland Adverse Weather system for communication with parents and local transport operators to ensure that parents are fully informed of the arrangements.

In most cases, school closure will be decided before school. However, should it be necessary to close the school during the day in an emergency, the school will make every effort to ensure that an adult, parent, or emergency contact is at home to receive the child. If a parent or emergency number cannot be contacted, the pupil will remain in school until he/she is collected.

Closure due to adverse weather at the beginning of the day:

All parents are to look at The Highland Council website/school closure page. The Parent council will update information on the facebook page.

The Council's website <http://www.highland.gov.uk/schoolclosures> is updated with information for individual schools by 8.00am and is reset each day.

EMERGENCY EVACUATION PLAN; fire, building safety

In this event, the Head Teacher will alert the emergency services, and the Emergency Planning Officer. Usual fire drill procedures will ensure pupils leave the building safely. The school will walk along South Street to the third green area, where the pupil and staff roll will be checked.

The school will then proceed to the Craig MacLean Centre which is the designated reception point. After receiving permission from the emergency services and the Area Education Manager, the Head Teacher will make arrangements to disperse the pupils. Thereafter, no pupil will leave until the Head Teacher has confirmation that contact has been made with home.

Finally, parents arriving at the reception point must make contact with the Head Teacher not the class teacher.

FIRST AID

Minor cuts and bruises are dealt with by a member of staff trained in First Aid. If an injury is considered more serious, parents will be contacted immediately and will be part of the decision-making process. If parents cannot be contacted children will be taken to the local health centre to be checked out, our policy is 'better safe than sorry'.

ADMINISTRATION OF MEDICINES

Staff can only administer prescribed and correctly labelled medicine to a pupil if written consent has been obtained from the parent/carer. The appropriate administration of medication form must be completed. These can be obtained from the school office.

MENTAL HEALTH AND WELL-BEING

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 (the Head Teacher). There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from the Support for Learning Teacher. Alternatively, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

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 regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Highland Protection Committee, Kinmylies Building, Leachkin Road, Inverness. IV3 8NN - Telephone 01463 703483 or Fax 01463 713237.* Mrs Sara Riach is the Designated Child Protection Officer for the school.

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

PROMOTING POSITIVE BEHAVIOUR

In Grantown Primary School, children are encouraged to behave responsibly, to treat adults and other children with respect and to take a pride in themselves and their school surroundings. The school behaviour policy can be requested and the Council's anti-bullying policy can be found at: [Policies and guidance - support for learners | Anti Bullying](#)

When behaviour problems arise, we endeavour to deal with them in a respectful and reflective manner, whilst helping pupils to take responsibility for their actions.

Our behaviour management policy and strategies are based upon restorative practice, utilizing solution focused and nurturing approaches.

[Support for Learners Website](#)

Restorative Practice is an alternative approach to traditional behaviour and relationship management in schools. The idea is based on repairing harm caused by inappropriate behaviours that damage the communities that we work and live in, by bringing together those involved to discuss and talk through the issues that lead to their conflict.

Through the principles of Restorative Practice, children take responsibility for the impact of their behaviour on other children, by providing a forum that allows a fair process of communication. This process involves structured questions about the incident and the impact caused, leading to opportunities for choices to be made to repair the harm and allow closure, providing resolution to conflict.

Restorative Practice is used in schools to reduce victimization, bullying and truancy from school. The ethos of Restorative Practice is:

- Building and nurturing relationships by listening to unmet needs
- Repairing harm done to relationships through inappropriate behaviours
- Considering everybody's needs in the process
- Recognising responsibility for behaviours
- Encouraging accountability for those behaviours (actions)
- Developing emotional literacy by providing a safe forum for children to express difficult emotions
- Promoting active citizenship in our school communities

It is important that parents and teachers work together to solve problems. Incidents are recorded in an incident log and the loss of playtime and/or Golden Time is a sanction used as a consequence for negative behaviour.

We inform parents promptly if any pupil is having difficulty managing their behaviour and work in partnership with parents to support pupils in developing a more responsible and respectful attitude to their learning and to each other.

CELEBRATING ACHIEVEMENT

We are always proud of our children's achievements, and class and hall displays reflect this. Additionally, throughout the year we aim to recognise and celebrate every child's achievement from school, home and the community.

We provide display areas in the corridors where every class has the opportunity to exhibit excellent work. Achievements on display can include work covered in class, special projects or events, achievements out of school and class teacher star awards.

Assemblies are held weekly throughout the year led by the Head Teacher.. We have regular Star Awards where pupils receive certificates for good work and achievements.

PLAYGROUND PALS

Primary 7 pupils become Playground Pals and trained in how to support younger children. Their role is to put these peer mentoring skills into practice and to promote and encourage participation in playground games.

HOUSE CAPTAINS and PUPIL COUNCIL

The Pupil Council meet regularly with the Head Teacher and appropriate members of staff to discuss any relevant school matters. Pupil Council and House Captains support school self-evaluation processes by assisting staff with pupil surveys and presentations.

TRANSITION TIME

TRANSFER FROM NURSERY TO PRIMARY 1

A Transition programme takes place for our nursery pupils and playgroup friends to visit the school in term 4. This includes meeting their Buddy, spending time in the school and grounds, meeting the teachers, staying for play and lunch.

TRANSFER TO SECONDARY

Pupils attending Grantown Primary School will normally transfer to Grantown Grammar. The Head Teacher is Mrs Claire McGonigal.

There is a full programme of transfer and liaison meetings between Primary 7 pupils, their parents and the Grammar School. This liaison programme ensures a smooth transition for the pupils.

January/February

Secondary Learning Support Staff visit associated primary schools to discuss strengths, weaknesses and special interests of Primary 7 pupils.

May

Guidance Staff visit associated primary schools to meet with Primary 7 pupils to give them information and to give Primary 7 pupils a chance to ask questions about secondary school. Primary 7 pupils visit the secondary school for the afternoon for a tour of the premises.

June

There is week-long residential school visit to a local outdoor centre for all P7 pupils attending schools in the associated school group, providing the ideal opportunity for the forging of friendships prior to moving onto secondary. This is followed by a full week visit to Grantown Grammar for all Primary 7 pupils - to get to know Grantown Grammar and to sample the curriculum. During this week parents of Primary 7 children are

invited to visit the school on an evening to meet Guidance Staff and the Management Team.

CURRICULUM FOR EXCELLENCE

The curriculum framework for all Scottish education establishments for 3 - 18, is Curriculum for Excellence. The aims of Curriculum for Excellence are that every child and young person should know they are valued and supported to become:

- **Confident individuals**
- **Successful learners**
- **Responsible citizens**
- **Effective contributors**

Children should experience a traditionally broad Scottish curriculum that develops skills for learning, life, and work. With a sustained focus on literacy and numeracy, the curriculum encourages an active, healthy, and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The experiences and outcomes for Curriculum for Excellence have five levels:

Early -	the pre-school years and P1 or later for some
First -	to the end of P4, but earlier for some
Second	to the end of P7, but earlier for some

A pupil should experience a broad general curriculum in their seven years in primary school through to the end of third year at secondary.

We aim to provide a dynamic curriculum, which is flexible, and responsive to the needs of all learners, recognising and celebrating their unique talents and abilities. The focus is on supporting children to develop their potential, allowing them to fulfil their aspirations both within school and beyond.

We aim to deliver excellence in learning and teaching and expect all learners to be actively engaged in the learning process. At every level, an ethos of high aspiration and ambition for all is encouraged, and attainment, achievement and participation are recognised and celebrated.

Languages & Literacy

Language is at the heart of all children`s learning. Through language, our pupils gain much of their knowledge and many of their skills across the curriculum. The three main components of language are:

- **Talking and Listening**

- Reading
- Writing

The importance of spoken English is emphasised at Grantown. From Primary 1 children are encouraged to develop their skills in talking and listening to articulate their learning.

At the early stages of reading, we focus on developing phonic skills.

A wide range of reading texts and resources are used in all classes. Reading for pleasure, as well as for information, is encouraged throughout the school and all children make good use of the library. The core-reading scheme is Oxford Reading Tree, and this is levelled using the national book banding system.

In the emergent stages of writing, we build on drawing and scribing sentences, gradually introducing vocabulary, sentence structure and punctuation as children progress.

We encourage children to develop a legible, cursive style of handwriting.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable, and successful learning experiences.

Mathematics and Numeracy

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. It provides more than opportunities to calculate, it enables information to be handled and communicated, and problems to be solved.

Numeracy is taught in an active way using concrete materials, which is relevant and meaningful to children. The school follows a maths mastery programme called Maths No Problem, which is based on the highly effective Singapore Maths methodology. This enables them to become confident and competent in numeracy skills. Within the Curriculum for Excellence these are outlined within the following organisers:

Number, Money, and Measure

- Basic number processes
- Measure
- Patterns and Relationships

Shape, Position and Movement

- Properties of 2D and 3D objects
- Angle, symmetry and transformation

Information Handling

- Data and analysis

- Ideas of chance and uncertainty

Health and Wellbeing

Health and Wellbeing Education is concerned with all aspects of mental, emotional, social, and physical wellbeing both now and in the future. Over the course of a school year children study elements of the three areas:

Mental and Emotional Wellbeing - exploring emotions, feelings and relationships and how they affect us.

Social Wellbeing - exploring the interaction of the individual, the community and the environment in relation to health and safety.

Physical Wellbeing - exploring physical factors in relation to our health and looking after ourselves.

TEACHING AND LEARNING

Teachers use information from the previous teacher, from both summative and formative assessments, to help inform their professional opinion of a child's attainment and plan next steps and targets with the pupils so they can reach their potential. All pupils are given work to do which offers them a challenge, but one, which they are capable of meeting. This process of differentiation enables us to cater for the needs of individuals and to ensure that each child develops with confidence.

Class teachers organise work to suit the range of ability, which is found in any class of children. Children are taught in groups, as a whole class or individually, depending on what is best suited to the child and subject at any given time. Class teachers are supported by the Support for Learning Teacher, whose expertise is utilised to coordinate programmes of work to best support pupils who experience learning difficulties.

Due to the size of Grantown Primary School, the children may sometimes be organised into composite classes, having a maximum of 25 children. Whatever the combination of ages in a composite class the children continue to work at their own level within their capabilities.

Teachers work in planning teams, planning within stages throughout the year for core areas and some project work. Where a stage is split, there are always opportunities for these children to be taught together for some aspects of the curriculum.

ASSESSMENT

Assessment is an integral part of learning and teaching, informing, and supporting the whole planning process. The central purpose of assessment is to support learners. We achieve this by using both formative and summative assessment techniques, assessing learning both in an ongoing way and by 'stepping back' at regular intervals. We take stock of progress by engaging with learners in sensitive, constructive learning conversations, and through appropriate testing. The aim is to identify what has been learned, how much and what next, thereby helping staff to give timely, accurate feedback about what the child needs to do next to progress knowledge and skills. Mistakes or errors are viewed by all as opportunities for learning, and at Grantown the attitude is that 'mistakes are expected, inspected and respected.'

If a pupil is experiencing difficulties with their learning, diagnostic assessments can be carried out to identify a specific learning difficulty. These assessments are carried out by the support for learning teacher in the school.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting activities.

OUTDOOR LEARNING

Grantown Primary is located in a wonderful area, set on the edge of Anagach Woods and in the centre of the Cairngorm National Park.

Our beautiful and vibrant grounds provide us with rich possibilities for learning and engagement. The outdoor area is viewed as an extension of the classroom and forms a key part of the school identity. Children are encouraged to explore and use the grounds whatever the weather, and we take learning challenges outside whenever possible. Staff actively encourage children to respect and care for their environment, believing that sustainability for our unique locality will grow with our children's understanding. The 'outdoors' is viewed as an essential component of life in the Cairngorm National Park.

In the summer, the local Anagach Woods are used for Forest School activities, cross country runs as part of the School Fun Day.

In Primary 7 we organise a residential trip to an Outdoor Centre where pupils experience outdoor activities; canoeing, climbing, orienteering, sailing and hill walking.

In March of each year Primary 7 also have the opportunity to ski on Cairngorm Mountain. They generally have 3 days of instruction from qualified instructors.

We aim to be a Health Promoting School where we:

- Care for oneself and others
- Make healthy decisions and taking control over life's circumstances
- Create conditions that are conducive to health (through policies, services, physical / social conditions)
- Build capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice, sustainable development.

All classes take part in PE. Primary 4 - 7 pupils take part in weekly sessions with our specialist, Jane Nicol. These P.E. sessions are organised into blocks of gymnastics, outdoor and indoor games, dance and athletics.

Children in Primary 4 also receive blocks of swimming instruction during the year. Fully qualified instructors are used, and the class teacher always accompanies the children, along with parent helpers.

Primary 6's have the opportunity to take part in Bike Ability training. Most of this is completed in the school grounds but if conditions are right, an element of the training and assessment is carried out on local roads.

MUSIC: Grantown has a strong musical tradition. Primary 5 pupils learn the tin whistle. Violin and chanter tutors visit the school weekly. All P6 pupils take part in Sound Start where they learn a wind instrument in an orchestra setting. In Primary 7 they can continue to learn by joining Sound Start Plus. Many pupils over the years have continued to do music and gain qualification at National 5 or Higher level.

ICT is an increasingly important part of the curriculum. Using technology for learning and using technology is a vital part of education, this is particularly important as children grow up in an increasingly digital world. Pupils are taught how to use technology safely and responsibly in school and at home. P6 and P7 are given personal chromebooks for use in school. The chromebooks are taken home, provided parents sign the 'Chrome Book Agreement'

HOMEWORK

It is school policy that homework is given on a Termly basis; the amount given is dependent on the age of the child. We look to parents for support in encouraging work out of school to build habits for life. Homework is another opportunity to build the partnership between parents and school, strengthening these links. Homework is not intended to occupy excessive amounts of the pupil's time out of school, and we rely on you to contact the school should the child suffer distress because it is taking too long to complete a task.

Time spent by parents encouraging children to read, reading to them, playing with them, taking them on visits to places of interest are extremely valuable learning experiences.

Find out more: For further information, parents can find out more at:

[Highland Curriculum for Excellence information](#)

www.parentzonescotland.gov.uk

www.curriculumforexcellencescotland.gov.uk

[Curriculum for Excellence | Education Scotland](#)

Partners working to deliver Curriculum for Excellence are:

Scottish Government www.scotland.gov.uk

Education Scotland www.educationscotland.gov.uk - curriculum development, provision of information and guidance on learning and teaching, assessment and ICT in education.

HMIE www.hmie.gov.uk -external inspectors who monitor the quality of education.

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

The following sites may be useful:

Play, talk, read - visit www.infoscotland.com/playtalkread

Ask for help - visit www.infoscotland.com/justask

REPORTING

Meetings

If you wish to speak with a class teacher or the Head Teacher, we would ask that you telephone or write to make an appointment.

Parent Consultations

In the autumn and summer terms, parents are offered a consultation with the Class Teacher. We hope that in partnership, we can help your child achieve their potential.

End of Year School Report

A short end of session report is written in term 4 and issued in June. This will include a child's personal statement on his / her progress throughout the year as well as the teacher's own evaluation of what they have achieved.

Open Afternoons

There will also be opportunities for you to come into the school to see for yourself, the curriculum in action, where children will be given the opportunity to showcase their learning to their parents.

Notice of all these activities will be given through regular newsletters designed to keep you well informed about everything going on in the school.

SUPPORT FOR LEARNING PROVISION

The Class Teacher identifies pupils having difficulties in any area of the curriculum as soon as possible and in consultation with the Support for Learning Teacher, provides additional support. Parents are kept informed of any additional need, including ways they can support at home. Highland Council uses the Highland Practice Model as a guide to staged interventions, so we are 'Getting it Right for Each Child' (GIRFEC).

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

Children whom we feel have additional support needs, which we are unable to meet, will be referred, with your approval, to the Educational Psychological Service or other agencies for further assistance. It may be that as a result of that referral, a Child's Plan is drawn up. More information can be found about the Highland Council model for Child's Plans at:

<http://highland.gov.uk/learninghere/supportforlearners/generalguidance/planning>

Further information and support to parents of children and young people with ASN. Can be found at the links provided below:

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

(b) My Rights, My Say - an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

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

(e) <https://www.thrivingfamilies.org.uk/>

Progress in learning

Parents wishing to enquire about a pupil's progress or who have concerns about their progress are invited to get in touch with Mr Liam Patton our Support For Learning Teacher.

A **Children's Service Worker (CSW)** visits the school on a regular basis to:

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

STANDARDS AND QUALITY REPORT

The main achievements of the school over the last 12 months are documented in our Standards and Quality Report, which can be requested via the school.

Our Key Strengths as a School:

- We have a shared 'Vision and Values', regularly reviewed with pupils, staff and parents.
- The learning environment is positive and nurturing, with respectful relationships in place that value all members of the school community.
- Our learners contribute effectively to the school and wider community.
- All teachers work to planning principles and the structure of a good lesson, with clarity around learning intentions and success criteria.
- We are developing effective strategies to improve attainment and achievement for children facing challenges.
- School leaders are supporting staff to develop progression pathways for all subjects.

RAISING ATTAINMENT AND PUPIL EQUITY FUND (PEF)

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services. The Senior Leadership Team in partnership with staff and parents aims to raise attainment to achieve high standards of attainment for learners. Through planned rigorous and systematic monitoring by class teachers and the Senior Leadership Team we strive to ensure learners in our school make very good progress from their prior levels of attainment. The priorities in our school improvement plan are focused on improving the attainment of our learners, our self-evaluation and attainment data will ensure that this continues to be the case.

In order to develop attainment across the curriculum we regularly reflect in staff teams on the range and quality of experiences for learners. We are developing and refreshing our curriculum taking account of the views of our learners and parents to provide courses and programmes which are stimulating, challenging, relevant and enjoyable. We are working together to provide tasks, activities and resources with appropriate support and challenge to enable all learners to maximise their progress. Our use of PEF helps to support this improvement agenda through targeted interventions.

Grantown Primary School performance at local and national level can be obtained from <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/> <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

PARTICIPATION IN LOCAL AND REGIONAL EVENTS

At Grantown Primary we try to ensure that our children have the opportunity to take part in as many local or regional events as we can so that they experience working alongside groups of children and adults from different schools and different areas. We therefore make an effort to take teams / groups of children to participate in inter-school competitions and events including swimming gala's, athletics events, tennis tournaments, music festivals, ski races etc.

EXTRA-CURRICULAR ACTIVITIES

Our children benefit greatly from the many extra-curricular activities available to them thanks to the hard work of the teachers, parents and friends of the school.

We also have activities initiated by the Active Schools Coordinator, Kerrie Dickson who can be contacted at the Craig MacLean Leisure Centre on 01479 870281.

SCHOOL 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 South Area Care and Learning Manager, The Highland Council Headquarters, Inverness. Placing request forms can be obtained from [Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Grantown Primary School, they can contact the school secretary on 01479 872525 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 POLICY

Grantown Primary School is committed to providing the best possible environment for learning and teaching, taking into account the needs of all people involved. Parents and pupils, who have concerns about aspects of school life should inform us immediately if they are at all worried or need clarification. Good communication systems are set up to support this. Although concerns are recorded, they will not immediately be treated as complaints. For the purposes of this policy complaints are when the school has failed to meet the expectations of a pupil, staff member or parent.

Through explicit aims, clear policies and structured interventions we hope to minimise the need for this policy, however we acknowledge that from time-to-time complaints may arise and we need to be able to address these.

All initial complaints should be addressed as follows.

- Pupils should initially speak to their Class Teacher or Head Teacher
- Parents should make an appointment to see the Head Teacher.
- Parents can contact the Parent Council
- Parents can approach the local Area Education Officer

The Area Education Officer, South
The Highland Council,
Headquarters
Glenurquhart Road
Inverness
IV3 5NX

Further information available from Parentline:

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

DATA

ACCESS TO PUPIL'S RECORDS

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

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

<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.

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.

<https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/3/>

MILITARY FAMILIES

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists. A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: Primary School Welcome

https://read.bookcreator.com/ouqQMVgtjQfja9nlpgNpUB07b0q2/tQ8N_8ViQBSW3OqCcXKFpQ/zGSrfqQ3S3GjwkWveKtGRA

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools
Please get in touch with your child's named person or the Head Teacher if you have any concerns.

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.