



# Tarbat Old Primary School and Nursery Handbook



**2026/2027**

**Head Teacher: Mrs Nikki Campbell**

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Dear Parent / Guardian,

On behalf of all the staff I would like to wish you a warm welcome to Tarbat Old Primary School. I hope you will find this handbook useful and informative. The information contained in this handbook is aimed at introducing you to the school ethos, its educational provision and any information you require for the welfare of your child whilst attending school. In the event that you are uncertain about any aspects please don't hesitate to get in touch where we will be more than willing to answer any of your questions.

Tarbat Old Primary School provides education for children from Nursery through to Primary 7. We are a small, family-orientated, two-teacher school in the seaboard village of Portmahomack. The school is part of a cluster arrangement with Hill of Fearn Primary School which is seven miles away. We have committed staff members who know the children and families very well. Most of our children are from the catchment area. The role of the school at present (Nov 2025) is 31, organised into two classes P1-3 and P4-7. We also have 4 children in the Nursery, which is situated in the old school house. Tarbat Old is a non-denominational school. We believe that Tarbat Old Primary School provides a learning environment that ensures that pupils are ready and prepared for every step of their learning journey and provides opportunities for children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We look forward to a happy and successful partnership in the future with you and your child. The Standards and Quality Report and School Improvement plan are available on request, from the school office, although a parent friendly copy has been shared within this handbook. If you should have any concerns, please do not hesitate to contact me.

Yours Sincerely,

*N Campbell*  
Head Teacher

# Key Information

## Admission Arrangements

P1 enrolment will take place at the end of January or beginning of February 2026.

Early learning and childcare enrolment will take place during February 2026. These dates have not been confirmed at the time of submission of this brochure.

Enrolment forms can be filled in online at:

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

Special arrangements are made for pre-school children to visit the school during the summer term before their entry to school. The children will meet their prospective teacher and become familiar with their classroom. There will be an opportunity for parents to meet with the head teacher to answer any questions you may have.

Older children enrolling in the school and those who join the school after the start of session are asked to contact the school to arrange a visit.

## Placing Requests and Catchment Area

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 must be made to Isobel Sinclair, Area Quality Improvement Manager (North Schools - Dornoch, Tain, Alness) – Email: [isobel.sinclair@highland.gov.uk](mailto:isobel.sinclair@highland.gov.uk).

Placing request applications are made online at

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

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Tarbat Old Primary School, they can contact Mrs Campbell to arrange a visit on 01862 871536.

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.

## Pupil 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 the school number 01862 871536. If returning to school after a long period of absence, the parent or guardian may be required to give a 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, parents should inform the school in advance. Where at all possible, medical and dental appointments should be made out with school hours.

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

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

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

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

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

### **Complaints and Request for Service**

If a parent has any concerns they should contact their child's Named Person in the first instance, Nikki Campbell Head Teacher. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Isobel Sinclair, Area Quality Improvement Manager (North Schools - Dornoch, Tain, Alness) – Email: [isobel.sinclair@highland.gov.uk](mailto:isobel.sinclair@highland.gov.uk).

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

# 'Ready and Prepared'

## Our Nursery

We are delighted to welcome you to our nursery and our school. We hope you will feel relaxed as you and your child become part of our family at the school. We hope we provide a warm, friendly atmosphere in which children thrive.

Our emphasis is learning through play and being stimulated to discover ourselves, each other, our environment, and the world at large. All our activities are well thought out and planned, however we adapt and change depending on the children on the day or a special event, etc. Play encourages social, emotional, and academic learning as well as physical development which is why we place such an emphasis on play.

We work together with you, and we hope that we can build on this partnership over the years. You are welcome to speak with us informally at any time and we encourage you to take an active role in nursery life.

The nursery is not just part of the school but is fully involved from taking part in school productions to joining activities with the infant class, etc. Our learning philosophy is to start your child's learning journey positively. You and your child are very important to us.



## **Staff Team**

There is a Nursery team, and all members of staff are available to discuss anything with you daily. Please see the notice board for our procedures and general information.

The Early Years Practitioners work with the children daily. The Head Teacher has overall responsibility for planning, strategy, and staff, working with the staff on a regular basis.

### **Early Years Practitioner (Qualified)**

Mrs Alison Munro

### **Early Years Practitioner (Qualified)**

Miss Joanna MacLeod (currently on maternity leave)

### **Early Years Practitioner (Qualified)**

Mrs Linzi Davis

### **Early Years Practitioner (Qualified)**

Mrs Hanna Lowe (fixed term maternity leave cover)

### **Support Worker**

Mrs Amy Halles

### **Health Visitor**

The named person for nursery children is the Health Visitor. Jacqui Logan can be reached at Tain Health Centre, Craighill Terrace, Tain, IV19 1EU and on telephone 01862 894098.

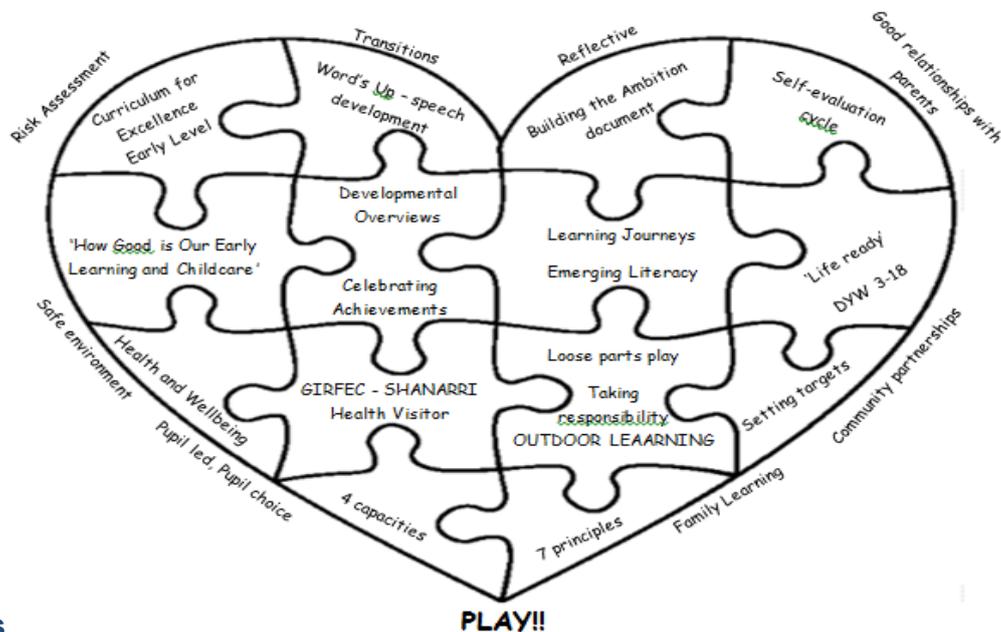
### **Nursery Aims**

In our Nursery we aim to:

- Work towards a provision which encourages every child to be safe, healthy, achieving, nurtured, active, respected, responsible and involved.
- Provide a broad range of appropriate pre-school experiences in line with Curriculum for Excellence to prepare children for the next part of their education.
- Respect and involve parents in the care and education of their child.
- Provide high quality learning experiences using the Quality Improvement Framework and key documents and guidelines for implementing new procedures and policies to continuously develop via monitoring and self-evaluation.
- Identify and provide relevant training for staff, including the requirements to meet the SSSC registration.
- Promote equal opportunities for all.

(Updated November 2025)

# Nursery Information



## Times

Nursery is open Monday – Friday 9.00am – 3.00pm.

## Flexibility

All children are entitled to 30 government funded hours per week. However, there is flexibility in how you may wish to use these to suit your family needs, e.g. 9.00am – 12.00pm. You will be asked what hours you would prefer at your child's induction session and hours / days can be used to suit your own personal circumstances.

## Security

The main entrance to the nursery is secure at all times. The play area outside is enclosed. These measures are taken to make everyone feel safe: you. Please could you ensure that both bolts on the gate are always closed to ensure the continued safety of the nursery children. All outdoor excursions are risk assessed, and the children wear hi-vis jackets for visibility.

## Absence

If your child will be absent from nursery, please inform the school by 9.15am. The number of the school is 01862 871536 and the direct nursery line (should there be no answer on the main school line) is 01862 871190. You can also contact staff via Seesaw.

## The Nursery Environment

The nursery has two main rooms: one for wet play, cosy space and snack time, the other, carpeted for free play. There is a cloakroom where each child has his/her own peg and there are toilets exclusively for the use of the children in the nursery. There is also access to the rest of the school such as the playground etc. Very quickly your child will understand the daily routine and where everything is kept. (They are

encouraged to find their games, jigsaws, etc. and to put them back when they are finished).

### **Collection of Children**

As we want to pack as much into the morning as possible, we start straight away at 9.00am and we would encourage you and your child to be as prompt as possible during arrival time. Please ensure you tell us who will be collecting your child and the time that they will be collected. The person who collects your child should be a responsible adult.

**If you are delayed in any way, just phone the school and a message will be relayed to the nursery where the staff will understand and be able to reassure your child. Please also call to tell us if someone different will be collecting your child from nursery – we will not let your child go unless we know that we have your permission.**

### **Early Closure**

Should the nursery need to close earlier than normal an announcement would be sent out on Seesaw to all parents. You, or the emergency contact, may also be contacted by telephone. Further information on adverse weather is on **page 19**.

### **Major Incident**

If a major incident happens the children will be evacuated to the school field where a detailed check will be made that all children are safe. If it is then decided that a safe return to the building is not possible, we will walk the children to the Carnegie Hall to wait for someone to collect them.

**Fire drills are held termly.**

### **Clothing**

All children must bring a pair of suitable, indoor shoes. Black, slip-on gym shoes are ideal and easy for the child to put on and take off. Your child should come comfortably dressed for playing outside and inside on the floor etc. Please make sure that all clothing and shoes are clearly labelled. This should be carried on throughout the school. The nursery children will be using their outside area whatever the weather, therefore please make sure that your child has enough warm clothes with them. Waterproof suits are also provided by the nursery.



### **Toys from home**

Sometimes we may do an activity in nursery which makes your child think of a game or toy that he/she has at home. Your child may wish to play with it as soon as he/she gets home. Sometimes the children want to bring the game or toy to nursery, but we would prefer it if you could keep these at home as we would not like to see it broken or damaged.

### **Illness**

If your child becomes ill or has an accident, we will contact you on the telephone number you have provided. If there is no reply, we will contact your emergency contact number. Please inform us if your numbers change throughout the year.

If your child has been vomiting or had diarrhoea, you are asked not to bring your child back to nursery until at least 48 hours has elapsed since the last episode.

### **Health**

#### **Is your child up to date with their vaccinations?**

Children receiving out-of-home care, such as nursery have more opportunities to come into contact with infections, so it is especially important to make sure that they have had all the vaccinations due. This is to protect them and the other children in the setting. Please contact your health visitor/GP for further advice.

### **Child Protection**

In terms of its child protection guidelines the Highland Council imposes a duty on schools and all staff to report, by way of laid down procedures, any incidents which may give rise to suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a child's parents or guardians.

### **Toilet Training**

Highland Council Authority has an equal opportunities policy and children cannot be refused admission to nursery because they are not toilet trained. We will work with you and the school nurse if there is a problem. If your child wears nappies or pull-ups we will ask you to sign a form giving staff permission to change if necessary.

## Excursions

We value outdoor learning highly at Tarbat Old Nursery and we often go out and about around the village collecting items, visiting the shop, Tarbat Discovery centre, learning on the beach, looking at buildings to enhance the learning experiences.. We create wall displays of things we have seen and learned from our environment. Have a look at some of our displays and the places we have been to recently.



So much learning takes place on visits – even in and around the village of Portmahomack. From using their senses to road safety to social skills – there are opportunities in each visit. Blanket permission letters are issued at the start of your child's Nursery education which covers these trips, and you may even be asked if you want to join us. A permission slip with all the trip details will inform you if the nursery is going further away. A risk assessment is carried out before leaving school premises.

## Parental Engagement

As you will be dropping off and collecting your child there is an opportunity to speak with the nursery staff daily. Please feel that you can discuss any questions or thoughts about your child that you may have.

Parents and carers are invited into the nursery each term to look through their child's pupil profile folder, although you can request to see the folder whenever you like.

The folders are kept in the nursery and can be viewed at any time.

We use Seesaw to share children's learning with home and to support communication. Please share any special moments or achievements from home too – we love to hear from you!

Our planning floor books are shared in the conservatory area so you can see some of the intentional planning experiences. If you have any ideas or resources to support the learning, please feel confident to add them on or share with us! 😊

Mrs Campbell dedicates her times across both schools in the cluster but is usually in school on a Monday, Wednesday and Friday (am) should you wish to speak to her. Please just phone 01862 871536 or pop in.

### **A Typical Nursery Day**

As we have said earlier, learning through play is how our nursery is operated. Play is the means by which we explore a variety of experiences in different situations for a variety of purposes. We aim to make learning fun to stimulate the body as well as the brain. Staff support children's play and challenge their thinking.



**Here is a list of the type of activities that your child will be involved in:**

- Free play
- Painting
- Sand and water play
- Baking
- Play dough
- Junk modelling
- Gluing
- Jigsaws
- Computer
- Board games
- Construction toys, e.g. building bricks
- Imaginative play
- Building blocks
- Physical activities outside
- Listening to stories
- Singing and music
- Learning poems
- Local visits
- Caring for plants
- Being part of school activities and celebrations

**Through these activities your child will learn and build on these skills that you, too are working at in the home:**

- Cooperation
- Listening
- Measuring
- Organising
- Becoming more independent
- Developing self confidence
- Body awareness and self-control
- Developing creativity skills
- Using appropriate vocabulary
- Sharing
- Talking
- Weighing
- Thinking



### **Snack**

Part of the daily routine is to prepare, eat and clear away after snack. There are many learning experiences, particularly social skills associated with eating and we encourage all children to try the wide range of snacks on offer while no child is forced to eat anything. Please advise staff if your child has special dietary needs.

Before sitting at the table your child will wash his/her hands. Although it is routine the children are reminded often why they need to do this.



**Here is a list of the types of food offered at snack time in keeping with the school's health promoting status:**

- Cultural snacks
- Choice of cereals
- Ham sandwich
- Crackers and cheese

#### **Some of the skills developed at snack time:**

- manners
- 'small talk'
- waiting in turn
- sharing
- tasting new/different foods
- trying new/different foods
- health and keeping clean

**Milk or water is always available to drink and pieces of fruit finish off the snack. This is a lovely social time in the nursery where your child will be encouraged to chat to others as well as to the staff.**

## Lunch

Lunch is served at 12 noon. The lunches are cooked in the school kitchen, but the children eat in the nursery setting. Lunch needs to be ordered a week in advance, by completing a Google form that is sent to parents each week via Seesaw. You can provide a packed lunch for your child if you prefer.

After lunch the children are encouraged to brush their teeth.

During lunchtime, children will be encouraged to develop independence when using a knife and fork, develop their social skills as well as trying new foods.

Great fun is always had by all in our nursery!!



# School Information

Head Teacher

Mrs Nikki Campbell

Class Teachers

Mrs Sally Cameron

Miss Laura Mackenzie



Principal Teacher (for the cluster)

Mrs Ann Allan

Clerical Assistant

Mrs Fiona Duff

Pupil Support Assistant

Mrs Victoria Bell

Facilities Management Assistant

Vacancy

Visiting Teachers

Strings Instructor:

Mrs Debbie Ross

Drumming Instructor:

Mr Roy Hamilton

Physical Education:

Miss Norma Swanson

## The School Day

For this session, the following times apply:

9.00am

Classes begin

10.30am – 10.45am

Morning break

12.30pm – 1.15pm

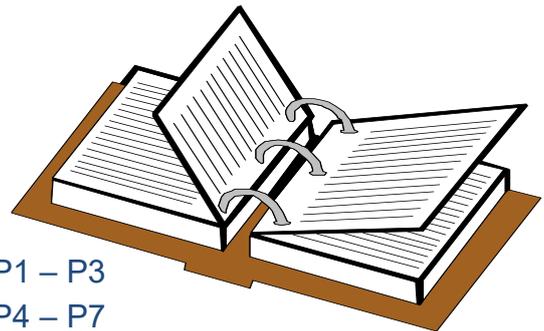
Lunch

2.30pm

School ends for P1 – P3

3.00pm

School ends for P4 – P7



## Term Dates and Holidays

You can view these at

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

## Opportunities to be involved in activities, sports and outdoor activities

Throughout the year we take many opportunities to have visitors into the school to work with the children on a range of activities e.g. drama, dance, emergency first aid, golf, music etc. All children have a variety of opportunities within these.



We have an active school's coordinator who helps to organise sporting events for the children both within the school and with other schools in the area. Some of these are to give tasters of sports and activities, others are competitive.

Each year we participate in the rotary quiz, swimming gala, cross country, country dancing competition and the county sports among other events.

At times the school offers clubs, but this depends on willing volunteers. If you are interested in helping to run a club, please get in touch with the school.

## Community Partnerships



We are a Rights Respecting School and have achieved the Bronze: Rights Committed award. We are committed to children learning about the rights they are entitled to and what these rights mean for them in both the local and global context.

We have also achieved Silver Award status for Emotions Works. This is a programme which has given our school a shared approach to managing emotions. We are all able to use the same vocabulary to help children to learn to cope with their changing and varied emotions.



We are currently working to achieve a Play Pedagogy Award and are being supported by Play Scotland to do this.

We work closely with Childsmile to support children in learning about good oral hygiene and how to look after their teeth. Children in P1-3 participate in toothbrushing in school.



## Citizenship Groups

This year we have changed the format of our citizenship groups so that each child has a voice in key citizenship work. Every child will be encouraged to have a say and lead work in the following areas:

- Buddies
- Pupil Council
- Playground Sports Leaders
- Digital Leaders
- Rights Respecting Group

If you would be interested in helping in any of these sessions, then please contact the school.

## **School Meals**

School meals are cooked in this school and cost **£2.40** per meal (Nov 25) for **P6 and P7 pupils** and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. **All P1-5 children are entitled to a free school meal.**



If at all possible, lunches should be paid for each Monday for the coming week. Menus are posted on 'Seesaw' on Wednesday mornings to be returned by Friday so the cook has time to organise the lunches. School meals are planned at Local Authority level taking due regard of Hungry for Success.

The menu is a four-week rolling cycle and can be found at:

[https://www.highland.gov.uk/downloads/file/22860/primary\\_and\\_early\\_years\\_3-choice\\_menu](https://www.highland.gov.uk/downloads/file/22860/primary_and_early_years_3-choice_menu)

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

Further information can be found by following the link below:

[School meals | School meals | The Highland Council](#)

All children are encouraged to drink water only, and they can do this throughout the school day. They will also need to bring their own water bottle to school. Parents are responsible for pupils who go home for lunch as they are out with the school grounds.

## **Free School Meals**

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Income-based Job Seekers Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (where the monthly earned income does not exceed £850)
- Pension Credit Guarantee Credit

You can also apply if:

- If you are 16 to 18 years old and receive a low-income qualifying benefit
- You have no access to public funds, normally due to immigration status
- You are a family awaiting your first monthly Universal Credit award notice

Families with children in Primary 6 and 7 who receive the Scottish Child Payment can apply for free school meals.

To apply, please download and print the application form from the following link and return it to the catering service.

[https://www.highland.gov.uk/info/899/schools\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### **Children in Primary 1 - 5**

Remember if a child is in Primary 1-5 they are automatically entitled to a free school meal, no application is necessary. However, applications for assistance with school clothing must still be made.

Primary 1 to 5 Free School meals are a Scottish government funded initiative

- The meal is optional.
- Primary 1 to 5 children are only entitled to a school meal at lunchtime.
- There is no application process involved.
- Parents and carers of primary 1 to 5 children still need to apply for clothing grants where applicable.
- Parents and carers of children in Primary 6 to 7, if entitled, still need to apply for free school meals following the usual process. Please see the link below:  
[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)
- For medically confirmed special diets, applications need to be completed online.
- Primary 1 to 5 children who are in a school with no meal provision will be reimbursed for every day that the child has attended school. This is based on the economic daily rate.

### **Health Problems**

Parents should ensure that we are made aware of any problems, allergies, etc. particular to your child. Any information will be treated in confidence.

### **Administration of Medicines**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools>

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

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

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

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

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

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

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

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

### **Minor injuries**

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the 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.

### **Fire Drills**

These take place each term. Directions for prompt evacuation are undertaken by teacher and class. Teachers are in close supervision and are aware of the location of the nearest fire extinguisher and exit. Rules and regulations have been explained to the children and strict discipline is maintained throughout.

### **Major Incident in School**

In the event of such an incident, e.g. fire, teachers would gather all the children at the assembly point in the playing fields (if appropriate) and check all were present. If we are unable to return to the building we would go to the Carnegie Hall, and parents would then be contacted before children are allowed home.

### **Emergency Contact Details**

Emergency telephone numbers are kept at school for each family. These are updated each year.

- All parents are asked to complete the form for these and return them promptly to the child's teacher.
- Parents are asked to contact the school if any changes occur in telephone numbers at home/work, or person to be contacted in an emergency.

## **Adverse Weather**

During a period of heavy snow, where conditions in the early morning might prevent school from opening for the day, parents are asked to keep an eye on Seesaw where an announcement would be made first.



The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. You can now find information on the Council's website <http://www.highland.gov.uk/schoolclosures> which will be updated with information for individual schools.

In the event of adverse weather conditions, e.g. heavy snow, it may be necessary to close the school early. We will endeavour to contact every parent, but if a parent is not available it may be necessary to send a child home with an emergency contact or another pupil. No child will ever be sent home to an empty house if we have been unable to contact their parent.



## **School Uniform**

All pupils are encouraged to wear school uniform.

The school colours are navy blue and white. Fleece, sweatshirts, polo-shirts and t-shirts can be ordered throughout the year from Image Scotland.

<http://tarbatoldps.imagescotland.com>

Uniforms are also available from MacGregor Industrial Supplies in Inverness and Tain Print & Embroidery in Tain.

### **Clothes should be clearly labelled with each child's name.**

A form for school clothing is available for parents on income support and should be applied for each year at the end of the school session. Please ask school for a form or you can download them from:

[https://www.highland.gov.uk/info/899/schools\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

All children should change into indoor shoes each day.

## **Travel Arrangements**

Free school transport is provided for pupils under 8 years of age, who live more than two miles from school and pupils of 8 years or more, living a distance of three miles or more from school within your school catchment area. Please see the link below for more information:

[https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport)

## **After School Clubs**

We work really hard with the active school's coordinator and the parent community in order to provide after school clubs where possible.

We welcome all offers of support to help run clubs and we can help to put you forward for a PVG if you don't already have one.

# Parental Involvement

## Parent Council

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the parent council on the following email address: [tarbatparentcouncil@gmail.com](mailto:tarbatparentcouncil@gmail.com)



Tarbat Old has an active Parent Council. Meetings are held on a regular basis, and the agenda and minutes are sent out to parents. The main aim of the Parent Council is to promote positive relationships between the community, the parents, the pupils and the staff.

Present Parent Council office bearers are:

- Chair: Ruth Farquhar
- Vice Chair: David Skinner
- Treasurer: Samantha Gordon
- Secretary: Amy Elliott

## Parent Help at School

Parent help is always welcome at school and if you are free your offer of help is useful with the following:

- Supporting classroom learning
- Library
- Craft activities
- Extra-curricular activities
- Helping on school trips
- School events
- Fundraising

## Supporting Your Child's Education

### **Why involve parents?**

Parental involvement features prominently within Curriculum for Excellence; **it is your right** as a parent or carer to be involved in your child's education. This includes involvement in setting next steps for learning and evaluating against these. Parents and carers are the biggest influence in a child's development; sharing information, standards and expectations is a very important aspect of the best possible education. Evidence shows that children learn best when the school and parents work together.

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

## **Homework**

Homework will relate to work at school and will involve no new concepts. If your child is unable to understand the work, it should be referred to the teacher next day, and should not be a cause for anxiety. The amount of homework increases as the child progresses through the school.

All children have a homework wallet where all necessary information is kept, and teachers will send out a post to parents on Seesaw explaining what the homework is each week. Parental involvement is encouraged and appreciated.

Learning is best accomplished if parent, teacher and child work as a team. Any problems which parents perceive with homework should be brought to the attention of the teacher.

## **Arrangements for Parents to Contact the School**

To avoid unnecessary disappointment, parents wishing to discuss any matter at length with any member of staff, should, in the first instance, telephone the Head Teacher for an appointment. As she may be timetabled at Hill of Fearn the best form of communication is to e-mail or phone the school and ask her to contact you.

We consider contact with parents invaluable to enable parents to understand and support the general operation and curriculum of the school. Opportunities to achieve this can be made through the following:

- Seesaw
- Emails
- Text messages
- Newsletters
- Letters sent home with children
- Pupil Progress Reports
- End of term assemblies/other school events
- Parents Evenings – October and March and Parent Workshops/Profiling afternoons

It should work the other way too! We look forward to hearing your views at meetings, through questionnaires, face to face, etc.

## **Family Learning**

Family Learning encourages family members to learn together and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

“Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.” (Family Learning Network, 2016).

At Tarbat Old we engage parents in workshops such as internet safety, literacy workshops and other curricular learning opportunities. We also provide Stay, Play and Learn opportunities in our nursery.

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

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

# School Ethos



## *Tarbat Old Primary School (T.O.P.S)*

Ready and prepared for each step of our learning journey.



## **OUR SCHOOL VALUES**

**T**alented, responsible learners

**O**utstanding kindness

**P**ositivity to Succeed

**S**upporting inclusion

Made with PosterMyWall.com

(Revised November 2023 in consultation with pupils, parents and staff.)

## Celebrating Achievements

### **Headteacher Awards**

Two children are chosen from each class each week to receive these awards at assembly. The teachers have a choice of awards to choose from to make these more meaningful. Examples of some of these awards are 'Successful Learner', 'Enterprising Attitude' and 'Digital Skills'. These achievements are shared on our online profiling system Seesaw.



### **Personal Achievements**

We record achievements in school on our online profiling system Seesaw and also in the children's achievement section of their Learner Profile. We want to encourage children to think about what they have learned and what they have done well on as an ongoing basis both in school and out.

### **House Points**

Our houses are Swans, Curlews, Oystercatchers and Herons. Each child is allocated to a house and points can be earned for a variety of reasons. The Parent Council shield is given to the winning house each year. This encourages children to work hard and achieve well for the benefit of their house.

### **Noticeboards and Newsletters**

The entrance hallway is used as a display area for a variety of achievements and parents are informed of achievements through regular newsletters, Seesaw and pupil profiles. There is also a noticeboard on the outside wall beside the entrance door.

### **Assemblies**

These present an opportunity for classes to come together to celebrate success. The sharing of thoughts, ideas and feelings are considered to be important here. The life and work of the school will be reflected through the assemblies and Mrs Campbell gathers pupil views on certain subjects.

### **School Chaplain**

Each term, Rosemary Gordon and Hazel Gill lead church services for special festivals e.g. Harvest, Christmas and Easter. Parents' wishes are respected if they want their children to be withdrawn from Religious Observance. Other work will be given to these children at this time.

### **Positive Behaviour**

The school's positive behaviour policy is based around the principle that people should be courteous to each other and should act in such a manner so as to keep themselves and others safe. Discussions take place in each class about class charters being an agreement between all, being courteous and this is reinforced by the examples set by the staff, both teaching and non-teaching.



A behaviour code devised by pupils and parents is in place and discussed between staff and pupils to ensure there is a clear understanding. This clearly states what behaviour is and is not acceptable.

If a child demonstrates inappropriate behaviour the child will be spoken to first by the class teacher to find out what the underlying problem is and see if it can be resolved within school. We endeavour to carry out restorative conversations to ensure that children understand the implications of their actions on others and their feelings and aim to ensure that these matters are resolved to ensure that children can move on with each other. We aim to work closely with parents and if there are persistent issues with behaviour then parents will be contacted to discuss this further.

### **Support for Learners**

At Tarbat Old Primary School, we have a real emphasis on the health and wellbeing of our pupils. As such, positive behaviour will be encouraged through restorative, solution focussed and nurturing approaches.

We are committed to providing additional support for children and young people who without such support, would be unable to benefit from school education. We know that some children and young people need extra support to help them overcome barriers in learning.

Children may need extra help with their education for a variety of reasons, for example:

- Difficulties with relationships
- Challenges with learning or understanding
- Problems at home
- Bullying
- A sensory impairment or communication disorder
- A physical disability
- Being a young carer or parent
- Moving home frequently
- Having English as an additional language



Every child is different, and any support provided should meet their individual needs.

There are lots of ways we can support children, such as:

- Time with additional support needs staff
- Adapting the way they are taught
- Assistance from Educational Psychologists and Speech and Language Therapists
- Equipment, such as a laptop or special seating
- Strategies, like using nurture rooms

We also provide a range of specialist services to help children and young people with additional support needs. Please click link for our Bullying and Positive Relationships policy. HC anti-bullying policy can be found here:

[Policies and guidance - support for learners | Anti Bullying - Guidance for Schools](#)

Individual needs will be met through first meeting with parents and perhaps other agencies to ensure the correct support is given at the right time. Visit [Additional support for learning | Additional support for learning | The Highland Council](#) for more information.

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#) provides a framework for supporting pupils with additional needs. If a concern arises once a child is in school parents will be contacted quickly and appropriate guidance and support sought from other agencies where necessary.

Advice, further information and support for the families of children with additional support needs can be found at:

- Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- [Home - Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- [Free Expert Legal Advice | Scottish Child Law Centre](#), an organisation providing free legal advice to young people

### **Equality and Diversity**

The school promotes understanding and respect for other people's cultural identity and beliefs, according to the guidelines set out by the Highland Council. Any incident of an anti-racist nature will be considered serious and will be recorded on our SEEMiS system. All policies and aspects of the curriculum promote inclusion for all and no tolerance of racism or stereotyping in any form.





# Our Curriculum Rationale



# Curriculum

As you can see, our pupils are at the heart of everything we do in school. The things that inform our practice are varied and included in our Rationale.

As with all schools in Scotland Curriculum for Excellence forms the basis of our curriculum.

Timetables are flexible to allow for links to be made between the eight subject areas e.g. skills in writing may be developed through a science topic on electricity.

Each pupil's attainment and achievements are monitored by the class teacher and the head teacher. Formal discussions about individual pupil progress take place between class teacher and head teacher every term. In addition to this there are frequent informal discussions about pupils when appropriate to ensure pace of learning is as close a match as possible to each pupil. Teachers also make use of a tracking and monitoring systems for Literacy (Reading, Writing and Listening and talking), Numeracy and Wider Achievements.

The curricular subject areas are:

- Languages (which includes listening and talking, reading and writing and French)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies



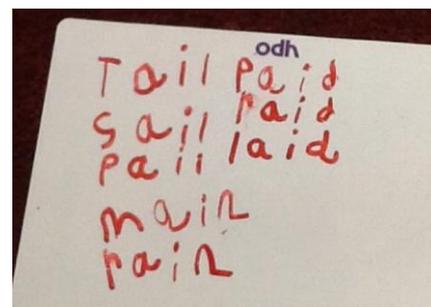
Within Curriculum for Excellence progression is indicated through curriculum levels, although we understand that each learner is unique and all children will have their own learning journey:

Early level	pre-school and P1 or later for some children
First level	to end of P4, but earlier or later for some children
Second level	to end of P7, but earlier or later for some children
Third and fourth levels	S1 to S3, but earlier for some children
Senior phase	S4 to S6 and college or other means of study

## Languages

In line with Curriculum for Excellence, our programme is designed to give our pupils opportunities to develop all aspects of language:

listening      talking  
reading        writing



All aspects of language are considered to be important since the study of language is not only valuable for its own sake, but also a necessary prerequisite of all other areas of the curriculum. To make literacy meaningful it is taught across the curriculum. At all stages, the child is presented with a wide variety of material which is both interesting and enjoyable. The school uses some strategies from the Highland Literacy Project to support learning. This involves lessons in core reading, reading for information, exploring writers' craft, phonics, spelling and opportunities for reading for enjoyment. This is done in a structured and progressive manner using a variety of resources.

'Wraparound spelling is better and it helps more people. I feel more confident.'

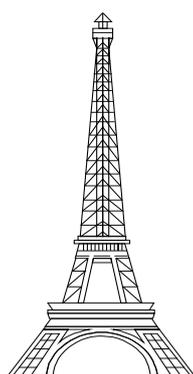
P7 boy

Written work is often linked to other areas of the curriculum to make it meaningful and will include opportunities for factual, creative and personal writing. Otherwise, the child will progress through a systematic approach to punctuation, presentation and language structure set at an appropriate level. Children are expected to acquire the skill of listening with attention and understanding. Through activities such as discussion and drama, they will learn to interact with each other and express their own ideas and feelings with confidence.

Progress in reading, writing, listening and talking is monitored and recorded systematically and involves both teacher and pupil.

## French

All children in P1-7 are taught French through games and activities. Throughout the day, some instructions will be given in French to enable the children to become accustomed to hearing a foreign language. The Highland Council Programme of Work is followed and links with Curriculum for Excellence to allow a progressive route through learning French in the Primary Years.

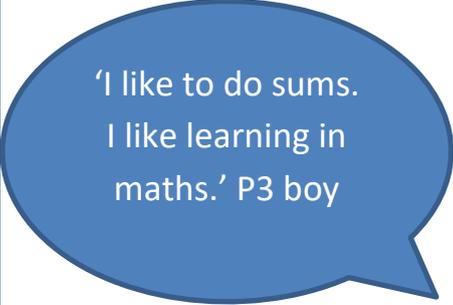


'Teachers make learning fun and this makes it easier for me to learn.'

## Numeracy and Maths

Within Curriculum for Excellence Numeracy and Maths are organised into three areas:

- 1.Information Handling
- 2.Number, Money and Measure
- 3.Shape Position and Movement



'I like to do sums.  
I like learning in  
maths.' P3 boy

From the early stages children will explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Whenever possible, the children will be shown the application of a concept learned in a real situation. Therefore, much of the work will be of a practical and active nature. Learning without real understanding of the process tends to turn the pupils off when they come up against a different method. A balance of knowledge and

skills will be embedded into the curriculum and developed across the curriculum. A range of resources are used to support this including Heinemann Active Maths, SumDog and the Highland Numeracy Progression as well as approaches such as Outdoor Learning.

Mental agility is an ongoing activity at each stage and is practised daily. Strategies to help children develop agility with numbers are encouraged.

All pupils are assessed in maths in an on-going basis; the children are involved in this process along with the class teacher.

### **Health and Wellbeing**

Each year, through the study of a variety of health topics, the children are given opportunities to develop knowledge, understanding and skills which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children to:

- Make informed choices
- Experience challenge and enjoyment
- Experience positive aspects of healthy living
- Apply knowledge and skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education

This is done through specific health and wellbeing lessons and also across the curriculum as appropriate and within the general ethos and life of the school.

Examples of health and wellbeing topics are:

- Food and Health
- Substance Misuse
- Mental, Emotional and Social Wellbeing

Where appropriate, input from people such as the police, nurse or dentist is requested. Parents will be informed by letter before sensitive aspects of Health and Wellbeing, such as sexual health, are taught. Information about content will be given and the opportunity to withdraw children from these lessons if appropriate.

## **Physical Education, Physical Activity and Sport**

This is part of the Health and Wellbeing curriculum. The school provides wide ranging activities which suit all ages and abilities. Each class has 2 hours of PE timetabled weekly. We have a visiting specialist, Miss Swanson, for P.E. each week.

Children are encouraged to be active and given opportunities to sample a range of activities throughout their time at Tarbat Old.

We also encourage a Daily Mile, when possible. The children and staff walk around the pitch for 20-30 minutes which enables the children to be 'ready to learn' by the time they enter the classroom. We have found the informal chat as they walk/run has helped cement relationships between staff and pupils and has been beneficial for the mental health.



## **Social Studies**

Social studies provide a means for children to find out about the world around them and explore their relationship with it.

The three main areas covered are:

- People, past events and societies
- People, place and environment
- People, society, economy and business. These have been organised by the school into cross curricular topics with a strong local and Scottish element which is built upon to look at the wider world. Examples of possible topics are:

Early / first level

- My Village
- Portmahomack Now and in the Past
- A Day in the life of...

Second level

- Local Industry
- A Country Beyond Europe
- Twentieth Century Scotland



Class teachers and pupils may also decide on other topics of study which meet the interests and needs of pupils. We try where possible to integrate other curricular areas, e.g. health, language into our social studies topics.

## **Science**

The school uses the Highland Science Programme through which children will meet the Science experiences and outcomes of Curriculum for Excellence. Links are made with other areas of the curriculum as appropriate.



We also put on a Christmas Performance each year in which the whole school are involved, this combines drama and music and is enjoyed by all. In addition to this the school participates in the Tain Associated School Group Dance competition each March.

### **Religious and Moral Education**

The main aim in this area of education is to help the child in the search for meaning, value and purpose. Other aims are to enable the children to develop positive self-image and to have good relationships with other people. A helpful and caring attitude to their own community and the world they live in is to be encouraged. Through selected stories which illustrate religious and moral commitment, the aim is to increase knowledge of Christianity and other world religions.

### **Religious Observance Withdrawal**

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance. Alternative arrangements will be made for these pupils.

### **Technologies**

The curricular area of technologies is intended to tap into children's natural inventiveness and creativity and their desire to work in practical ways. Through technologies children are motivated to develop skills and acquire knowledge and understanding of their world.



Technologies is organised into the following framework:

- Digital literacy
- Food and textile technology
- Technological developments in society and business
- Craft, design, engineering and graphics
- Computing science

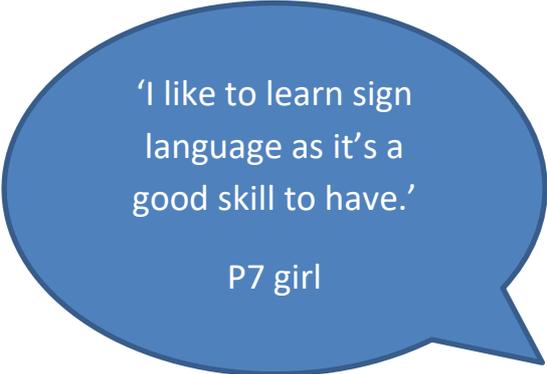
In technologies the children will develop an understanding of technology in the world around them and the contributions various technologies make to society.

They will learn a variety of skills from problem solving and organisational skills to using tools, computers and software.

Class teachers teach and practise computer skills on a daily basis throughout learning and teaching in the curriculum. We also have Chromebooks which the pupils enjoy using for carrying out different exercises within the class

'I like learning about the Chromebooks and having fun on them!' P5 boy

## Skills for Life, Learning and Work



'I like to learn sign language as it's a good skill to have.'

P7 girl

As a school we have identified a range of transferable skills as a focus for development. This skills development will be planned and assessed and pupils will be aware of the skills they are developing and how they will be of use throughout life in a variety of situations, particularly in numeracy, literacy and health and wellbeing. These skills will be linked to work situations and the developing the young workforce agenda.

## Pupil Choice and Involvement in Planning

All pupils will be given appropriate choice within their learning. This will take place in a range of ways for example:

- A pupil may be asked to research a famous Scot but be given choice as to whom to research
- A pupil may be asked to present information on renewable energies but have choice as to how they present their information e.g. report, PowerPoint, poster
- A pupil may have spellings to practice, but be given choice as to how to learn these
- Classes will be involved in planning topics for study and at times in which topic to study
- Pupils will be given opportunities to work individually or as part of a group
- All pupils are involved in setting their own targets for learning each term and working towards achieving these targets

You can find out more about Curriculum for Excellence at <https://education.gov.scot/curriculum-for-excellence/> or through reading our curricular policies a list of which is included in the School Policies and Practical Information section of this document.

You can also visit: <https://education.gov.scot/parentzone/> and Skills Development Scotland – My World of Work which is useful for parents of children who are moving up to secondary school. <http://parents.myworldofwork.co.uk/>

# Assessment & Reporting

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

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, open afternoons, Seesaw posts and written reports.

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

## Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their class teacher in the first instance.

## Tracking

Tracking is recorded in Numeracy and Maths, Reading, Writing, Listening and Talking. We have identified the important steps in learning at each level of the curriculum for maths, reading, writing, listening and talking. These support class teachers' planning for learning and are used to track pupil achievement and progress as they move through the school.

## Assessment for Excellence

Each session P1, P4, and P7 pupils sit online standardised assessments in reading, maths, arithmetic, spelling, ability and attitudes. The results of these tests are used to identify areas of strength and where development is required for individuals, groups, classes and as a school.

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

## Standardised Assessments

All pupils take part in standardised assessments called NSA for Primary 1, 4 and 7 or SOFA for Primary 2, 3, 5 & 6, which is an assessment tool that allows teachers to gather some assessment evidence, compare pupils attainment to the national level and other year groups. While this is supportive data attainments levels are all based on teacher judgement. Teachers build up a portfolio of evidence over time that includes class work, observations, assessments etc. Most classes take part in these assessments in November apart from Primary 1 who undertake these assessments in April.

## Reporting to Parents

The school use a profiling system called Seesaw which parents can connect to, view and comment on work that has been happening throughout the year and a fuller report using Highland Council's format is issued in May.

Parent evenings are held in October and March, where class teachers are available to discuss pupil progress and the Head Teacher is also available if required.

At other times throughout the year discussions on progress will take place with parents if appropriate.

If parents have a concern at any time about their child's progress or how to support them, they should contact their child's teacher to arrange a meeting.



# Transitions



## Transfer from Nursery to Primary

Enrolment for P1 takes place in February each year and is advertised in the local press and on posters at the school and around the village.

As there is a Nursery in Tarbat Old the majority of our pupils already know the school well. Special arrangements are made for pre-school children to visit the school during the summer term before their entry to school. The children will meet their prospective teacher and become familiar with their classroom. There will be an opportunity for parents to meet with the head teacher to answer any questions you may have.

If further transition arrangements are required these will be arranged on an individual basis.

## Transfer between Primary Classes

For many children the transition between classes and classrooms causes no anxiety or concern as pupils throughout the school have frequent opportunities to work and play together. This allows pupils to get to know other pupils and staff throughout the school. However, there may be times when transitions between classes causes worry or upset for pupils. If this is the case arrangements will be made to reduce stress for pupils as much as possible. Pupils and parents will be involved in decisions as to how this will be done.

## Transfer from Primary to Secondary

Most pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time, they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures and problem-solving days etc. prior to admission are also arranged. Pupils will sometimes be provided with an enhanced transition which will be planned with staff from the secondary destination. You will be fully involved and kept informed of this. The pupils in P7 are also involved in a transition residential trip. This has taken place in different locations over the years e.g. Loch Eil, Loch Inch, Craggan Outdoor Centre to name but a few! This gives the pupils chance to get to know the other P7s from the Tain Associated School Group and over the 3-day visit they build teamwork skills and confidence.

The Catchment Secondary School for Tarbat Old Primary is Tain Royal Academy:

Tain Royal Academy,

Scotsburn Road,

Tain,

IV19 1PS.

Telephone: 01862 892121

Head teacher: Mr Darren Jarvie: [darren.jarvie@highland.gov.uk](mailto:darren.jarvie@highland.gov.uk)

## Additional Support Needs

Transitioning to the next stage of learning can be challenging for some children particularly those with additional support needs. Enhanced transition programmes are in place for those requiring additional support. This is carefully planned to meet the needs of each individual child.

# Support for Pupils



## Additional Support Needs

Class teachers, in conjunction with Additional Support for Learning 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:

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

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/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, Mrs Campbell. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the class teacher in the first instance and/or Mrs Campbell, Head Teacher. Concerns will be recorded by the school and a record of action taken will also be noted. Please also visit Parentline:

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

### **Children with Additional Support Needs**

If your child has any additional needs, please ensure that the school is fully aware of these when you enrol your child. If concern arises once a child is in school parents will be contacted quickly and appropriate guidance and support sought from other agencies where appropriate.

Further information on provision for children with additional support needs and where to get further information can be obtained from the school or for more information and advice visit the Support for Learners Website: [Support for Learners Website](#) and Education Scotland information. My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://myrightsmysay.scot/> Thriving families is a charity based in the Highlands who also support families with children who have ASN needs: <https://www.thrivingfamilies.org.uk>

### **Support for Learning Teacher**

A Support for Learning teacher gives classroom assistance 1 day per fortnight. The teacher may remove pupils from class to work with individuals or small groups or may work in the class alongside the class teacher. Pupils may have input from the support for learning teacher for a variety of reasons including ongoing difficulties, short term difficulties or challenging more able pupils.

### **Pupil Support Assistant (PSA)**

We have one Pupil Support Assistant providing support for many of the children. Our PSA may support lessons such as reading or maths, provide support for pupils in the playground or in the canteen etc. Pupils with special needs may require the help of an assistant for some or all of the time. Our PSA also supervises the playground at break time and lunch time.

The individual learning and social / emotional needs of children are considered when allocating support.

### **Child protection – Highland Council Protection Inter-Agency Guidelines**

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 Mrs Campbell or online at:

[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; Email [info@enquire.org.uk](mailto:info@enquire.org.uk) Support for Learners Website: <http://enquire.org.uk/> Education Scotland information. My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://myrightsmysay.scot/>

The Highland Council's policy on provision for children with additional needs can be found at:

<http://www.forhighlandschildren.org/5-practiceguidance>

For more information you can contact the Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 or the Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

The Scottish Child Law Centre is also an organisation providing free legal advice to young people.

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

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



# School Improvement

Each year the school issues a Standards and Quality Report detailing the main achievements of the school over the last 12 months. A paper copy can be requested from the school office. Our latest report from HMIE can be viewed at:

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

Please see link to the Education Scotland Parentzone School Information Dashboard:

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

School improvements are planned each session, below are brief outlines of the school's priorities for improvement over session 25/26. The full document is available from the school office upon request.

## **Pupil Equity Fund**

Tarbat Old Primary does not currently receive any Pupil Equity Funding.

School improvements are planned each session, below are brief outlines of the school's priorities for improvement over session 25/26. The full document is available from the school office upon request.

<p><b>Focus 1: Developing a Rights Based Curriculum</b></p> <p>We have currently received Bronze committed recognition from Rights Respecting Schools and are continuing our journey to embed a Rights based curriculum and achieve the Silver accreditation.</p>	<p><b>Focus 2: Developing a Play Pedagogy Approach from Nursery to Primary 7</b></p> <p>To support children to be able to talk about their emotions and equip them with the tools to be able to regulate themselves.</p>	<p><b>Focus 3: Development of the outdoor learning environment</b></p> <p>To provide more outdoor learning opportunities for all learners in an enriching environment.</p>
<ul style="list-style-type: none"> <li>✓ Revisit and refresh all class charters.</li> <li>✓ Staff training using the Spotlight resources.</li> <li>✓ Class lessons on UNCRC with the article of the fortnight- covered from Nursery to P7.</li> <li>✓ Nursery to build this into their planning, where possible.</li> <li>✓ Assemblies to raise awareness of articles and the article of the fortnight shared with parents/carers to help engage discussion at home.</li> <li>✓ Pupil Leadership Group (Rights Respecters) to meet monthly.</li> <li>✓ Rights Respecters to lead assemblies and create posters for around the school.</li> <li>✓ Teaching focus: Anti Bullying Week, World Children's Day 2025, UNICEF</li> <li>✓ Include rights as part of our newsletters and Seesaw posts.</li> <li>✓ Ensure pupils begin to find out about the access to and denial of rights in local and global contexts. Watch news programmes such as Newsround to explore current affairs in class.</li> <li>✓ Revisit the Global Goals to strengthen our curriculum when talking about global issues linked to rights.</li> <li>✓ Playground charter to be created which incorporates the languages of RRS.</li> <li>✓ Review positive relationships policy to align with UNCRC and the appropriate wording.</li> <li>✓ Emotion Works and Resilient Kids programme of work on a rolling cycle.</li> <li>✓ Emotional check in and strategies to identify emotions related to positive and negative relationships</li> <li>✓ HT to provide updates on UNCRC at parent council meetings.</li> <li>✓ Link with schools in our ASG to find out more information about work they are doing around RRS and identify any areas to link together on any aspect of the RRS silver award.</li> </ul> 	<ul style="list-style-type: none"> <li>✓ Complete an audit to identify our priorities.</li> <li>✓ Staff Training to be completed throughout the session.</li> <li>✓ Parent workshop: November 2025.</li> <li>✓ Peer visits to other classrooms to observe/ share good practice.</li> <li>✓ Consider what play pedagogy looks like across the school and how to create our Play policy.</li> <li>✓ Engage with all stakeholders to ensure that they contribute towards the Play Policy: Pupil Council, Rights Group, Parent Council and Partners.</li> <li>✓ Play Policy / Shared Vision is shared and presented to pupils and parents through assembly. Displayed throughout the school community and revisited regularly.</li> <li>✓ Self – Evaluation: Using baseline data to create an implementation action plan, and review progress... How are we doing? What are our next steps?</li> </ul>  	 <ul style="list-style-type: none"> <li>✓ Outdoor Learning environment audits completed by all staff.</li> <li>✓ Staff Training throughout the session.</li> <li>✓ Use the Loose Parts Play toolkit to support the development of outdoor learning.</li> <li>✓ Share plans for developing outdoor learning environments with Parent Council.</li> <li>✓ Ask local businesses to support with loose part/recycled resources.</li> <li>✓ Ensure that resources and venues are risk assessed appropriately.</li> <li>✓ Purchase resources to establish and promote outdoor learning.</li> <li>✓ Staff across the cluster meet to share good practice.</li> <li>✓ Stay, play, Learn and open afternoon sessions for parents to join us in learning outdoors.</li> </ul>

# School Policies

## Policies

All Highland Council Policies are available online and are updated regularly. These include a range of items such as :

- Child Protection
- Administration of Medicines
- Health and Safety
- Internet Access
- Adverse Weather
- Dealing with Drug Related Incidents
- Road Safety
- Behaviour
- Positive Relationships and Bullying Prevention
- Promoting Equality and Diversity
- Emergency Planning Procedures
- Absences
- Equal Opportunities
- Quality Assurance, Monitoring and Evaluation
  
- Partnership with Parents
- Homework
- Learning, Teaching and Assessment
- Health Promotion
  
- Social Studies
- Maths
- Problem Solving
- Science
- Technology
- Spelling
- Phonics
- Reading
- Writing
- Listening and Talking
- Religious and Moral Education
- Expressive Arts

Highland Council School Policies can be accessed through [http://www.highland.gov.uk/info/893/schools -  
\\_general information/29/school\\_policies\\_procedures and guidelines](http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)



# Data about Pupils



## 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, Mrs Campbell.

## Data Protection Legislation

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

## Transferring Educational data about pupils

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

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

## Data policy

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

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

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

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

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme. **The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

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

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Your data protection rights**

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

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

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



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 up 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.

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

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