

# Keiss Primary School and Nursery Handbook 2026-2027



Keiss Primary School and Nursery  
High Street  
Keiss  
Caithness  
KW1 4XB

Head Teacher: Mrs Sylvie Sinclair

School Contact Number: 01955 631269

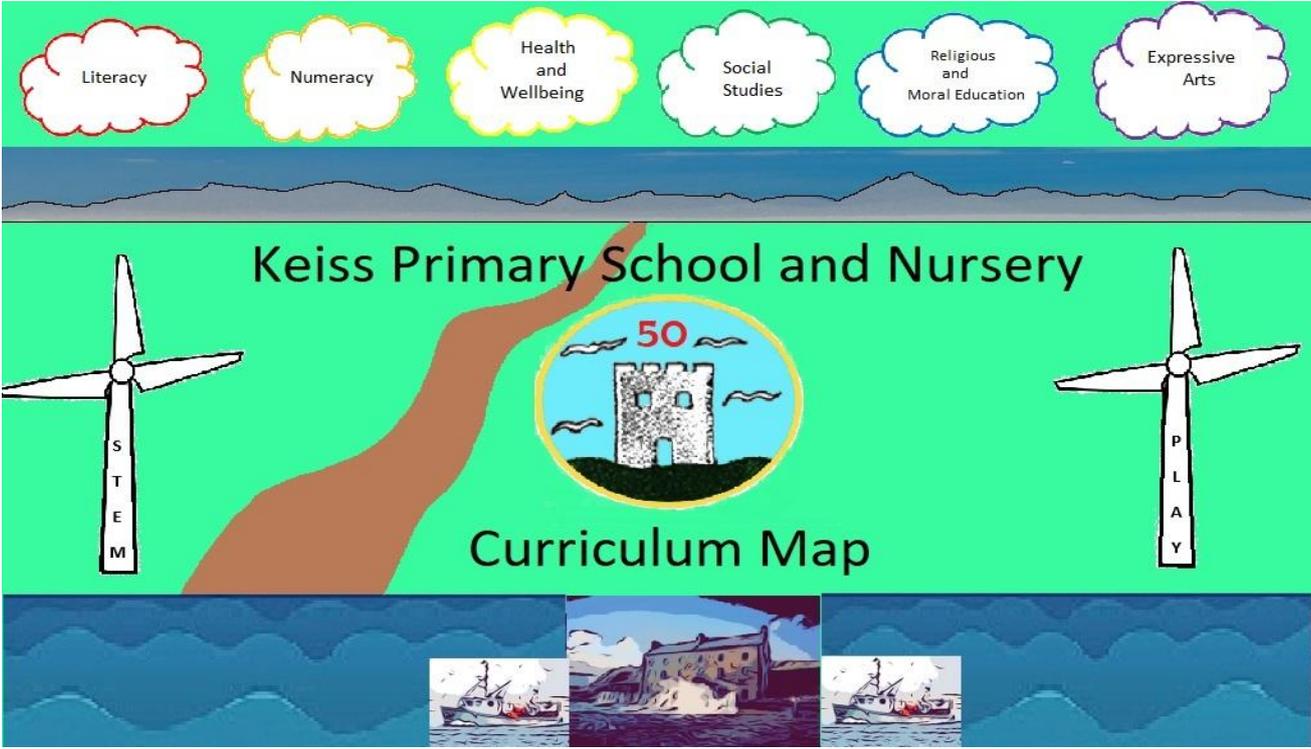
Email: [Keiss.Primary@highland.gov.uk](mailto:Keiss.Primary@highland.gov.uk)

Parent Council Email: [keissprimarypc@gmail.com](mailto:keissprimarypc@gmail.com)

Website: <https://sites.google.com/wickhigh.org.uk/keissprimaryschool/home>

Twitter: @KeissPrimNurs

Together we create, learn and achieve in a safe and nurturing environment where pupils can grow.



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# Welcome

**Dear Parent/Carer,**

Welcome to Keiss Primary School and Nursery! It is both a privilege and a pleasure to extend a warm welcome to you and your family.

This handbook has been designed to provide valuable information for all parents whose children are currently attending or preparing to enrol in our nursery or school. Inside, you will find details about our school, nursery, and the many facets of the *Curriculum for Excellence*. We hope you will find it both informative and helpful as you prepare for your child's journey with us.

We are excited to welcome our new pupils and families into the Keiss community. Our goal is to ensure that both you and your child feel supported, valued, and happy to be part of our school. Together, we aim to provide an environment where your child can thrive academically, socially, and emotionally.

We believe in the power of strong partnerships between school and home. Your involvement plays a vital role in your child's education, and we actively encourage your participation in their learning journey. With your support, we can work together to provide your child with the best possible educational experience.

If you'd like to visit the school or nursery, we warmly invite you to arrange a tour. Additionally, we are always happy to address any questions or concerns you may have. Simply call or email us, and we will make every effort to respond promptly and courteously.

Thank you for choosing Keiss Primary School and Nursery. We look forward to working with you and your child in the months and years ahead.

Yours sincerely,

Mrs Sylvie Sinclair  
Head Teacher

# Vision, Values and Aims

## Vision

*Together we create, learn and achieve in a safe and nurturing environment where everyone can grow.*

## Values

*At Keiss Primary School and Nursery, our values are: Kindness, Happiness, Respect, Healthy attitudes, Including all.*

## Aims

*At Keiss Primary School and Nursery, we want the children to:*

- *Be kind and develop positive relationships with others,*
- *Make healthy choices*
- *Develop skills for learning*
- *Realise and achieve their full potential.*

Vision, values and aims were created in consultation with pupils, parents and staff.



## Keiss Primary School & Nursery Vision, Values and Aims



**Our Vision :**  
**Together we create, learn and achieve in a safe and nurturing environment where everyone can grow.**

**Our Values:**  
**At Keiss Primary School & Nursery, our values are:**

- **Kindness**
- **Happiness**
- **Respect**
- **Healthy attitudes**
- **Include all**

**Our Aims:**  
**At Keiss Primary School & Nursery, we want to support everyone to:**

- **Be kind and develop positive relationships with others**
- **Make healthy choices**
- **Develop skills for learning**
- **Realise and achieve their full potential**

Set in consultation with Pupils,  
Staff and Parents – October 2023

## Our School and Nursery

Our school and nursery are non-denominational, and we do not offer Gaelic language instruction. The school boasts a hall with a stage area, which also doubles as a dining space where high-quality meals are freshly prepared on-site.

All classrooms are equipped with modern technology, including internet access, Smart Boards, and computers. Each classroom also has a tablet, and every pupil has access to a Chromebook, ensuring digital learning opportunities for all.

We also have a Polycrub, which provides children with the opportunity to grow fruit and vegetables, take part in gardening activities, and learn about healthy eating, sustainability, and caring for the environment. There is also an outdoor classroom, which enables children to take part in lessons and learning experiences in the fresh air, fostering creativity, collaboration, and a connection with nature. Additionally, our outdoor library gives pupils the opportunity to enjoy reading outside, promoting a love of books and learning in an inspiring and relaxed environment.

We enjoy a strong partnership with the Active Schools Co-ordinator, whose programmes greatly enhance the health and well-being of our learners. These activities contribute to a vibrant and active school community.

The current school building has been in use since August 1971, but the history of education in this area dates back over 200 years. Earlier schools were located on various sites in Keiss and nearby communities such as Auckengill and Lyth, reflecting a long tradition of learning in our region. As of August 2025, our school roll stands at 26 pupils, divided into two composite classes: P1/2/3/4 and P5/6/7.

Our nursery building, which opened in August 2020, offers a stunning view of Sinclair Bay. Designed to accommodate up to 20 children, it currently supports a roll of 11 children, with the recent inclusion of 2-year-olds from the beginning of last session. The nursery features a large playroom, an enclosed garden, and access to a tarmac area of the school playground as well as the gym hall. Free-flow play is encouraged in a safe and secure environment, with opportunities for outdoor activities whenever possible.

We prioritise outdoor learning and provide each pupil with an outdoor suit. Parents are kindly asked to ensure their child has appropriate footwear and clothing for the weather, as well as indoor shoes. A spare set of clothes is always useful, and while we provide wellies, parents are welcome to send their child's own pair.

**Nursery sessions run from 9:00 AM to 3:00 PM, Monday to Friday.** To help maintain a safe and focused environment, we kindly ask that toys from home are not brought to nursery.

All children attending the Nursery must be brought and collected by nominated adult. For safety and record-keeping, parents or carers are required to sign the attendance book at both drop-off and pick up times.

To help children settle in, we invite them and their parents to a “stay and play” session before their official start date. This provides an opportunity to become familiar with the environment and routines, fostering a smooth transition into Nursery life.

During a typical session, children enjoy a wide variety of activities designed to support their learning, creativity, and social skills. Examples include:

- Sand play
- Digital technologies
- Arts and crafts
- Construction activities
- Role play
- Story corner for group or individual reading
- Free play and group activities
- Storytime
- Physical play in the garden, on the tarmac, or in the school gym
- Snack time
- Tooth brushing as part of health education
- Singing songs and music-making
- Children also have access to additional resources that match their individual interests and are encouraged to actively participate in planning and evaluating their own learning experiences.

Throughout the year, the children benefit from a range of special learning opportunities, such as:

- Visits from community figures (e.g., the police)
- Library bus visits
- Nursery trips
- Whole-school events, including cinema outings and concerts
- Christmas parties
- School assemblies, including sharing assemblies

These activities enrich the children’s learning and help to create a vibrant, inclusive, and engaging environment where they can thrive.

From time to time, we encourage children to explore school dinners by offering small samples for them to try. Mrs. Stewart, our school cook, kindly prepares a small plate of food, which is sent to the Nursery for children to taste if they wish.

If a child enjoys a particular dish, our staff will share this with parents by posting a photo on Seesaw, allowing parents to consider ordering it the next time it appears on the menu.

This tasting experience is entirely optional, with no pressure on children to try anything or on parents to choose school dinners. It is simply an opportunity for children to expand their tastes and explore new foods in a relaxed and supportive environment.



## Our School and Nursery Ethos

At our school and nursery, we foster a warm, inclusive, and nurturing culture where every child feels valued, supported, and inspired to achieve their full potential. Our ethos is rooted in respect, kindness, and a commitment to excellence, creating an environment where both learning and personal growth flourish.

We aim to empower pupils with the skills, confidence, and resilience needed to succeed in an ever-changing world, while instilling a lifelong love of learning. Our aspirations for our pupils go beyond academic success; we encourage them to become compassionate, responsible, and ambitious individuals who contribute positively to their communities.

We celebrate achievement in all its forms—academic, creative, social, and personal—through regular assemblies, displays of work, awards, and shared recognition with families. By honouring effort and accomplishments, we inspire our pupils to strive for their best and take pride in their journey.

Link to the school 's Equity and Diversity policy - [Equality and Diversity Policy](#)

### **Link to the Council's anti-bullying policy**

<https://www.highland.gov.uk/downloads/file/19358/anti-bullying-guidance-for-schools>

### **1. Community Engagement:**

Our school organises a range of events, such as Dress Down Day to raise money for Children in Need, the Blythswood Shoe Box Appeal, and many others in support of good causes.

We also participate in or host local cultural events, including festivals, concerts, and art shows, to celebrate community engagement and cultural diversity.

The school works closely with parents and local residents through the Parent-Teacher Forum, where they have a voice in school decisions and activities.

### **2. Partnerships with Organisations:**

The school collaborates with local businesses on educational projects and sponsorships. We are grateful for the support from companies like Dounreay.

The school works with healthcare providers, including mental health professionals.

The school partners with Active Schools and local sports clubs to offer extracurricular activities, promote physical fitness, and organise sports events.

### **3. Professional Partnerships:**

Our school collaborates with professionals such as speech therapists, educational psychologists, and social workers, who provide specialised support to students with additional needs or challenges.

At our school, we place a strong emphasis on Health and Wellbeing, fostering a positive and supportive environment through restorative, solution-focused, and nurturing approaches. We believe in promoting respectful and kind behaviour, where every child feels safe and valued.

We support pupils throughout their learning by creating a space where they can thrive emotionally, socially, and academically. Individual needs are met through personalised support plans, tailored interventions, and regular communication with parents and external specialists when required. By understanding and addressing each pupil's unique needs, we ensure that all students receive the guidance and encouragement they need to reach their full potential.

Link to school's positive relationship policy - [Relationship Policy](#)

# Staff

We have an experienced, kind and caring team of staff who will be working with your child. In addition, we work closely with visiting teachers, outside agencies, clerical, catering and cleaning staff. We have the support of a minister, and all are fully committed to our vision and the aims of the school.

## Teachers

P1/2/3/4:	Miss Sutherland
P5/6/7:	Miss Munro
Additional Teachers:	Mr Beaumont Miss Macleod

Additional Support Needs Teacher:	Mrs H. Ellis (Consultation only)
Pupil Support Assistants:	Ms Sutherland, Miss Newlands and Mrs Smith
Early Years Practitioners:	Mrs Taylor and Mrs Morrison
Nursery Teacher:	Miss Sutherland
Early Years Support Worker:	Miss Cass
Office Manager:	Mrs Richard (Tuesday, Thursday & Friday)
School Cook:	Mrs Stewart
Cleaner:	Miss Watson
Visiting Janitor:	Mr Munro

# Uniform

All our learners are expected to wear our school uniform which consists of a green sweatshirt and a green or white polo shirt or t-shirt and grey or black trousers or skirts/pinafores/dresses. Football tops are not allowed at school.

You can now order uniforms that display the school logo online with:

- Highland Workwear at [www.highlandworkwear.com](http://www.highlandworkwear.com)
- In Stiches – Wick Laundry at [www.institches-wicklaundry.co.uk](http://www.institches-wicklaundry.co.uk)
- Schoolwear made easy at [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)
- Border Embroideries at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk)

As we are an eco friendly school we encourage our parents to recycle school sweatshirts that their children have out grown and we sell them from the school office for a small donation.

Please ensure your child's name is clearly marked on their clothing as we invariably end up at the end of each term with a pile of unclaimed school clothing. You may be entitled to a clothing grant, you can apply online at [https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

For P.E., all children must wear shorts and a t-shirt. Soft shoes must also be worn. Please make sure the shoes are in good condition and are sturdy enough for running around the gym hall. It is a safety rule that no jewellery is to be worn for P.E., games or swimming lessons. Earrings must be removed or covered with plasters during PE lessons. All children are required to have a pair of indoor shoes for

wearing in school. These may be the same shoes for P.E. if desired. These should also be marked with your child's name.



## School/Nursery Day and Holiday Dates

### School Day

<b>Nursery</b>	9.00am to 3.00pm
Primary 1/2/3	9.00am to 2.30pm
Primary 4/ 5/6/7	9.00am to 3.00pm
<b>Morning Interval</b>	10.45 am to 11.00 am
<b>Lunch Break</b>	12.30 pm to 1.15 pm

### School Calendar 2026/2027

#### **Open**

19<sup>th</sup> August 2026  
26<sup>th</sup> October 2026  
6<sup>th</sup> January 2027  
12<sup>th</sup> April 2027

#### **Closes**

9<sup>th</sup> October 2026  
22<sup>nd</sup> December 2026  
26<sup>th</sup> March 2027  
2<sup>nd</sup> July 2027 (12:05pm)

#### **Inservice Days**

17<sup>th</sup> and 18<sup>th</sup> August 2026  
Monday 14<sup>th</sup> September 2026  
Wednesday 17<sup>th</sup> February 2027  
Thursday 6<sup>th</sup> May 2027

#### **Other Holidays**

Monday 15<sup>th</sup> February 2027  
Tuesday 16<sup>th</sup> February 2027  
Monday 3<sup>rd</sup> May 2027

## What are our pupils saying?

I find the school pretty good. There are good teachers and education. We have enough exercises  
Rosie P7

I like playing.  
Owen P1

The school is absolutely amazing.  
Katie P5

I think the school supports our rights very well. Everyone is following them.  
Cody P7

The school makes me feel safe  
Kara P2

The school has good teachers.  
Aigan P6

I like the school because staff help me when I need it.  
Daisy P7

The school is safe, healthy and we have fun.  
Jessie-Rae P2

Healthy, nutritious food and keeps us active.  
Logan P4

# Transition

## Nursery

Nursery children regularly have opportunities to engage in activities with the school. This ongoing contact helps prepare them for starting school when the time comes. Transitions are supported across both the nursery and the school to ensure a smooth and positive experience for every child.

The Nursery staff attend regular whole school meetings and take opportunities to work with the school staff.

Enrolment will take place in February this year for entry in August following an advertisement in the local press by the Area Education Manager. Children living in the catchment area will be given priority for places. Any parent wishing to enrol a child during term time should make an appointment to see the Head Teacher. We offer a one hour stay and play session the term before a funded place starts. If your child is starting after their third birthday, we can arrange for transition for starting at nursery.

## Transition to Primary 1

In the summer term a variety of transition activities are organised for new Primary 1 children.

- They share a playtime with the P 1/2/3/4 class

- Children are assigned a Primary 6 buddy who will help them in transition activities and in their first few weeks at school

- They can stay for school lunch

- There are three planned visits to the Primary 1/2/3/4 classroom

The P1/2/3/4 teacher visits the Nursery prior to transition visits to observe the children and discuss their progress with the Nursery staff. She will also visit to read a story to the children at story time.

Where pupils move to a new class or have a new teacher, transition conversations are held to ensure key information is passed on.



## Transition to High School:

The high school linked to Keiss Primary School is Wick High School. During the last term, Wick High School organises transition visits for Primary 7 pupils, and in some cases, parents will be invited to attend. There will be two full days where pupils follow the high school timetable to become familiar with the routines and environment. For some children, such as those with additional support needs (ASN), additional transition activities will be arranged to provide extra support, build confidence, and ensure a smooth and successful move to secondary school.

## Assessment and Reporting in Nursery

Staff in Nursery will build a picture of your child's learning through a variety of methods to ensure they are consistently achieving as best as they can. This may take the form of informal or formal observations.

Progress is recorded in your child's individual Learning Journeys across all curricular areas. These records may include pictures, comments from your child or noted observations by staff. The Head Teacher, the nursery teacher and nursery staff regularly discuss children's progress. Parents will be involved in setting targets using stepping stones. These are targets set for the individual child with input from child, parent and staff. Your child will have learning conversations to focus on across the year. These may be things like learning to tie their jacket or pouring their own milk. We also use an app called Seesaw to record learning so that parents can access their child's learning on a daily basis.

We hold open mornings/ afternoons throughout the session where parents can come along and observe their child in the Nursery, look at what they are doing and have an informal chat with the staff. A formal appointment can also be made at this time if a parent wishes. We also hold formal parent appointments where parents can discuss their child's progress with Nursery staff. A formal report is given out once a year in June. If you have any worries at any time we are very happy to talk to you about your child's progress. We also offer Stay and Play sessions, where parents can book a one-hour slot to spend time in the nursery engaging in play with their child.

## School Lunches, Packed Lunches and Snack

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles.

Pupils pay £2.40 for a school lunch.

School meals are cooked on the premises and are served in the school hall where pupils also have their packed lunches. Our pupils in Nursery can also have a hot lunch which is served in the Nursery.

Glass bottles, fizzy drinks and sweets are not allowed in packed lunch boxes. We encourage all children to have healthy choices within their packed lunch.

All Primary 1 to Primary 5 children are entitled to a free school meal at lunch time only. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act. There is no application form involved for a Primary 1-5 child to have a school meal. If your child has a medically confirmed special diet, an application form (available on request from school) must be completed and returned to the Head Teacher.

Free school meals are also available to all pupils whose parents receive Income Support or Job Seekers Allowance (Income Based). Application forms can be obtained from the Highland Council Service Point, Market Square, Wick, or downloaded from <https://www.highland.gov.uk/info/899/schools-grants-and-benefits/10/free-school-meals-and-assistance-with-clothing>.

All Highland Primary Schools have been awarded the bronze Food for Life Catering Mark, for more information on school meals and to view school menus, please visit [www.highland.gov.uk](http://www.highland.gov.uk).

Snacks are offered through the school's canteen service and are priced as follows:

Water – Free

Cup of Milk - 20p

Fruit - Full Piece 40p - Half 25p

Toast - 15p

Pancakes (Tuesday) - 25p

Scones (Thursday) - 25p

Bagels (Friday) - 20p

Fruit Pots - 50p, Veg Stick Pot - 50p and Raisins - 20p

Ms Sutherland, Mrs Stewart, and the teaching staff supervise during lunchtimes. P7 monitors also provide support and assistance.

Parents can place an order for their child's tuck and lunch by using a form each week, which is issued on our school app Seesaw every Friday. All orders for tuck and lunch must be sent by 8:30am on a Monday morning.

Payment for tuck and lunch should be made weekly on a Monday, please use an envelope with your child's name on it. The correct amount of money must be brought into school. Each class will have a lunch money box and this will be taken to the kitchen at the start of each week. Pupils can also go home for lunch.



## Attendance/ Absence

Keiss School, in line with local authority policy, operates a three-day rule for dealing with unexplained pupil absence. Good attendance is vital if pupils are to achieve their full potential.

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 we need to know the whereabouts of absent pupils.

It is really important for parents to note the following in relation to any pupil absence from school:

- Contact the school before 9.15am, otherwise this will be recorded as an unexplained absence.
- If you know that your child will be absent, please inform us in advance.
- If notification of the absence or the reason for the absence is not given, the school will telephone the parents.
- Pupils are not allowed to leave the school or school grounds during school hours.
- Where at all possible, appointments with the family doctor/dentist should be made outside of school hours. However, if a pupil needs to leave during the school day for an appointment, parents must notify the school in writing or by phone.
- School work will not be given in advance for holidays taken in term time.
- If frequent unexplained absences occur, these will be referred to the Area Education Office.

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 of classroom experience.
- Will result in pressure to 'catch up' on missed work by pupils.
- Could result in pupils missing assessments, with a 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.

Parents who wish to take a child on holiday during term time must request permission from the Head Teacher. If parents have no control over the dates of annual leave, permission may be granted. It should be noted that holidays taken during term time are recorded as unauthorised absence.

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

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

## Accidents, illnesses and emergency contacts

We follow Highland Council accident reporting and risk assessment procedures.

Please inform the school if your contact details or those of your emergency contact change. It is very important that the school holds up to date contact information.

Any injury to a child will be assessed and treated by Ms M. Sutherland, Miss K. Sutherland, Miss Smith, Mrs Sinclair, Mrs Taylor, Mrs Morrison, Miss Macleod and Miss Cass, who are all the school's First Aiders. You or your emergency contact will be informed of accidents. In more serious cases we might take the injured child directly to Caithness General Hospital or Medical Centre and meet you there.

If, in the case of illness, a child is considered unfit to remain in school every effort will be made to contact the parents or carer, failing this, the Emergency Contact. If no one is available the child is kept in school until contact is made.

If your child has sickness or sickness and diarrhoea your child should not return to school for 48 hours after the last episode. Please call the school to let us know.

## Health Care

Your child's Health Visitor is part of the Care and Learning Team and is responsible for your child's wellbeing until they reach Primary 1 at which point the Head Teacher becomes the 'Named Person' in other words, becomes responsible for your child's wellbeing. The school Nurse will give a routine screening service to pupils in Primary 1 and Primary 7.

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

## Medication

If a child is receiving prescribed medication the school will follow the guidance laid down in the whole school policy and that of Highland Council relating to The Administration of Medicines.

All medications are kept in a safe place out of reach of children. Cuts or open sores should be suitably covered e.g. dressing secured with adhesive tape.

Generally, Council staff members are not permitted to routinely administer medication, but special arrangements may be made to do so in life threatening situations, e.g. where a child may require emergency treatment due to an allergic reaction to peanuts.

Should your child require any medication at school a form must be filled in (available from the school office) detailing the name of the medication, what the medication is for, dosage, times to be administered and the length of time the medication will be needed. Parents are also welcome to come into school to administer the medicine.

## Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities.

Any concerns about a pupil's wellbeing can be discussed with the Head Teacher, Mrs Sylvie Sinclair. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#).

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support.

Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's Head Teacher.

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

## Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being. If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the head teacher. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[Home - Thriving Families](http://www.thrivingfamilies.org.uk/)

Further advice for parents with children with ASN can be had from

- 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](http://www.scottishindependentadvocacyalliance.org.uk/), an advocacy service to support parents and children
- (d) [Scottish Child Law Centre](http://www.scottishchildlawcentre.org.uk/), an organisation providing free legal advice to young people
- (e) <https://www.thrivingfamilies.org.uk/>
- (f) [Support for Learners Website](http://www.supportforlearners.org.uk/)

Our ASN teacher, Mrs H. Ellis is working with the school in a consultation capacity. She advises the Head Teacher, Class Teachers and Pupil Support Assistants, on extra support children might need. If required a Child's Plan may be put in place to outline an action plan to help organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. We work very closely with Wick High School to ensure plans are in place for pupils with additional needs, so that they have a smooth transition to High School.

### Primary

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

### **Secondary**

For young people with severe and complex needs, there are Enhanced Provisions for secondary aged pupils in both Thurso and Wick High Schools. Placements may be offered on a full or part-time basis.

Airport House (the 'Intensive Support and Vocational Training Unit' for pupils at secondary school) offers part-time support for up to 15 secondary pupils from the Thurso and Wick High Schools who have social, emotional or behavioural needs and find it difficult to attend their local school full-time. Targeted support is provided on an individual basis, catering for the specific requirements of each individual, with the aim to progress towards full-time attendance.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application in discussion with the young person.

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

## **Partnerships/Parental involvement**

### **Parents, Guardians, and Carers as Partners**

At Keiss Primary School, we benefit greatly from having a strong and supportive parent community. 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 through a healthy exchange of information between teachers, pupils, and home, and we always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our support.

We provide a number of opportunities for parents to become involved in the life and work of the school. These include participation in the **Parent Council**, volunteering for various activities (such as creating resources or displays, leading an after-school club, or supporting classroom activities), and taking part in focus groups to share their views on school improvements. We operate an '**Open Door**' policy and endeavour to respond to all communications as quickly as possible.

Throughout the school year, we hold a variety of events to involve parents and family members, including class sharing assemblies, special celebrations such as Burns Day, concerts, opportunities to play literacy and numeracy games with their children, open afternoons and evenings, coffee mornings, Sports Day, and an end-of-year celebration.

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

- Parents' evenings
- Progress checks
- Target setting
- Course choice/options evenings
- Information on the school website

Parental support is key to the success of our pupils. Taking time with children, discussing work, practising language, helping manage homework, and encouraging responsibility are all important ways parents can support learning. The school seeks to involve parents in key decisions about their child's education and keeps them informed about progress. Information from parents is also obtained through questionnaires at parents' evenings and from Parent Forums.

A **Parent Council** represents all parents of children at the school. Any parent wishing to raise an issue for consideration can contact the council at **keissprimarypc@gmail.com**

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Useful information for parents, guidance on how to support your child's learning, and details about curriculum developments can be found on **Parentzone**: <https://education.gov.scot/parentzone/>





## Parent Council

The Parent Council meets once per term and organises a variety of events throughout the school year. Funds raised from these events go towards providing additional resources and opportunities that benefit all pupils. Last year, the council successfully arranged activities such as a Coffee Afternoon, a Halloween Disco, a Christmas Raffle, and many more.

## Homework

This approach has evolved from two years of trialling different activities and gathering feedback from all stakeholders. In the most recent survey, we received 25 responses from families, with the following results:

- 76% preferred not to have assigned homework, even in Terms 2 and 3.
- 84% did not wish to continue with the homework grid, although many commented that they enjoyed the activities themselves.

After discussions with staff and careful consideration of this feedback, we have decided to discontinue formal homework in its previous format.

However, we continue to encourage daily habits that support learning at home, including:

- Reading regularly (school reading book, library book, or any book of choice)
- Younger children practising phonics
- All children practising times tables for around 5 minutes a day
- Occasional light consolidation work, if recommended by the class teacher

## Outdoor Activities and Clubs

We have four committees, and all children are given the opportunity to choose which committee they would like to join at the beginning of the year. These are the Pupil Council, JRSO (Junior Road Safety Officers), RRS (Rights Respecting School Committee), and the Polycrub Committee. The committees meet once a month, and their purpose is to give pupils a voice in the life of the school, help improve the school

environment, promote responsibility and leadership skills, and contribute to decision-making on projects and initiatives that benefit the whole school community.

We are also incredibly fortunate to have staff, parents, and members of the community who generously volunteer their time to run extra-curricular activities. These activities are invaluable in enriching our pupils' experiences, and we are always eager to expand our offerings.

If any parent has a particular skill or passion and would be interested in leading an after-school activity, we warmly encourage them to contact the Head Teacher. The school will take care of all necessary PVG checks. Our Active Schools Coordinator is also available to provide support and guidance for parents running clubs and works closely with pupils to inspire them to lead lunchtime clubs themselves.

At Keiss Primary School, we place great value on outdoor activities as they offer opportunities for active learning, foster physical and mental wellbeing, and encourage a deeper appreciation of the natural environment. Classes frequently venture outdoors as part of their social studies topics or other learning experiences. These outdoor sessions allow pupils to engage hands-on with their learning, develop teamwork and problem-solving skills, and make meaningful connections between the classroom and the world around them.

To facilitate these types of activities, parents are asked to sign a general permission form upon enrolment for local excursions. All off-site trips are carefully planned and adhere to Highland Council's policy and guidelines for Off-Site Excursions to ensure the safety and wellbeing of all participants.



## Transport

Free transport is available to children living within the school's delineated area if they are under eight years of age and live more than two miles walking distance from the school, or are eight years of age and live more than three miles walking distance from the school. However, they may be expected to walk part of the distance to and from the school transport pick up point. Children living closer to the school than the above distances may apply for a concessionary travel.

Forms to apply for transport are available on the Highland Council Website  
[https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport)

## Complaints and Request for Service

If a parent has any concerns they should contact their child's Named Person, who for primary children is the headteacher, Mrs S. Sinclair ([sylvie.sinclair@highland.gov.uk](mailto:sylvie.sinclair@highland.gov.uk)) in the first instance, or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, Mrs Katherine Van Voornveld ([Katherine.wood@highland.gov.uk](mailto:Katherine.wood@highland.gov.uk))

Please note that transport is not a school responsibility and any queries should be emailed to [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk).

## Communication

As a school and nursery we communicate events at our school through parents evenings, school assemblies and events, classroom visits, e-mail, our website, phone calls, letters, e-newsletters, Twitter and Seesaw.

## Reporting Concerns

At Keiss Primary School, we value open communication with parents and carers and encourage them to share any concerns they may have regarding their child's wellbeing, learning, or school environment. Parents can record concerns by contacting the class teacher, Head Teacher, or by submitting a note or email to the school office. All concerns are taken seriously and will be acknowledged promptly. The school will work collaboratively with parents to address the issue, investigate where necessary, and provide appropriate support or guidance. If parents wish to seek additional advice or support, they can contact **Parentline Scotland** for confidential guidance: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

## Adverse Weather

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

If the school needs to close due to adverse weather conditions, parents will be notified through Seesaw as early as possible. This will provide sufficient time for parents to arrange childcare, if necessary, and ensure that families can plan accordingly for the day. Further updates regarding the reopening of the school or additional instructions will also be communicated through Seesaw.

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are

often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

### **The Highland Council Website, Facebook and Twitter**

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

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

BBC Radio Highland | Moray Firth Radio <https://hellorayo.co.uk/mfr>

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

### **For pupils using school transport**

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

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

Full details of the Adverse Weather Guidelines are included in the enrolment pack. Parents should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.

In most cases we aim to give you advance warning of closures, however in some circumstances this is impossible, e.g. power failure, extreme weather. All parents or emergency contacts would be informed. Our first priority is always the safety of the children and no child is knowingly sent home to an empty house.

The Education Authority accepts that in severe weather conditions the safety of pupils is paramount.

## Enrolling your child

Enrolment will take place in January and February this year for entry in August 2026. Children living in the catchment area will be given priority for places. Any parent wishing to enrol a child during term time should visit the council website or contact the school office.

The arrangements for new P1 entrants, commencing in August are as follows:-

Enrolment is held in January 2026 for children planning to start school in August of that year. The dates are advertised in the local press and parents should bring their child's birth certificate when they come to the school to enrol their child. Parents can also enrol online at [Enrol your child for school | Enrol your child for school | The Highland Council](#).

In the summer term there are a variety of transition activities organised for new Primary one's to familiarise themselves with their new classroom and school surroundings. Examples include: playtime with P1/2/3/4, a P6 buddy being assigned to them, stay for lunch and three planned visits to the Primary 1 class. The Primary 1 teacher liaises with the nursery on a regular basis throughout the school year so that their new Primary 1 teacher is a familiar and friendly face when they start school.

**Primary 1 pupils will attend full-time from the start of the school session 2026/27. There will be no half days.**

Any parent wishing to enrol a child during term time should make an appointment to see the Head Teacher.

During the summer term all P7 children pay a two day visit to Wick High School. They take part in a normal timetable at the High School and meet staff. An evening meeting for parents is also arranged prior to transfer. Primary/Secondary liaison between the local High School and the feeder primaries is very good with primary and secondary teachers meeting throughout the year to ensure that a smooth transition for each child is achieved.

## School and Nursery Catchment Area

A map showing the agreed delineated area for Keiss School and Nursery is on page 16.

It includes the area north of Auckengill, southwards through Keiss, to the Wester Bridge, and westwards to Lyth.

Each establishment serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to the Area Quality Improvement Manager, [Katherine.wood@highland.gov.uk](mailto:Katherine.wood@highland.gov.uk)

. Placing request applications are made online at:

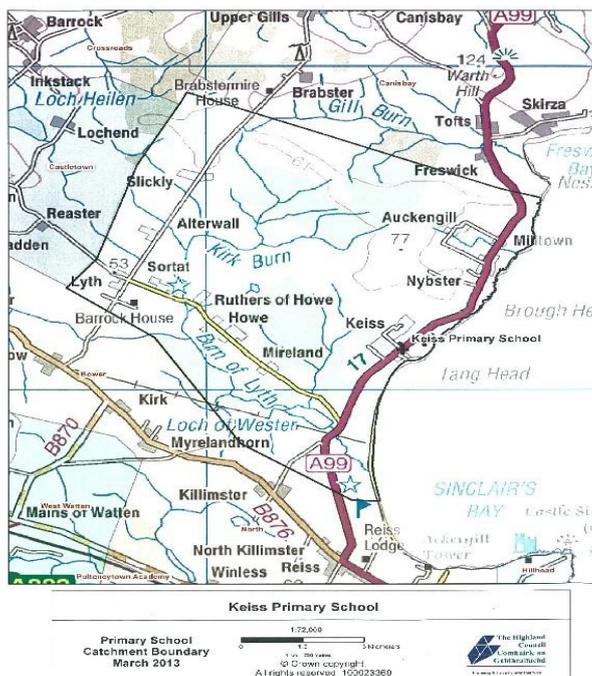
[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

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

If pupils live out with the school catchment area and their parents wish them to attend Keiss Primary School and Nursery, the Education Manager has to approve these requests, and this can take up to a month before you might hear of the success of your request.

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

Parents are welcome to make an appointment to visit the school or nursery before they decide to enrol their child.



## Curriculum for Excellence

The key aim of Curriculum for Excellence (CfE) is to equip your child with the skills which will make them ready for a world of work which is so different from what it was twenty years ago. CfE wants every child to be successful learners, confident individuals, effective contributors and responsible citizens. The way we deliver our lessons has now changed to take account of the needs to develop these skills and as a result much greater emphasis is now placed on problem solving, co-operative learning, self assessment and peer assessment. Children are being encouraged to be active in their learning and more importantly in their thinking. This is encouraged through discussion, collaboration and encouraging THEM to be asking questions.

For more detailed information about the Curriculum for Excellence, please visit the following link:

[Curriculum for Excellence | Education Scotland](#)

## Play Pedagogy

At Keiss Primary School, we are proud to implement play pedagogy as a fundamental approach to learning. By integrating structured and free play into our curriculum, we create a rich, engaging environment where children can explore, experiment, and learn at their own pace. Play pedagogy supports the development of critical skills such as problem-solving, creativity, teamwork, and resilience, while also fostering emotional and social growth. Through play, children make meaningful connections to their learning, enhancing their curiosity and motivation. This approach aligns with modern educational research, emphasising the importance of hands-on, active engagement in building a strong foundation for lifelong learning. At Keiss, we see play not just as a method, but as a powerful tool to ensure every child thrives both academically and personally.

## Literacy and Language

Competence and confidence in all aspects of literacy, including competence in grammar and spelling and the spoken word are all essential for progress in all areas of the curriculum. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our personal sense of identity.

At Keiss, our approach to the teaching of literacy is through Highland Literacy approaches which we use for the teaching of reading, writing and talking and listening. We use the Oxford Reading Tree in the early stages and Treetops supplemented by a range of other books and novels in the upper stages. Children from Primary 3, use accelerated reading alongside core reading, which allows pupils to focus in on their own specific reading targets and select books with appropriate challenge when they are reading for pleasure. We use Jolly Phonics and follow the phonic guidelines within the Highland Literacy Programme. Spelling is taught through a range of games and activities and this year we are still implementing Wraparound Spelling as a whole school phonological approach to spelling. The Highland Literacy approach supports the use of group and collaborative learning and this further provides opportunities for the development of listening and talking skills.

For writing, we have developed our own bespoke programme by combining the most effective strategies from Talk for Writing and the Stephen Graham Programmes. This approach provides a

more structured and comprehensive method for teaching writing skills, ensuring that pupils are equipped with the tools they need to succeed in their writing journey.

## Numeracy and Mathematics

As part of the Numeracy and Mathematics curriculum, numeracy has been identified as an area that is the responsibility of all teachers. Being numerate is highlighted as a skill for life, learning and work. As a life skill, being numerate permeates and supports all areas of learning and allows children to access the wider curriculum. Children will experience numeracy at the very early stages in nursery and these experiences will be built on, developed and re-visited as they progress through school. Children will play lots of numeracy games and use ICT to develop maths skills. Some work will take place using Heinemann and Leckie maths textbooks, but this will be supplemented with mental maths activities, problem solving and applying mathematical knowledge to other areas of the curriculum.

There are three main organisers under which your child will learn mathematics and these are further sub divided -

- Number Money and Measurement
- Shape, Position and Movement
- Information Handling

## Health and Wellbeing

The Curriculum for Excellence is very clear about the importance of promoting the health and wellbeing of children in all schools in Scotland. The main purpose of learning in this area is that young people will develop the knowledge and understanding of what they will need to do to ensure their mental, social, emotional and physical well-being, both as they are growing up and in the future. The importance of good health and well-being in these areas cannot be underestimated particularly in relation to the effect this can have on a child's ability to achieve the best they can.

All classes have health lessons, we promote healthy eating at school lunches and snack times. However we still enjoy the occasional treat or two for special occasions.

Parents will be informed when their child is to take part in sexual health lessons and will have the opportunity to view the materials if they wish.

The Active Schools Co-ordinator visits and supports programmes of health and well-being on a regular basis.

Staff will also support the emotional development and wellbeing of pupils through formal and informal curricular activities. Schools have access to the Primary Mental Health Worker Service and consultation and advice can be sought if there are concerns that might require more targeted support.

## Technologies

As Technologies becomes a natural part of children's lives, your child will be encouraged to develop their natural curiosity and problem-solving skills across a wide range of activities. They will be encouraged to use the interactive smart boards, access the internet, take pictures, video and record their work and

manipulate programmable toys at all stages in school. They will be encouraged to use a wide range of software programmes to enhance learning. As part of inter disciplinary learning, aspects relating to food, design, craft, textiles, enterprise and graphics will be developed through a range of topic approaches.

We make regular use of our Technologies in school, with all pupils utilising Chromebooks to share their learning on Seesaw.

## Sciences

Through learning in the Sciences your child will have opportunities to develop their interest in, and understanding of the living, material and physical world. They will engage in a wide range of collaborative and investigative tasks, which allow them to develop important skills which lead to becoming creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors.

At Keiss, Science can also be built into the class topics and these are covered on a cyclical basis to take account of our composite classes.

Keiss also supports Caithness Science Festival where our learners make a number of visits to different scientific events during March. In order to motivate children to use their own imagination and resources to interpret a situation, STEM-focused activities will be delivered by teachers and other parties.

## Modern Languages

Learning other languages helps children make connections with different people and their ways of life, enabling them to play a fuller part as global citizens. Starting in August 2015, Highland Council began implementing the Scottish Government's 1+2 Languages initiative. All children will learn one language from P1 and a second language from P5.

At Keiss Primary School, we are developing French, and class teachers will cover a range of languages across topics, including British Sign Language (BSL). We are fortunate to have a French native Head Teacher, who delivers French to each class for 30 minutes every week to enhance language skills, build confidence in speaking, and develop cultural awareness. All staff are also encouraged to use French when greeting children and during everyday classroom interactions.

## Social Studies

Through social studies your child will develop their understanding of the world by learning about other people and societies from the past, other people and different places in the world and how their environments differ and about people in today's society, the economy and business.

Topics will be chosen through discussion with pupils in different classes, while at the same time there will be a focus on inter disciplinary learning about our own country of Scotland and the events that have shaped it. As they develop, pupils' experiences will be broadened using Scottish, British, European and

wider contexts for learning. We link pupil learning in with the skills they will need for life, learning and work.

At Keiss we make every effort to fully take advantage of our local community as part of our social studies work. We take learning outdoors whenever we can.

## Religious and Moral Education

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. Curriculum for Excellence states that there is an intrinsic value in learning about religion as well as from religion, as children develop their understanding of diversity in our society and their own roles in it. This understanding will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

At Keiss Primary School our school chaplain, Mr Rob Petersen will lead our religious observance assemblies and themes may be of a moral or religious nature.

Parents who wish to withdraw their child from Religious Observation need to advise the head teacher of this in writing.

## Expressive Arts

Learning traditional Scottish dances is an important part of our programme at Keiss Primary School and Nursery and all of our pupils take part in learning dances which we perform at our annual senior citizens Burns event. From time to time, we hold concerts and ceilidhs where everyone has the opportunity to present their work to a wider audience. Christmas Shows are a huge part of our school life. Through these experiences, our pupils engage with all areas of the expressive arts in a meaningful context, building confidence in performance while applying the skills they learn across the wider curriculum. As a 'Rights Respecting School', all our lessons are linked to a right and the UN Sustainable Development Goals because we want our pupils to understand their own rights and the rights of others, develop empathy, and learn to take responsible action in their communities and the wider world. We also focus on developing meta-skills, such as critical thinking, creativity, resilience, collaboration, and communication, to equip our pupils with the abilities they need to thrive both academically and personally.

At Keiss Primary School, pupils are given choices in what they learn and how they are involved in planning their learning by participating in class discussions, contributing ideas for topics, and selecting activities that interest them. This approach empowers pupils, encourages ownership of their learning, and helps develop motivation, creativity, and independent thinking skills.

## Assessment and Reporting in School

At Keiss Primary School, we aim to provide information to pupils, parents, and staff to support effective learning and teaching and to raise attainment. Teachers use assessment as an **evaluative, diagnostic, and formative tool** to provide evidence of pupil progress, inform teaching approaches, and set

appropriate targets. Pupils are encouraged to view assessment as a motivating experience within a supportive environment, using feedback in all its forms to guide their next steps and improve their learning.

Assessment takes many forms, including observation of pupils at work, review of completed tasks, end-of-unit checks, discussions with the child, and standardised assessments. Pupils also reflect on their progress, achievements, and best work through their individual profiles. Progress is tracked and monitored continuously in the classroom, with class teachers meeting the Head Teacher each term to review and record attainment.

Parents receive feedback on their child's progress through pupil reports, progress checks, target-setting information, and through open mornings or afternoons. These events give parents the opportunity to observe their child's learning, review their work, and have informal discussions with the class teacher. Formal appointments can also be arranged if desired. In addition, parents' evenings provide another opportunity to discuss progress and next steps.

Across all classes, we use the **Seesaw app** to connect parents to learning in real time, enabling them to be involved in their child's day-to-day experiences..

For more detailed information about assessments, please visit the following link:<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

## School Improvement Planning and Standards and quality reports

Each year in June, the Head Teacher gathers views and evidence from all stakeholders to evaluate the school against the HGIOS 4 indicators (How Good Is Our School?). This information is collected in a variety of ways, including questionnaires and focus groups.

Our evaluations are used to develop a plan for the following year, taking into account school, council, and national priorities. Staff work collaboratively on this plan and are committed to continuously improving the learning experiences for children at Keiss Primary School.

Two years ago, we introduced and implemented the *Playful Pedagogy* approach, placing play experiences at the heart of learning. This method allows pupils the flexibility to explore and find their own solutions to both new and familiar challenges. Through play, children engage in personally meaningful activities, develop their understanding of themselves and others, and build essential skills such as autonomy, creativity, and intrinsic motivation.

Last year, we began developing outdoor learning to make better use of our rich outdoor environment. This is to enhance pupils' hands-on learning experiences, promote physical and mental wellbeing, and foster a deeper connection with the natural world.

To enhance writing skills across the school, we created a bespoke writing programme by combining key elements from two highly regarded approaches: *Talk for Writing* and the *Stephen Graham Programmes*. This tailored approach provides a structured and effective framework for teaching writing, ensuring pupils develop confidence, creativity, and proficiency in their written expression.

In November 2024, our school proudly achieved the *Rights Respecting Schools Silver Award*, reflecting our commitment to fostering a culture of respect, inclusivity, and children's rights. We are now actively working towards attaining Gold accreditation in the coming years, further embedding these values into every aspect of school life.

In sessions 25–26, we continued to refine our outdoor learning and writing instruction. We redesigned our lesson plans to explicitly incorporate the required benchmarks and ensure that each activity intentionally supports pupils’ progression toward those standards.

***Our school’s Standard and Quality report and our School Improvement Plan for 2025-2026 are available on our website and in Appendix 1.***

#### OVERALL PERFORMANCE AT Cfe LEVELS OVER THE LAST 3 YEARS

	2023-2024	2024-2025	2025-2026
Numeracy	65%	74%	75%
Reading	76%	63%	65%
Writing	67%	66%	72%
Talking & Listening	96%	97%	96%

Our school’s standard and quality report is available on our website:

<https://sites.google.com/wickhigh.org.uk/keissprimaryschool?usp=sharing>

The school remains dedicated to closing the attainment gap by continuing to prioritise equity, foster inclusivity, and address the barriers faced by disadvantaged pupils. We are ...

- Allocating resources to provide tailored support in literacy and numeracy, including one-to-one and small-group sessions for students identified as disadvantaged.
- Providing digital devices to ensure equitable access to online learning and educational software.
- Establishing wellbeing programs to address emotional and social barriers to learning.
- Organising clubs, trips, and cultural experiences to ensure all children can participate regardless of financial background.
- Training staff to recognise and address the specific challenges faced by children from low-income households.
- Adopting inclusive teaching strategies to meet diverse learning needs, with a focus on equity in classroom practices.
- Involving children in the community and local initiatives to build connections and confidence.
- Using detailed data analysis to identify attainment gaps and monitor the impact of interventions.
- Regularly reviewing strategies and gathering input from staff, students, and families to ensure continuous improvement.

## Queries and Concerns

If you have any concerns, questions, or are unsure about practices at Keiss Primary School and Nursery, please do not hesitate to contact the Head Teacher as your first point of contact. We are committed to maintaining transparency and actively encourage constructive feedback to help us grow and improve.

Our school and nursery are fully dedicated to continuously reviewing and enhancing practices to ensure that all learners are safe, happy, and thriving in their environment.

For additional support, <https://www.childrenfirst.org.uk/get-support/support-line/> offers confidential advice and assistance to anyone caring for or concerned about a child. Their national helpline is available seven days a week, 365 days a year.

Contact Children First

- Phone: 08000 28 22 33
- Email: [supportline@childrenfirst.org.uk](mailto:supportline@childrenfirst.org.uk)

## Relationships

We continue to implement the Relationships Policy [Keiss Primary School - Policy, Documents and Reports](#), as it remains a robust and effective framework for fostering positive relationships within our school community. This policy prioritises respect, understanding, and collaboration among pupils, staff, and parents, aligning with our values of inclusion, wellbeing, and mutual respect.

Its ongoing use reflects our commitment to a consistent approach that promotes emotional safety and positive behaviour, ensuring a supportive environment where all learners can thrive. By maintaining this policy, we build on proven strategies while periodically reviewing and adapting it to meet the evolving needs of our school community.

## Parental Involvement

At Keiss Primary School, we believe in fostering strong partnerships with parents to enhance learning and strengthen the home-school connection. Parents are encouraged to support their children's learning at home through activities, resources, and guidance provided by the school.

We work closely with parents to involve them in their children's education, particularly at key stages and when important decisions are being made. The Parent Council plays a vital role in representing parental perspectives and supporting school initiatives. We regularly provide information, advice, and support through newsletters, Seesaw, and parent evenings to ensure parents are well-equipped to assist their children's learning journey.

As an open and welcoming school, we strive for continuous engagement with our families. Parents are encouraged to share their views through surveys, meetings, and informal feedback, ensuring their voices are heard.

# Emergency Procedures

As Responsible Premises Officer one of the head teacher's main responsibilities is for the Health and Safety of everyone in the school.

## Fire Drills

We have a series of fire drills throughout the year and these are very serious events and are practised until the head teacher has confidence that safe evacuation procedure will be carried out in the event of an emergency.

## Emergency Plan

The school has a plan in place in the event of there being a major emergency either in the school building or in the playground. If this were to occur, the school would be evacuated to the Keiss Church. From there pupils would be sent home to parents or to emergency contacts. A major emergency would be coordinated by the Education Authority.

# Child Protection

It is the responsibility of everyone, staff, parents and the wider community to protect our children.

The Highland Council's Child Protection Guidelines imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a child has been subjected to abuse in any form. Any such incidents must be reported to Social Work Services and may lead to a joint Social Work/Police investigation.

This may involve information being passed on to these agencies without first talking to a child's parents.

Keiss Primary School and Nursery's Child Protection Officer is Mrs Sinclair.

COPIES OF CHILD PROTECTION POLICY GUIDELINES ARE AVAILABLE FROM THE HEAD TEACHER OR ONLINE AT [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)

# The Care Inspectorate

The Care Commission was replaced by Social Care and Social Work Improvement Scotland (SCSWIS) in April 2011. The everyday name of the new organisation is The Care Inspectorate. Inspectors from the Care Inspectorate will continue making inspections to all nursery classes to inspect against the National Care Standards for Early Education.

Parents will be informed by the school when these are happening or have happened in the case of a drop-in inspection. In Keiss School we work hard to ensure that the service we provide leads to you and your child enjoying a high quality experience.

# School Policies

Keiss Primary School and Nursery have a number of policies. These are subject to constant review so that our practice and approaches reflect our school and nursery community in line with national developments. Some are available on our website.

You can also access authority policies at

[https://www.highland.gov.uk/info/893/schools\\_general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines)



## Transferring Educational Data

### Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

### Data Protection Legislation

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

## **Transferring Educational data about pupils**

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <http://hi-hope.org/directory/listing/16plus-planning>

## **Data policy**

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

## **Why do we need your data?**

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

- ❑ plan and deliver better policies for the benefit of all pupils
- ❑ plan and deliver better policies for the benefit of specific groups of pupils
- ❑ better understand some of the factors which influence pupil attainment and achievement

- 🔗 share good practice
- 🔗 target resources better

enhance the quality of research to improve the lives of young people in Scotland

### **Your data protection rights**

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

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

### **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](mailto: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](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.

### **Parentzone:**

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

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

ParentZone is a comprehensive website created by Education Scotland to support parents and carers in understanding and engaging with their child's education. It offers valuable information on the curriculum, learning resources, and ways to support children's development at home and school.

### **Military Families**

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

#### A Welcome to Your Children and Young People

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

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

## ***APPENDIX 1***

### ***Keiss Primary School and Nursery Standard and Quality report***

[SQR](#)

### ***Keiss Primary School and Nursery Improvement Plan***

[SIP](#)

For more detailed information about inspection reports, please visit the following link:

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

While the information in this handbook is considered to be accurate at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information December 2025