



Raasay Nursery & Raasay Primary School Handbook 2026/2027



Background Information

Raasay Primary school is situated about a quarter of a mile north of the village of Inverarish, in a beautiful location, overlooking the Sound of Raasay and the Cuillin Hills of Skye.

The school is known to have been in existence since the early 19th Century. The admission register dates back to 1875. The building is of considerable interest as it was built with stone taken from the site of a nearby Pictish broch, the remains of which can still be seen.

The original school building contains one main classroom, a library area, a small computer room and the canteen area. The pupil toilets and the office were added in the 1960s. A new Nursery extension has been opened in January 2008 and offers a light and spacious area for children and staff.

Raasay Primary School provides Nursery and Primary education to children living on the Isle of Raasay. 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. Children from outwith the Raasay area can also attend the school after applying for a placing request via the Area Care and Learning Manager, Ms Mhairi MacDonald 07918 842021.

Placing request forms can be obtained from:

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Raasay Primary School is a non-denominational school, where all pupils and staff respect the beliefs and values of all, irrespective of race, colour, or creed. The current roll stands at three Primary pupils and three in Nursery.



Welcome - Failte

I am delighted, as the Headteacher of Raasay Primary School, to share with you our School Handbook. We hope that both prospective and current parents will find it informative and enjoyable to read. We are a small school with big opportunities. We are very proud of our school, learning community and most of all the wonderful children that we have the pleasure of teaching.

Our staff work hard to ensure all children are nurtured and given every opportunity to achieve their very best and are supported to develop new skills and experience in a variety of opportunities so they can find their own interests. We are committed to providing a positive, nurturing, stimulating environment where children feel safe, included, respected, responsible, happy and healthy and are valued as individuals. We do this by providing a varied and exciting curriculum making use of our island context. We travel 'over-seas' to the Isle of Skye for to support our curriculum where required and often welcome visiting specialists to our school to provide specific learning opportunities. We are committed to developing children's skills in real life contexts and prepare them for lifelong learning and personal fulfillment.

Our school has a warm friendly atmosphere with a very strong family feel. We have excellent links with the island community who support in many areas of school life and we are extremely well supported by our Parent Council. The whole staff team work tirelessly to ensure all our pupils are happy, settled, thoughtful, respected and respectful towards others and are making progress in their learning.

Currently, (2025/2026 session) we have 3 pupils on the school roll and 3 pupils in our nursery setting.

If you would like to know more about our wee school, you are warmly invited to visit us. Our pupils very much enjoy meeting visitors and sharing their achievements. Please note that you can see what we're up to on our website www.raasayprimary.com or e-mail our school office to book an appointment.

Contacting the school:

Our school address is: Raasay Primary School, School Park, Raasay IV40 8PB

Our school e-mail address is: Raasay.primary@highland.gov.uk,

Alternatively, you can contact the school on 01478 660219 or the school clerical:

Rhona Gillies, Rhona.gillies@highland.gov.uk or myself

Wilma Duncan, Wilma.duncan@highland.gov.uk

Parent Council email: raasay.primary@highlandpc.co.uk

Kind regards

Wilma Duncan

Head Teacher

Raasay Primary School

Staff

Teaching Staff

Head Teacher Mrs Wilma Duncan
P1-7 Class Teacher..... Ms Kate Duffus

Nursery Staff

Early Years Practitioner..... Mrs Catherine MacLeod
Early Years Support Worker..... Miss Eilidh Byars

Support Staff

Clerical Assistant..... Mrs Rhona Gillies

Specialist Visiting Teachers (for P3-7 pupils)

Piping and Tin Whistle Tutor (Monday PM)..... Mr Angus MacPhee
YMI Music Tuition/Singing..... Mr Angus MacKenzie
Ms Anne Martin

Catering and Site Staff

School Cook/Canteen Supervisor.....Mrs Ann McGowan
School Janitor.....Mr Graeme Clarke
Cleaning SupervisorMrs Ann McGowan

A little bit about our school...

We have been delighted to continue with our compost scheme and we have been growing our own vegetables and fruit in our poly-tunnel. We receive a weekly fruit and veg box for our lunches from the local Walled Garden (reducing our food miles) and have been exposed to a variety of different fresh local flavours - our school lunches have been transformed! We were delighted to be awarded our fourth Green Flag in August 2023 which recognises all the hard work and commitment from our school community in all ten areas of Eco Scotland's criteria. We are now in the process of applying for our fifth Green Flag. Children's skills within ICT have flourished through the use of Google Classrooms, Google apps and of course having a one-to-one Chromebook device provided by Highland Council and monies raised through our fundraising.

Here at Raasay Primary School children are encouraged to reflect on their learning and track their own progress. The implementation of learning journeys across the whole school has helped to facilitate pupil profiling. Each child has now developed their own web-site or Book Creator App (for younger pupils) and this provides an e-profile of the children's work

year-on-year and can be developed by the individual learner, demonstrating pupil voice and providing the opportunity to share with parents their learning.

As part of our school development, we have applied the Highland Numeracy Strategy, and use a variety of resources including the investment in Active Maths.

This session we have continued to invest in literacy resources and regular online staff training in this area and collaborating with the Scottish Book Trust and our Reading Schools Officer. We are on year two of our Reading School journey having achieved Bronze in session 2024/25. We are now working towards silver accreditation. We have been working collaboratively this session with other similar sized schools on aspects of our Reading Schools journey.

At Raasay Primary School there is a strong focus on charity, equality, diversity and global citizenship and we continue to aim to provide meaningful opportunities through a deepening knowledge of the importance of these. This session we are working towards our Silver Rights Respecting Schools Accreditation, having achieved Bronze last session.

We have our own Enterprise Organisation which we named ACORNS (All Children of Raasay Nursery and School) and we continue to hold a variety of successful enterprise events including an Afternoon Tea fundraiser and Christmas craft stalls. This year our pupils planned a community event linked to their P.E. curriculum/Health and Wellbeing - this was an inter-generational curling event where pupils were leaders of their own learning, teaching members of the community key skills in curling and raising money for their own ACORNS enterprises. Monies raised are then held by the Pupil Council and the children identify how and what they would like to use the money on during pupil council meetings. This session some funds will be spent on developing outdoor play resources.

Some pupils have been and continue to be involved in leadership roles within the curriculum, Pupil Council, Eco Work and Enterprise which will further promote health and wellbeing as a whole school through Active Schools.

As always, we have an ongoing commitment to 1 + 2 language development in order that pupils experience a progressive and coherent language programme in both Gaelic and French.

We work closely with other schools within our ASG in specific areas of Physical Activity, the Arts and in Science and STEM workshops on Skye. We continue to develop collaborative online learning opportunities which help to enhance friendships through learning with other schools, both online and on-site visits.

We are well-supported by third sector organisations providing opportunities for kayaking, climbing, paddle boarding and mountain biking (onsite and residential). We work closely with our local outdoor centre, with Whitewave on Skye and with our Active Schools Co-ordinator to access funding to support opportunities. We continue to foster a relationship with a school in Brittany following a successful visit from their teacher who sailed to Raasay on a schooner to meet us. We shared our culture, music, song and history with them and have a shared ethos in relation to Eco work and the environment.

We continue to be well supported in all areas of school life by our parents, Parent Council, local organisations, and individuals who give of their time and, of course, the dedication of all staff.

School Vision, Values and Aims

Raasay Primary School and Nursery is a nurturing, co-operative and creative learning environment where every child is treated as an individual and where all pupils are encouraged to do their best.

Our pupils produced a poster for our school when we recently reviewed our Vision, Values and Aims. We used the Well-Being indicators and SHANARRI to support this and created our own SHANARRI. It is important to us that our school is:

Safe, Happy, Healthy, Achieving, Nurtured, Active, Responsible, Respectful, Resilient and Inclusive. (We have called it SHHANARRRI)





In Raasay Primary and Nursery we believe that from little acorns grow strong oaks.

'bho stracan beaga a 'fas craobhan daraich'
If we work together and nurture each other

Friendship and Partnership
Responsibility for our Learning Journey
Challenge ourselves and have courage, creativity and resilience

Our Aims



Mission Statement

We recognise the unique island status of Raasay Primary School and always aim to take full advantage of this uniqueness to further enhance the experiences both socially and educationally of every pupil, member of staff and parent in our school.



We foster and celebrate our ethos of achievement, team spirit and mutual respect encouraging responsible citizenship, successful learning, confident individuals and effective contributors by providing opportunities for enterprise, eco-awareness, global citizenship and health promotion. In 2024 we were awarded the Scottish Schools' Gold Sport Award.

We nurture and celebrate attainment and provide a platform for wider achievement and recognise each child's skills, talents, team spirit and sense of community so that they can grow into responsible, hard-working individuals.



Correspondence:

In line with our commitment to our eco values, all correspondence with parents will be through e-mail where possible, except where written permission is required, or where it is deemed that a paper copy is helpful. Within this correspondence parents/families will be updated with information relating to events and special news about what will be happening and what has been going on. Special information or events will also be advertised locally and distributed on notice boards and on local social media.

We have a school website (raasayprimary.com) with news items updated regularly and other areas for information. There is also an online calendar which details any proposed events or activities and which contains some key documentation relating to the school.

Key Names and Addresses

Area Quality Improvement Manager

Ms Mhairi MacDonald

Area Education Office

Portree High School

Dunvegan Road

PORTREE

Isle of Skye

IV51 9EE

Mhairi.macdonald3@highland.gov.uk Tel: 07918 842021

Education Support Officer

Sara Matheson

Area Education Office

Portree High School

Dunvegan Road

PORTREE

Isle of Skye

IV51 9EE

Sara.matheson@highland.gov.uk

01478 61 3130

High School Head Teacher

Mr Tony Breen

Portree High School

PORTREE

Isle of Skye

IV51 9ET

Tel: 01478 61 4810/612973

School Hours

9.00 am - 10.30am
10.30 - 10.45 (interval)
10.45 - 12.30pm
12.30pm - 1.15pm (lunch)
1.15pm - 3.00pm

Nursery Staff

Mrs Catherine Anne MacLeod, Nursery Assistant
Eilidh Byars, Early Years Support Worker

Nursery Information

Raasay Primary School Nursery works in close partnership with a variety of stakeholders.

First and foremost we value collaborate and collegiate partnership with parents. Given our unique setting and our small pupil roll, parent input and support increases the capacity of what we can offer. For example, parental support regarding transport of pupils to events on Skye, parental input to pupil learning plans which provide valuable information on each child's interests, requirements and ongoing needs. We value the opportunity to review the Profiles and Personal Learning Plans on an ongoing basis. There are set times within the school calendar whereby parents are invited in to discuss their child's progress but our school prides itself on being able to offer other, more informal, opportunities for parents and staff to engage in and discuss daily/weekly/regular progress. This can take place at drop off and pick up times and via the 'Amazing Moments' Whatsapp group where parents are encouraged to feed back on the learning/activities taking place on any given week. Pupils have an online profile which is updated regularly with pictures and information relating to specific areas of the Early Years Curriculum, Wider Achievement, Ethos and Life of the School and Personal Achievement and Inter-Disciplinary Learning. A paper profile which links to planning and progression is held in the Nursery and can be shared with parents on request or will be shared at given times in the Nursery calendar. Weekly meetings take place between ELC Staff and Head Teacher - this forms a central part of reviewing, evaluating and informing next steps for the setting, pupils and staff. Nursery improvement priorities are reviewed and adapted in a responsive way across the year to take into account opportunities to develop these through a variety of contexts. Children's voice within the planning process in addition to staff-led learning ensures that there is a progressive, cohesive and balanced approach towards each child's progress and development incorporating the seven principles of curriculum design.

During enrolment parents are asked to complete an 'All About Me' form which is kept in the pupil's profile and helps to support and plan for pupils as individuals. The first section of the 'Being Me' document is held securely along with the 'Being Me - Meeting my Ongoing Needs' document. Staff keep track of pupil ongoing needs and keep parents informed as required through informal and formal processes.

If you are thinking of enrolling your child in Raasay Nursery please contact the school on: 01478 660219 or email: Wilma.duncan@highland.gov.uk The Nursery day begins at 9am with snack at 10.30 - pupils join the main school at 12.30 for lunch and the afternoon session ends at 3pm. Pupils should be dropped off and picked up at the Nursery door and any change to arrangements regarding pickup and drop off should be indicated to Nursery staff. Pupils should have suitable indoor shoes, a change of clothing - including pants/pull-ups and wet wipes if required and outdoor wear suitable for the weather. Any enquires regarding clothing, equipment etc. specific to timetabled events that are taking place in the Nursery, should be directed to Nursery staff and the school office in advance of such activities or events.



Term Times and Holiday Dates

Please note that term times and holiday dates are available online at https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Parentzone Scotland

EMA - Grants and benefits

[Education Maintenance Allowance](#)

Transition to Secondary

Pupils from Raasay Primary will transfer to Portree High School. During the summer term, a Support Teacher from Portree High School will visit the school and meet the Primary 7 pupils. At this time the pupils will be given a list of their subjects, class group and other information about the school. Dates will also be set for the pupils to visit the High School before the end of June. All of this information is shared with parents.

The pupils travel on the 7.55am ferry and then by bus to and from Portree High School, returning on the 4.15 ferry. Except on a Friday when they return on a special sailing at 1.30pm after Friday early closure. There is no cost associated with the travel arrangements.

P7 pupils from all schools in the Associated School Group attend a four day residential at Raasay House - this enables the pupils to get to know one another ahead of starting High School. The Head Teacher of Portree High School is Mr Tony Breen.

Throughout P7 there are a variety of opportunities for children of that age to attend inter-school events across the Association School Group ranging from Basketball Festivals, Cross Country, Dance and Science/STEM workshops. Pupils towards the end of their Primary years also have the opportunity to engage in sailing sessions with the Sailing Club, three days of transition at the High School and where possible, Raasay Primary School has created opportunities for P7 to attend classes in other schools in order to build up friendships and experiences within bigger class settings ahead of High School.

The school will ensure that all pupils leaving school have a positive destination. Parents should spend time with their child looking at the world of work website:
<http://www.myworldofwork.co.uk/>

Enrolment and Transition to P1

During the early part of February, the Education Authority places, in two local papers, a notice of the procedures for the enrolment of pupils into Primary 1.

Children who will have reached their fifth birthday by the following February are eligible to start school in August.

Parents are invited to make appointments during the week designated as enrolment week, and this is usually in February, to meet the Head Teacher and enrol their children. At this time there will be an opportunity for discussion and parents will be given any advice or help required. There will be meetings and visits to school for both parents and children before they actually start in August. Primary 1 pupils will be expected to attend school for the full day from the first day of session.

Parents wishing to enrol their children should watch the press for advance notice of enrolment date, Highland Council Area, usually in January/February. On entry parents will be asked to give consent to various aspects of school life e.g. trips, photos, e-mail, internet, video etc.

During the summer, before they start school, the children will spend several sessions in the Primary classroom. They take part in the school day and playtime, so that they can become used to their new friends and environment. We will provide parents the opportunity to be part of this transition and enjoy sharing the new experiences their child is involved in. It is worth noting however that given our school roll nursery children get many opportunities to participate in learning activities with the main school throughout the year. These arrangements are in place to ensure a smooth transition into P1. However, should there be any concerns please do not hesitate to contact the Head Teacher who will

handle any queries in the first instance.

Nursery policies are available on the following link: [Policies - Early Learning and Childcare in Highland](#)

Other information can be found on the following link: [bumps to bairns - early help for children from 0 to 7](#)

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. Applications are made to the Area Quality Improvement Manager, Mrs Mhairi MacDonald.

Placing request applications are made online at:

[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 Raasay Primary they can contact Mrs Wilma Duncan (HT) 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.

Nursery Admission

Please contact the school for details and ask for a Nursery Handbook and check the Highland Council website and local press.

Please follow the link to Nursery Enrolment: [Enrol Your Child for ELC](#)

Admission to P1

Admission to P1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually 5 years of age by the end of the following February. Proof of birth date is a requirement of enrolment.

The children's ages range between 4 and 12, from P1-P7.

During the summer term, before admission to P1 Nursery Pupils in the Pre-School Year will have regular sessions with the main school for the purposes of transition.

Adverse Weather and School Closures

It is the responsibility of parents to decide if a child should travel to school during adverse weather - by transport, or on foot. The Council encourages full attendance at school but in severe weather conditions, the safety of pupils is more important. The school updates its procedures for adverse weather closure annually.

- Parents should advise school of an alternative address as close as possible to the school which may be used by the school in emergencies.
- The school will advise parents by phone of school closure.
- The school has a system of communication with parents in the event of a school closure.

Information on school closures - <http://www.highland.gov.uk/schoolclosures>

Local Arrangements

In the event of a school closure due to adverse weather or disruptions to electricity/heating/water etc., parents will be contacted directly by the school via phone or specific appropriate arrangements via local social media or word of mouth.

Emergency Procedures for Ferry Disruptions

Procedures are in place in the event of ferry disruptions due to bad weather. Our management cover class teacher, Miss Duffus, travels to Raasay Primary School from Skye. In the event of ferry disruptions, we are notified by ferry alerts and the Head Teacher will always endeavour to make contact with Calmac to get the most up-to-date information before putting in place a plan e.g. making arrangements for the staff to leave on an earlier ferry.

School Transport

The school is open to receive pupils at 9.00am. In the event of poor weather pupils should use the shelter.

Pupils living within the delineated area of Raasay Primary are eligible for free school transport if the following conditions apply:

Your child may be eligible for free school transport if they are:

- Under 8 and live more than 2 miles from school
- 8 or over and live more than 3 miles from school
- Have a medical condition or additional support needs that affects mobility
- Would have to walk a route which is considered by us to be unsafe for children to walk, even when accompanied by an adult

Further information and how to apply can be found here: [Apply for school transport](#)

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

Liaison with Parents

Pupil Progress Reporting to Parents takes place in November and again in June of each session. There are opportunities for parents to come into school to see their child's work and to have Learning Conversations with them. We have an Open Door policy whereby Parents can come into see their teacher to discuss any area of their child's learning although we do ask that you call the school to make an appointment ahead so that staff can make provision to be available.

Pupil profiles are online and pupils in P3-7 have their own website which they update aspects of their learning journey, set themselves targets and upload key areas of their curriculum; Numeracy and Maths, Literacy, Health and Well-being, Learning Across the Curriculum and Personal and Wider Achievements. In P1, P2 & P3 pupils have their learning journey in 'Book Creator' as this is easier for them to navigate at this stage and there are opportunities for them to share more of their learning verbally.

Both platforms are shared with parents as a discussion point for their learning and provides the children with ownership of their learning journey whilst also increasing their ICT skills with apps.

Parent Council

Due to our small numbers the Parent Council consists of all parent members, and, where possible, one co-opted member of the community who have no children at the school and the Head Teacher.

All parents, except staff with children at this school, are eligible for election, which is held every two years for parent members on a rolling programme.

Each parent/guardian of children in school is automatically a member of the Parent Forum. Representatives of the Forum then volunteer to serve on the Parent council supporting the school, fundraising and actively encouraging all parents to work in partnership with the school to enhance pupils' learning and educational experiences in order that all children can become successful, confident, responsible and effective pupils.

Further information may be obtained from the chairperson of the Parent Council. The secretary contacts parents via email as to the dates of meetings. Parents may ask for items to be placed on the agenda by contacting the Parent Council Chair and any parent may attend the meeting subject to the guidelines on such attendance. All items for the agenda should be with the Parent Council Chair two working days before the date of the meeting and a copy forwarded to the Head Teacher prior to the meeting.

Our present Parent Council members are very active with fundraising for the school and supporting events and activities.

If you wish to become involved in helping our Parent Council in any way and wish to express any views about any school issues, please contact the Parent Council via the school or the school website for contact details and information.

Parent Council Members

Members can be contacted via the Parent Council email: raasay.primary@highlandpc.co.uk information is also available at the school website.

Iain Hill (Chair/Treasurer) Artemis Pana (Secretary)

Due to the small numbers on our school roll, it was agreed that all parents could represent their child on the Parent Council.

Parents' Meetings, Reporting procedures, Open Days and Parent Liaison

Apart from general meetings which may be held from time to time, parents will be invited to the school to view and discuss pupils' work in May/June of each session and a report card will be sent out to parents prior. There is an interim parent meeting in November each session where pupil progress and achievement is shared.

Samples of work through the Learning Journey E-Profile are kept on each child and are shared with parents.

Parent Opens Days are held so that parents have the opportunity to celebrate and discuss their child's work with staff and of course, the child themselves. During these events, parents are given the opportunity to share their views on their child's learning through 'Two Stars and a Wish' feedback forms which gives the school an opportunity to gather parents' views.

In addition, staff may contact parents to discuss progress or a particular problem, which may arise during the school year. A note of the meeting is kept by the Head Teacher or relevant member of staff and placed in the pupil's record. Parents may also contact the school to make an appointment to see staff.

Such appointments should be arranged through the Head Teacher.

Non urgent contact can be made by telephoning the school from 8.40 to 9am each school day. The school also communicates with parents via email, phone calls, letters, notice boards, website and the community newsletter. We have an open-door policy in the school although parents are also encouraged to use the tools for continuous engagement e.g. homework diaries or a note from home. For further support see: [Thriving Families](#)

Opportunities for Parents to be involved in activities

We endeavour to include parents as part of the development of 'family learning' within the school and this takes on a variety of forms. Parents, where possible, and where time allows provide their time and share their skills with our pupils by being involved in a variety of ways. This may include festivals on Skye and providing transport and extra 'hands on deck' support for outdoor work and in the garden as well as supporting after school clubs and classroom activities. Parents support learning at home, improving home school partnerships and very effective parental representation on the Parent Council.

School Policies

All policies are written using Highland Council Policy Frameworks and are shared with all staff, parents and the Parent Council. Should parents wish to view school policies at any time, they may do so by contacting the Head Teacher. Over time all policies will become available on our school website.

- Below are those that are available at the school in the parent's information folder held in the school office. If you wish to view Highland Council policies - please see following link which takes you to policies on the Highland Council website [Authority Policies](#)

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the Head Teacher or online at

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

Support for Learners: [Support for Learners Website](#)

Anti Bullying Policy: https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Equality and Diversity: [Promoting Diversity and Equality Policy January 2022.docx \(sharepoint.com\)](#)

Equality and Inclusion

For up-to-date information please see:

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

In summary, our activities in school aim to:

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.

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

Assessment & Reporting

The school uses the Learning and Teaching Assessment policy. This is aimed at:

- a) Supplying the pupil and his/her parent with information about his/her progress.
- b) Providing signposts for the direction of the next stage of learning.
- c) Monitoring the school's success in achieving its educational aims.
- d) Scottish National Standardised Assessments are undertaken by P1,4 & 7. Assessment of all pupils is ongoing throughout the academic year and details of their progress is based these and on baseline and end of year assessments.
- e) SOFA (Scottish Online Formative Assessment) are undertaken with pupils in P2,3,5 & 6 for numeracy and literacy in November and, again, in May. This measures progress over time in these areas.
- f) Any tests, which are used, are diagnostic in character, that is, they are designed to reveal a pupil's strengths and weaknesses so that his/her learning programme can be adjusted accordingly. These assessments track progression and inform next steps for staff and support for learning.

Further details of assessment procedure can be obtained here:

Assessment

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

Reporting

The main reporting period is in June. The report will indicate strengths and development needs, as well as the proposed next steps. The report form gives parents an opportunity to respond to their child's report. This response will form part of the agenda for the subsequent parent/teacher interview, which will take place shortly after the reports have been issued.

Parents' Evenings are held in May/June. We also hold open afternoons throughout each year when parents have the opportunity to see pupils' jotters, Pupils Learning E-Profile. Parents will receive feedback on their son/daughter's progress through pupil reports, progress checks and target setting information.

Then pupils will reflect on their progress, achievement and best work on their profiles.

[Highland Curriculum for Excellence information](#)

Education Scotland CFE

[Curriculum for Excellence | Education Scotland](#)

Education Scotland link for inspection reports

[HMIe Inspection Reports](#)

School Improvement and Standards and Quality Reporting

Our most recent School Improvement Report and Standards and Qualities Report is available on our website: www.raasayprimary.com

Support for Learners

- Pupils' progress and needs are identified through ongoing assessment, by teaching staff. Where pupils' need extra support measures and procedures are in place to support the child/family. This takes the form of initial discussion with parents and short-term measures and targets in collaboration between the CT and parents/pupils are mapped out and reviewed. We have the input of parents at this initial stage and the views of the child are integral in the process. Should it be identified that further support is required a Child's Plan is put in place with support from the Support for Learners' Team with regular meetings with parents for review and next steps. Interagency Support Plans with Educational Psychology/ Children's Service Workers/ Counsellors or other members of the specialist support are put in place to support your child if required. Further information can be found the link attached. [Support for Learners Website](#)
- GIRFEC (Getting It Right for Every Child) is central to work at Raasay Primary School in order that we ensure that every child has the opportunity to reach his/her potential.
- All children will have a Named Person who parents can contact if they think that a pupil has additional support needs and where to get more information and advice. [Enquire](#)
- Wilma Duncan (HT) is the Named Person at Raasay Primary School
Wilma.duncan@highland.gov.uk
- To support pupils in our school we regularly review the layout of our classroom, the resources used to best support the needs of the pupils in our school and have a variety of classroom strategies in place to support learning for all. Systems and Risk Assessments are in place to ensure the safety of provision for all.
[GIRFEC - Child Protection](#)

(a) Enquire - the Scottish advice and information service for additional support for learning [Enquire](#)

(b) My Rights, My Say - an advocacy and advice service for young people over 12 with additional support needs [My Rights My Say](#)

(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

Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and

regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[Support for Learners](#) [Co-ordinated Support Plan](#)

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher <contact details>. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Additional Support for Learning in Highland](#)

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Wilma Duncan (HT) Wilma.duncan@highland.gov.uk who is the named person for pupils at Raasay Primary School to arrange an appointment.

Curriculum and assessment

What qualities do we expect and encourage in our pupils? We expect each child to have self confidence and try to encourage this.

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning - they make discoveries and are keen to learn.

A Curriculum for Excellence - Our Curriculum Rationale

Curriculum for Excellence is now well established in Scotland and the purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It's also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. They will enjoy greater choice and opportunity to help them realise their individual talents.

Curriculum subjects are planned across the year using the Highland Progressions. The curriculum is delivered through a rolling programme with subjects being linked through IDL opportunities when appropriate. We have a city trip for senior pupils on a three year basis. This provides opportunities for our children to experience aspects of the social studies curriculum first hand e.g. visiting the Scottish Parliament, Edinburgh Castle, Museum of Scotland, Scone Palace.

Four Capacities

The Curriculum for Excellence framework is based around four capacities which aim to develop your children as:

- successful learners
- confident individuals
- effective contributors and
- responsible citizens.

Four Contexts

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

The Principles for Curriculum Design

There are seven key principles behind the design of the curriculum 3-18:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice

- coherence

3-18 Curriculum Levels are set as follows: LEVEL	Stage
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

More information about a Curriculum for Excellence is available on the school website. Education Scotland has developed Benchmarks based on Curriculum for Excellence Experience and Outcomes. These Benchmarks are used by schools to provide clarity on the National Standards expected within each curriculum area at each level. The purpose is to make clear what learners need to know and be able to do to progress through the levels. Skills development is integrated into the Benchmarks and an understanding of skills and how well they are developing will enable our learners to make links between their current learning and their future career options and employment. These Benchmarks cover the curricular areas detailed below:

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

Science

Through learning in the sciences our pupils develop their interest in and understanding of the living, material and physical world. They engage in a range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults. The Local Authority as developed a Science Framework which is implemented in Raasay Primary School.

English Language - Involves pupils in Talking, Listening, Reading and Writing

Talking

Today spoken language is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We no longer hold the view that children should be seen and not heard. We encourage children to talk as we believe that it is important for children to be able to express themselves clearly and intelligibly in an

acceptable form. Pupils are given many opportunities to discuss their work, in all subjects: they are invited to present prepared talks to their classmates; they are encouraged to put forward their views and opinions on varied topics and issues; they are given opportunities to question other speakers and the validity of what is being said to them.

Listening

This is also important, and pupils are encouraged to look for meaning in what they hear and to be critical of what is vaguely expressed. They are encouraged to hold polite conversations & discussions and are taught the techniques of good listening.

Reading

This has always been regarded as one of the most important areas of the curriculum. Raasay Primary School pupils and staff have participated in The Highland Literacy Project. This is an exciting initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

In School

In P1-3 children will be practising their reading every day in school. Five sessions of core reading will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions through comprehension time and within daily literacy plan.

Moving into P4-7, children work on consolidating and improving their reading skills during their reading session. These sessions encourage development of the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They will also be looking at the author's craft such as style, character analysis, development of settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non-Fiction or Writer's craft.

At Home

In P1-3, whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include

- Reading the book to your child & talking about it
- Reading the book with your child (at the same time)
- Listening to your child read. Remember to praise them.

* Please note - Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.

*Most pupils in P4-7 take their core reading book home to practise. Research has shown that by this age, children need to have a choice in what is read at home, how much is read as well as when and where reading takes place, otherwise there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader. Pupils do however bring home separate books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for enjoyment. At present pupils have a classroom library and we also have good links with our local mobile library and children are encouraged to make good use of the local library in Portree.

Writing

Written Skills, too, need to be highly developed to meet the demands of the increasingly complex society in which we live. The kind of skills that might have been enough to win success a few years ago are simply not sufficient today. When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - the secretarial skills - and the other is what the child is trying to communicate through his writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing.

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

The following list indicates the scope of written work which may be asked of pupils as they progress to P7:-

1. **an imaginative story within their experience eg. going on holiday**
2. **an imaginative story outwith their experience e.g. a trip through outer space**
3. **a factual account about themselves and their environment**
4. **a factual report within their experience e.g. how to make a cup of tea**
5. **an account of something done eg. a science experiment**

6. a letter - real - thank you for invitation/for information or imaginary - friendly/business/complaint
7. filling in forms
8. a report on something seen or heard
9. plays and conversations involving direct speech
10. summaries
11. writing in character - as someone/something else
12. poetry - blank/rhyming verse
13. posters
14. writing in first/third person
15. writing in past/present/future tense
16. note taking
17. written work based on individual research on topic/project using reference material
18. redrafting their own work in order to improve it
19. extension of author's work to show understanding of author's style.

They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Pupils are also encouraged to assess their own work and set personal targets for their next piece of writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

Parents can help with writing by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has the child communicated his ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the 'secretarial skills' should be thoughtfully and tactfully dealt with. The child needs to feel that what s/he has written is of value and if an initial response by either a teacher or parent is negative, the child will have feeling of failure and will hardly be encouraged to improve his work. If the child is not a good speller, encourage him/her to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if he/she has spelled it correctly this time.

This session Writing is a focus in our School Improvement Plan, with staff training sessions and new resources have been bought to support this. We are in the second year of using the Steven Graham training resources to support writing within our school - this continues to be a focus in our School Improvement Plan. The introductions of WAS spelling two years ago as a SIP focus has and continues to show good improvements in spelling. This

session we also have a focus on Reading for Enjoyment and are implementing new strategies to develop this and linking with the Scottish Book Trust.

French

As part of the government language initiative 1+2 whereby all pupils in Scotland should have been taught 2 other languages over and above their native tongue whilst in Primary School, Raasay Primary ensure that within the timetable, Gaelic and French are taught within designated lessons. Due to our numbers all our children are taught Gaelic and French from P1 but more extended lessons in Gaelic from P1 and greater focus on French from P5-7

Gaelic

Raasay Primary School has a strong Gaelic ethos and pupils use and understand simple Gaelic statements - from entering the school in the morning to using Gaelic last thing in the day. It is taught in mainstream throughout the school and is presented in a child based and child centred way. In the Upper Primary, the emphasis continues in oral work, but we begin to introduce reading and writing. It is through classroom language, drama, song, community events, the local Mod, working with third sector organisations and through role play and games that the pupils gain a rich and meaningful learning experience of the Gaelic languages.

Mathematics

Pupils enter school as active thinkers, having already experienced informally - handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. They are not however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling. As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers wish to plan pupils' experience of mathematics with specific objectives in mind. As pupils progress, they will be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they will engage will entail working with various kinds of information, drawing graphs for example, possibly using computer software. This will often involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement. They will need to know the properties of shapes and ways of describing movement. This should involve:

- information handling
- number, money and measurement
- shape, position and movement
- problem solving and enquiry

Computers and calculators are part of the world in which we live and the school makes good use of mathematical programmes on the computer at all stages. At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before. We have dedicated Teacher Hot Spot sessions with each child daily focussing on a key outcome of the curriculum in this area, with dedicated time around this for mental maths, active maths and activity - worksheet, game, Sumdog or ICT based or jotter work. Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

Expressive Arts

In addition to the core subjects, an appreciable part of the school curriculum in all schools in Scotland is devoted to the expressive arts; namely music, art & design, dance and drama. These are integrated where appropriate into other areas of the curriculum to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During Music lessons, led by YMI instructors children sing songs sometimes linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience.

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased. Within our curriculum framework each year our pupils have a drama focus which results in a whole community production for the island at Christmas.

Through Dance with specialist visitors or through drama work learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education

and physical activity. Pupils have to opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity as well as evaluation of their own work and that of their peers.

School Concerts take different forms at Raasay Primary School. At Christmas, Nursery - P7 pupils perform in our Christmas Show - sometimes this will be written and produced by the pupils themselves and can be related to a theme studied in class or something new. The proceeds from their performance are used to finance the use of the community hall and extras like costumes. These provide an opportunity to bring all the expressive arts together. A concert gives the children a chance to create scenery, perform songs and music, practise drama etc.

Social Studies

Through Social Studies our pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, our pupils' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Our pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Our social studies are organised under three main headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business

As our pupils participate in social studies they will:

- develop their understanding of history, heritage, culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes

- develop an understanding of concepts that encourage enterprise
- establish firm foundations for lifelong learning and for further specialised study and careers

Technologies

Learning technologies enables our pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens.

ICT (Information and Communication Technology)

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to your child's age and stage of development. At Raasay School we aim to equip our pupils with the learning and employability skills required for the 21st Century.

Our overall aim of the ICT curriculum is 'to develop in young people knowledge, skills and informed attitudes in relation to information and communications technology'. In developing ICT capability pupils are encouraged to:-

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society

All pupils have their own chrome-book and create their own e-profile and learning journey on Google Sites. They use a variety of apps: Book Creator, Padlet and Soundtrap to name some. They access online opportunities through video clips, Google Classroom and Google Drive.

Health And Wellbeing

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It ensures that each child develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our study of Health and Wellbeing is grouped into five categories:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Physical Activity and Sport provide experiences for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. All pupils receive instruction in swimming at Portree Swimming Pool. Mrs Sarah Ross provides pupils on Raasay with the opportunity to learn skills through Active Schools and have had successful funding bids to support biking skills, biking residential and this has been developed through pupil interest. The school also works with other third sector organisations such as Spors Gaidhlig - to support paddle-boarding, archer and gorge walking when possible. We also work collaboratively with Raasay Outdoor Centre and they have also supported us with John Muir Award accreditation - Discover, Explore and Conserve a Wild Place. We have recently introduced Kayaking as a core subject within P.E and the class teacher delivers these sessions in Term 1 and Term 4 when the weather is more reliable.

Relationships, Sexual Health, Parenthood, Drugs Awareness

Parents will be informed about sensitive aspects of learning within these areas ahead of any block of learning.

Religious And Moral Education

Religious Education is taught throughout the school. As we develop this area of the curriculum, we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. We will encourage in our pupils' sensitivity towards and tolerance of others. We will try to illustrate and use human experience to highlight the areas of life with which religion deals and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence.

We explore the ways in which Jesus is central to Christian belief and worship and give some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions.

Appropriate biblical stories would be included. Whatever the topic, pupils are encouraged to be actively involved as they are in all other areas of the curriculum.

In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So, in addition to our studies of the Christian tradition we will study the lives of people with a Jewish, Muslim, Hindu, Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from R.&ME. are given alternative work to do at this time. We are fortunate to have visits from the local Rev (Rev Rosemary Bungard) for special assemblies during the school year.

Early Years Education

We have a strong focus on and encourage children to learn through play and staff plan activities that will help each child's learning and development.

Should you wish further information about our Nursery Class and Nursery Education please contact the school office.

School Assemblies

Our assemblies take a variety of forms. During our assembly we celebrate pupils' successes by way of presentation of certificates which are then photocopied for their E-Profiles and taken home to share with parents. We have a variety of areas of focus throughout the year for Assembly - Remembrance Day, Religious Festivals, Charity Events, World Celebration events and assemblies on inspiring individuals that have shaped our society and world. During Term 4, we hold an end of term Prize-giving as a collegiate celebration of success with our community and parents. Throughout the year we celebrate specific events such and participate to raise funds for charity, examples of this include Walking for Wildlife, Scottish Poppy Appeal, Children in Need to name but a few.

Assessment

Assessment is for Learning (AifL) is a national initiative with representation from all parts of the Scottish education community. By using formative assessment, reflective self-assessment and summative assessment - that is assessment FOR learning, assessment AS learning and assessment OF learning - as part of learning and teaching, we aim to help pupils to achieve course aims and to develop their learning and thinking skills. Diagnostic profiling of the children will be ongoing through assessment, self assessment, peer assessment and Pupil Profiling.

Pupils are being continually assessed by their teachers in order to make sure that every child is working to his/her full potential. When planning his/her work, the class teacher takes account of individual differences and plans accordingly. S/he also keeps records of work, recording how well the children are managing the work demanded of them. Assessments must constantly be made by the teacher to ascertain the progress a child has made, to diagnose his/her difficulties, and to discover his/her capabilities, so that s/he may plan a programme for him/her which is appropriate to his needs. All schools in the Authority undertake SNSA assessments of their pupils as part of summative assessment of benchmarks at key stages: P1, P4 and P7 and SOFA (Scottish Online Formative Assessment) undertaken in November and May.

HOMEWORK



Our homework policy is based on annual ongoing consultation with parents and pupils. It has been agreed that homework will consist primarily of reading for P1-4 and any associated phonics work. In P4-7 children can borrow a book from the school library and take their core reading book home to practise each night. Some aspects of our homework is responsive to the curriculum areas being studied that term e.g. drama in term 2. Sometimes pupils will carry out specific homework tasks related to topics covered in class or for example practising for the local mod, preparation for prizegivings/celebration assemblies or developing skills and knowledge relating to wider achievement.

All pupils are provided with a homework diary and pupils in P5-7 should ensure that important things to remember are written in where possible. Pupils in P1-4 will have details of home reading added accordingly by class teachers. The homework diary is there to further develop the communication between home and school, on a regular basis, if required.

Arrangements for visits out-with school, including swimming

Parents will be notified by e-mail and letter regarding any off-island trips. All information pertinent to the trip/visit will be detailed and any special arrangements put in place. (medical, dietary etc)

Parents are required to sign permission slips (usually at the bottom of the information letter) regarding any visits. Transport will be arranged for such trips by the Head Teacher and in some instances may require parent volunteers of which parents will be notified.

School Rules And Discipline

GOLDEN RULES

- Do be gentle - don't hurt anybody
- Do be kind - don't hurt people's feelings
- Do be honest - don't cover up the truth
- Do work hard - don't waste time (yours or anybody else's)
- Do listen - don't interrupt
- Do look after property - don't damage it

Promoting Positive Behaviour Policy

- the Council's anti-bullying policy can be found on the link below
[Anti Bullying Guidance](#)

Rationale

Effective learning and teaching requires the establishment of a sound learning environment at school and classroom level. Effective learning and teaching depends on positive relationships established at school and classroom level through positive interaction between all - between staff, staff and pupil and between pupils themselves. In managing positive behaviour, Raasay Primary has very clear expectations:

- create an atmosphere of mutual respect, trust and corporate responsibility
- promote a positive school ethos through positive behaviour strategies and celebrations of success
- raise standards of attainment, behaviour and attendance for all pupils
- involve parents, pupils and staff in setting standards of behaviour within the school
- encourage pupils to manage their own behaviour effectively while respecting the rights of others
- develop social and Citizenship skills through a variety of school contexts

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

School expectations:

- All members of the school community are expected to respect each other
- Pupils are expected to take care of and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones.
- Parents must provide an explanation for every absence
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

Managing Positive behaviour

Our first aim in ensuring that all children are safe and healthy and able to deal with emotions is to embed the SHHANARRRI indicators which the children have developed and form the heart of our Values and Aims as a School and Nursery.

Positive behaviour is achieved in two ways:

1. Management - When negative behaviour occurs we need to be able to respond positively and effectively.
2. Prevention - Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.

Sometimes, and for many different reasons, a child/children may need support with their behaviour.

Our first aim is to ensure that all children are safe and healthy; therefore if a child is in danger, hurt or in an unsafe situation, we will always react immediately by approaching the child and calmly communicating the message that what they are doing is unsafe. We will then explore with the child how to make things safer. If a child is hurt, the setting's first aid procedures will be followed.

If the child/children are safe and demonstrating unwanted behaviour then the following procedure will be used to support the child/children in learning to manage their own behaviour and emotions.

1. Praise

- a. We continuously praise positive behaviour using our *kindness agreement* and tactically ignore unwanted behaviour.
- b. Adults model positive behaviour.

2. Express interest/ offer to help

- a. "I really want to speak to you about this, so that I can help you/ understand what happened. Let's chat over here." and/or "I know it is hard and I would like to help you sort this out."

3. Express understanding/ acknowledge

- a. This can't always be immediate in a classroom/nursery situation but it is important to acknowledge that it will be revisited later. "It will be really exciting when we do this later on! We could do x y z." and/or "I am busy at the moment, but let's take time to talk later."
- b. "I can see that you are finding this hard/ don't want to stop what you're doing/ are frustrated."
- c. It is important to talk to the child/children away from others (now or later).
- d. If a child refuses to communicate: "You can speak to me when you're ready." Any attention seeking behaviour/ extreme emotional outbursts will be tactically ignored, providing that it does not cause safety concerns.
- e. The adult remains calm, neutral, (poker face, only show emotions such as disappointment when something keeps happening continuously)

4. Restorative Conversation

Restorative conversations are a process in which a child or children can give their point of view about why something happened. If more than one child has been involved in a situation, each child should be allowed to put forward their point of view without interruption. This helps the child feel that they are being listened to and not simply 'told off'. It can also provide the adult supporting the conversation valuable information about why something happened, the 'ins and outs' of what exactly happened, and any underlying reasons. At the end of a restorative conversation an agreement should be made about what the next steps are going to be. If this approach is being used continuously children will learn to reflect on a situation, become more open, consider other points of view and learn to manage their own behaviour.

We want children to experience these meetings as something positive and see the adult in a supportive role, but not the person who is going to 'sort everything out'.

- a. Questions that the adult may explore with the child/children depending on the child's age/ stamina are:
 - i. What happened?
 - ii. How did you feel?
 - iii. How did this make others feel?
 - iv. What can we do now?
 - v. How can we do things differently in the future?
- b. Explain that "I can't let one child hurt another" (instead of "stop hurting X") or "I am worried about someone getting hurt"
- c. Thank the child/children for their co-operation and move on to the agreed next step, for example apology (support if needed).

5. Speaking to parents

We believe that it is important for the children in our care to learn to reflect on and find solutions to any problems that may arise, and every member of staff is committed to supporting them through this journey. Sometimes, it will be necessary to involve parents in this process, especially if the unwanted behaviour was unsafe or if the same type of situation has occurred on three or more different occasions. If this happens, we will invite the child's/children's parent/s into school so that we can work together in finding a way to move forward.

Responsibilities:

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils are encouraged to be responsible for their own positive behaviour and meet the expectations set out by the school by means of our Golden Rules and our SHHANARRRI reward board.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on either the school message number: 0800 564 2272 and PIN 04 2830 is required or the school number 01478 660 219 (this is the preferred option). When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian (this can be in the form of an email). Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

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

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether to remove their children from school for a family holiday, they should be aware that such a decision:

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering: [The Highland Council - School Term Dates](#)

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



School Uniform

Parents are asked to provide their children with warm water-proof clothing and strong shoes or boots for the winter. Children should bring a change of footwear to wear in class. The school provides to each child: a gym kit bag, P.E. t-shirt and bag for indoor shoes.

School Clothing: White or navy polo shirt (available to buy from the school)

School Sweatshirt: available to buy from the school

Appropriate black or dark trousers/skirts with no sports logos.

The link to the application form for assistance with school clothing is as follows:

[Free School Meals and Assistance with Clothing](#)

P.E. Kit	Gym Bag (provided by the school)
	Shorts
	Gym Shoes
	T-shirt (provided by the school)
	Water Bottle (provided by the school)
	Hair bobble

Full P.E. kit should be kept in school during the week and taken home every Friday and returned every Monday. Long hair should be tied back for PE and no jewellery should be worn. In order to avoid confusion over ownership, please ensure that all items of clothing are labelled or marked with the child's name.

Indoor Shoes

All pupils are provided with indoor shoes.

Parents in receipt of Income Support, Family Credit or Income Based Jobseeker's Allowance may apply for a clothing grant. (see link above)

Child Protection

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

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

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. At Raasay Primary we operate a rolling programme to ensure all staff are trained in Child Protection. Our Named Person for Child Protection in our Primary school is the Head Teacher, Mrs Wilma Duncan who can be contacted on 01478 660 219 wilma.duncan@highland.gov.uk and, in her absence, the Duty Officer 01478 613825 Nursery Named Person is Tina Barrows, Health Visitor who can be contacted on: 01478 613873 or by email on: healthvisitors.skyelwr@highland.gov.uk

Accident/Illness at School

If a child has an accident or becomes ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to send him/her home. In the event of the parent not being at home we would welcome an alternative address e.g. a relative, friend or neighbour with whom the child can be left.

It would be appreciated if parents informed the school of any change in works telephone number, family doctor etc.

We follow national health guidance on the recommended period of absence from school following illness. Below are some of the most common illnesses for your information.

ILLNESS	Recommended PERIOD OF EXCLUSION
Chickenpox	5 days from onset of rash
E coli	Until 2 negative stool samples have been confirmed
German Measles (rubella)	5 days from onset of rash
Measles	At least 5 days from onset of rash
Mumps	9 days from onset of swelling
Salmonella	Until 2 negative stool samples have been confirmed
Impetigo	Until lesions are crusted or healed
Ringworm	Until lesions are crusted or healed
Hand, foot and mouth disease	3-5 days
Vomiting	48 hours after symptoms have ceased
Diarrhoea	48 hours after symptoms have ceased
Scabies	Until the first application of treatment

Welfare of Pupils

Medical Inspections

The school nurse visits the school to check on various aspects of health - eyesight, hearing etc. Details are sent out at as appropriate.

The school should be informed if a child is suffering from anything that may necessitate

special care being taken. This information is always treated in the strictest of confidence. The school dentist, comes to the school once a year to check the pupils' teeth. Parents will be advised of any treatment.

The School Nurse visits the school at various times during the year. Parents will be advised if their child(ren) is/are to be seen by the Nurse. The school nurse will visit to undertake vaccinations and other P1/7 health checks and will visit the school on request regarding any specific medical requirements identified ahead of key transition points.

The Speech and Language Therapist monitors the progress of pupils already referred to her and to picks up on any children found to have speech difficulties. S/he may provide programmes of therapy and parents will be informed and encouraged to engage in activities at home with the child to improve the child's speech.

Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb - ask your local pharmacists to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. For further information see:

[NHS Inform - Headlice and Nits](#)

Administration of Medicine

Staff do not administer medication of any kind, e.g. a tablet for a sore head. Parents, who wish their child to take any medication during school hours should contact the Head Teacher to discuss specific arrangements.

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. [Supporting Children and Young People with Health Care Needs in Schools](#)

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will

therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will **only** be administered by staff after an agreed protocol and in line with Highland guidance and when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

This would be an exceptional circumstance.

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. 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 guidance teacher. Alternately, 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.

Employment of Children

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

[The Highland Council - Employment of Children](#)

Support for Pupils Leaving School

Support for pupils leaving school, including career guidance, financial advice, further education and post 16+ learning choices can be found here:

[Hi Hope Job Centre Plus UCAS Skills Development Scotland -Apprenticeships](#)

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment:

[Work.Life.Highland](#)

Accident and Emergency Treatment

Small cuts and grazes are dealt with by staff. If there is concern, parents are notified. If the Head Teacher is concerned in any way, parents are contacted and arrangements made for the child to be seen by the District Nurse or Doctor. Any further decision relating to the medical treatment required would be decided by the medical practitioner. If the Head Teacher is unable to contact parents, necessary arrangements will be made for the child to receive medical attention.

Road Safety

All aspects of safety are dealt with throughout the school. We work on the belief that accident prevention is much more than a negative list of rules designed to restrict normal, healthy and adventurous play. It is on the contrary, a method of equipping a child to act responsibly. Road safety rules are taught and reinforced. Children undergo regular Bikeability training.

Organisation of the school day

The school day starts at 9am and finishes at 3pm Monday to Friday. Break time is from 10.30 to 10.45 with lunch from 12.30 to 1.15pm. Class teachers provide a stimulating and caring environment in which each pupil can develop his/her own learning potential. Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community. Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: - class, group and individual teaching, catering for a wide range of abilities.

Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[Delivering Additional Support for Learning](#) [Co-ordinated Support Plan](#)

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher <contact details>. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Additional Support for Learning in Highland](#)

Progress

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

Rewards System

The Pupil Council worked with school staff to develop a reward system relating to the Wellbeing Indicators. Pupils looked at the Wellbeing Wheel and made some additions to this in order to support their own views of what was important to them. All pupils continued to identify that being Safe, Healthy, Happy Achieving, Nurtured, Active, Respected Responsible and Resilient.

Respectful and Inclusive are key elements of the ethos and life of our school. They also identified that the four capacities were based on being Happy and Resilient within their learning and how this can make a big difference. They devised a chart with personal target stars and whole class achievement targets and identified personal and whole class rewards e.g. half an hour of den building or playing lego in the play zone - or a residential activity for the whole school. All achievements are celebrated across the school.

Emergency Arrangements

Parents are asked to supply the Head Teacher with a telephone number where they can be contacted during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents, who are not normally at home during the school day, are asked to inform the Head Teacher of an alternative address for their child to go to, if for some reason the school has to close early. If parents can not be contacted and there is no one available at the emergency contact address, pupils will be kept at school until they are collected by parents.

Collection of Pupils During School Hours

Parents are asked to inform the Head Teacher if they intend to collect their child(ren) during the school day, e.g. doctor's appointment. If collecting a child(ren) during playtime, parents must inform a member of teaching staff, in person, that they have collected their child(ren).



Fire Drill

Fire drill is held at regular intervals. The signal is the fire alarm bell. Prior to their first drill, P1 are informed, so as not to frighten them.

School Fund

Fundraising is ongoing through out the session and is supported by the Parents, Community and the Parent Council. Each year the Head Teacher has the accounts audited by an independent person and a copy is available for the parents. The money is spent on buying extra equipment, hiring in extra specialist hours, outdoor and indoor equipment to enhance learning experiences of all pupils, trips & prizes, sports kits and outdoor specialist clothing.

ACORNS (All Children Of Raasay Nursery & School) Enterprise

All pupils are members of ACORNS Enterprise and items relating to their enterprise work are discussed at Pupil Council meetings. ACORNS have had successful enterprise projects such as jam stalls, apple selling, craft fairs and Coffee Day/Afternoon Teas. They are also involved with many fundraising initiatives.

School and the Community

A school can provide a focal point in the community. With this aim in mind, we welcome the involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the pupils and involve the community in the school.

Transferring Educational Data

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 [Scottish Exchange of Data](#).

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:

<https://hi-hope.org/directory/listing/16plus-planning>

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

Pupil 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

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured. Further information can be obtained from:

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Transferring data about school staff

The Scottish Government and its partners collect and use information about school staff 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

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

[Scottish Exchange of Data](#)

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish

Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Data Collection 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.

Anti-Bullying, Equality and Diversity

- At Raasay Primary School and Nursery, we operate a zero tolerance policy towards bullying. Bullying behaviour is defined as deliberate repeated incidents of harmful words or actions against an individual. Bullying can be extremely damaging to a child's social and emotional wellbeing, and as such, can't be accepted at any level in school. For more on the Council's anti-bullying policy go to - https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Equality and Inclusion

We work with the children and parents to we eliminate unlawful discrimination, advance equality of opportunity and promote good relations. We ensure that activities do not discriminate against any of the following 'protected characteristics': age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity. For up-to-date information please see:

[Equal Opportunities Education in a Mainstream Setting](#)

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

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from <contact details> or online at:

[GIRFEC Child Protection Procedures](#)

Military Families

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

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

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

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

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

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

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



School Meals

School meals are cooked on the premises. Money for the week's meals should be paid on Monday morning, @ £2.40 per day. In cases of emergency, meals may be purchased during the week. Children of parents in receipt of Income Support / Income Based Job Seekers Allowance are entitled to a free meal. Pupils in P1-5 are also entitled to Free School Meals. Information and application forms may be obtained from the Head Teacher or by following the link

[Free School Meals and Assistance with Clothing](#)
[School Menus and Information](#)

Children may bring a packed lunch, which may be eaten in the canteen under supervision. No glass bottles are allowed. All containers must be of a non-breakable substance. All warm drinks must be in a suitable safety flask.

A Healthy Eating programme is promoted by the school for school meals and packed lunches. In conjunction with the Catering Team Raasay Primary is able to offer local produce by way of a weekly veg box from the local Walled Garden and when possible, fruit and veg grown in our poly-tunnel for snacks. The cost of snack is covered by the school fund. All pupils receive a healthy snack which is provided at break time.

School Lets

The school is available for let after 4pm and in the evenings, subject to the approval of the Head Teacher and, if necessary, the Parent Council. Application forms may be obtained from the Head Teacher.

Valuables & Toys

Children are encouraged not to carry money and valuables to school that they do not require. The school is not responsible for toys that pupils may bring to school.

Lost Property

Any items found are taken to each class for identification. Items not claimed are stored and anything which remains unclaimed at the end of session, is sent to Oxfam or some other deserving cause.

How Parents Can Help

Prior to sending children to school, parents should ensure that their child can tie laces, zips, buttons and be able to go to the toilet. Parents should spend time reading to their children and discussing pictures. Colours can also be taught.

After a child has started school parents should take time to talk to their child about their school day.

For further information regarding individual children, parents can consult staff or refer to: <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Extra Curricular Activities

In our small school we run after school clubs in a responsive way, in that, during Pupil Council meetings and Pupil Voice sessions, children share their interests and identify possible clubs and activities. Recent activities have included: Weaving, Biking, Lasertag, Crafts, Drama, Science Club and charity work.

Each summer term, P7 pupils from across all the Skye Schools take part in an outdoor activities residential at Raasay House as part of transition.

Book Clubs and Library

The mobile library visits the school every third Wednesday. All children are allowed to borrow books. The schools borrows books to use in the classroom.

School Improvement

We work closely with our Area Quality Improvement Manager - Mhairi MacDonald and our Area Support Manager, Sara Matheson on school improvement priorities.

A copy of our School Improvement Plan and Standards and Quality Report is available on the school website: www.raasayprimary.com

- **Details regarding the school's performance at local and national level can be obtained from the following websites: Education Scotland Parentzone School information Dashboard: [Education Scotland](#)**

Information on School Reports can be found here: [HMle Inspection Reports](#)

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact the Head Teacher. Mrs Wilma Duncan, 01478 660219 / wilma.duncan@highland.gov.uk

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: Mhairi MacDonald on 07918 842021

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

Please note also that parents are able to contact :

[Children First - Protecting Scotland's Children](#)

School Handbook

If there is an area, which is not included, and you consider that it may be helpful to parents, please do not hesitate to inform the school. This is your guide and is open to additions / improvements.

Some Useful Websites

- <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>
- [SQA, SCQF](#)
- [Active Schools](#)
- [Protecting and Repairing Wild Land | John Muir Trust](#)
- [Young Scot Awards](#)
- [Sports Leaders UK](#)
- <http://forhighlandschildren.org/>

Mrs Wilma Duncan. Head Teacher (November 2025)

Disclaimer

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.

