



ÀRD SGOIL A'PHLUIC / PLOCKTON HIGH SCHOOL
HANDBOOK OF INFORMATION
FOR PUPILS & PARENTS
2026/2027



ÀRD SGOIL A'PHLUIC
PLOCKTON HIGH SCHOOL
PLOCKTON
ROSS-SHIRE
IV52 8TU
01599 530800
Ms Jo Scott-Moncrieff
Head Teacher



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Whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.

FAILTE GU ARD SGOIL A' PHLUIC
WELCOME AND INTRODUCTION TO PLOCKTON HIGH SCHOOL

Dear Parent(s), Carers and Pupils,

Welcome to the Plockton High School handbook. I hope you will find the information you need within these pages and also get a sense of how we work as a school community.

This handbook provides an introduction to Plockton High School for all parents, carers and members of the community. In particular, it is designed as an introduction for pupils moving to high school for the first time.

The transition to high school is an important one in the lives of young people and we work with our Associated Schools Group to support all pupils making the move from their primary school to Plockton High School. This includes involving primary pupils in events and having a transition experience in the summer term where primary pupils join the high school and follow their new timetable in school.

For those coming into S1, perhaps the main difference from primary school is that you move around to different classrooms and work with a range of teachers every day. You will learn more about the school from the Pupil Support staff who visit your primary schools and when you come to the High School for your transition in May. Pupils coming up to high school often worry that it will be difficult to find their way around, so we make sure that there are older pupils to help you. These older pupils are your Buddies and they are there to support you not only with directions around the school but also to help you as you settle in to your new school.

For parents and carers of children preparing to join us in S1 this year, I hope you find this handbook useful and please feel free to contact the school should you have any questions or concerns about your child's move to S1 this August.

Schools sit at the heart of their communities and pupils from a wide geographical catchment area come together to learn at Plockton High School, including pupils from even further afield who attend at the National Centre of Excellence in Traditional Music. We believe that good communication between home and school is an important way of supporting pupils and enabling them to make a success of their time at school. Please do get in touch with your child's Pupil Support teacher or a member of the Senior Management Team if you require information about your child's learning or have questions or concerns about their wellbeing in the school.

We are very fortunate to live in a beautiful area where there are opportunities, both through the school and within individual communities, to take part in a range of extra-curricular activities. We recognise the effort required to make attendance possible for young people as this often includes driving considerable distances and running or assisting at clubs and events so that these can keep going. We are always pleased to hear from parents and carers who are interested in helping with activities and we are always grateful for parental support in school events and fund-raising activities.

We understand that young people have different needs and interests and we are committed to supporting them to get the most out of their time in school.

I look forward to meeting you over the course of the school year.

Le durachdan/Yours sincerely,

Jo Scott-Moncrieff

Ceannard/Rector

GENERAL INFORMATION

Plockton High School is a 6-year comprehensive, non-denominational school with a wide catchment area extending from Applecross in the north to Glenelg in the south. On the campus there is a Hostel which is also the location for the National Centre of Excellence in Traditional Music based at the school

The current roll of the school is 220. The school is attractively set in its own grounds, including a good playing field and all weather pitch. The majority of pupils take lunch in the dining room and those wishing to have packed lunches may eat them in the dining room. Our school has health promoting status and we are committed to promoting healthy lifestyles through good eating habits and exercise. The school is available for adult evening classes and other activities including drama and sport. Lets can be arranged by contacting the Highland Council Lets Department on letsbookings@highland.gov.uk.

Assemblies in school are conducted by senior staff and may include outside speakers or members of the local clergy. We organise our programme of Worship Assemblies in line with national Religious Observance guidelines. Parents or carers wishing to exercise their right to withdraw their child from religious observance or instruction are asked to direct their request to the Head Teacher.

The school website is (<https://plocktonhighschool.wixsite.com/amploc>) and we issue a regular newsletter which aims to keep parents and carers informed about what is happening and future events at the school. This is sent out electronically unless a hard copy has been requested. We also make extensive use of our Facebook page (<https://www.facebook.com/plocktonhighschool>) to keep everyone up to date with information, events, links to useful resources etc. We are always happy to arrange meetings with parents either during the day or after school if this is more convenient and we see this contact and the regular Parents' Evenings as crucial to a positive school-home relationship.

The key statistics relating to exam results, leavers' destinations and other aspects of our performance are to be found at the back of this handbook.

Gaelic language and culture are strongly promoted in the school and Gaelic-medium pupils have separate Gaelic classes provided. The school is committed to the promotion of Highland/Gaelic Culture and tries to ensure that it is embedded in a range of activities and aspects of school life.

CONTACT DETAILS

Rector: Ms J Scott Moncrieff (jo.moncrieff@highland.gov.uk)

Plockton High School
Plockton
Ross-Shire
IV52 8TU

Tel: 01599 530800

Website: <https://plocktonhighschool.wixsite.com/amploc>

Facebook: <https://www.facebook.com/plocktonhighschool>

Parent Council Chair – Hazel Boswell
plockton.high@highlandpc.co.uk

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that the positive relationships between staff, pupils and parents is a major strength of our school. These relationships are nurtured by a healthy exchange of information between teachers and pupils and between home and school. We always welcome parental interest in the welfare of our pupils and, whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress. This includes:

- Parents' evenings
- Reports (Tracking report and one main report with comments)
- Course choice/Options/Information evenings
- Information on the school website, in Newsletters and on our Facebook page

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

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

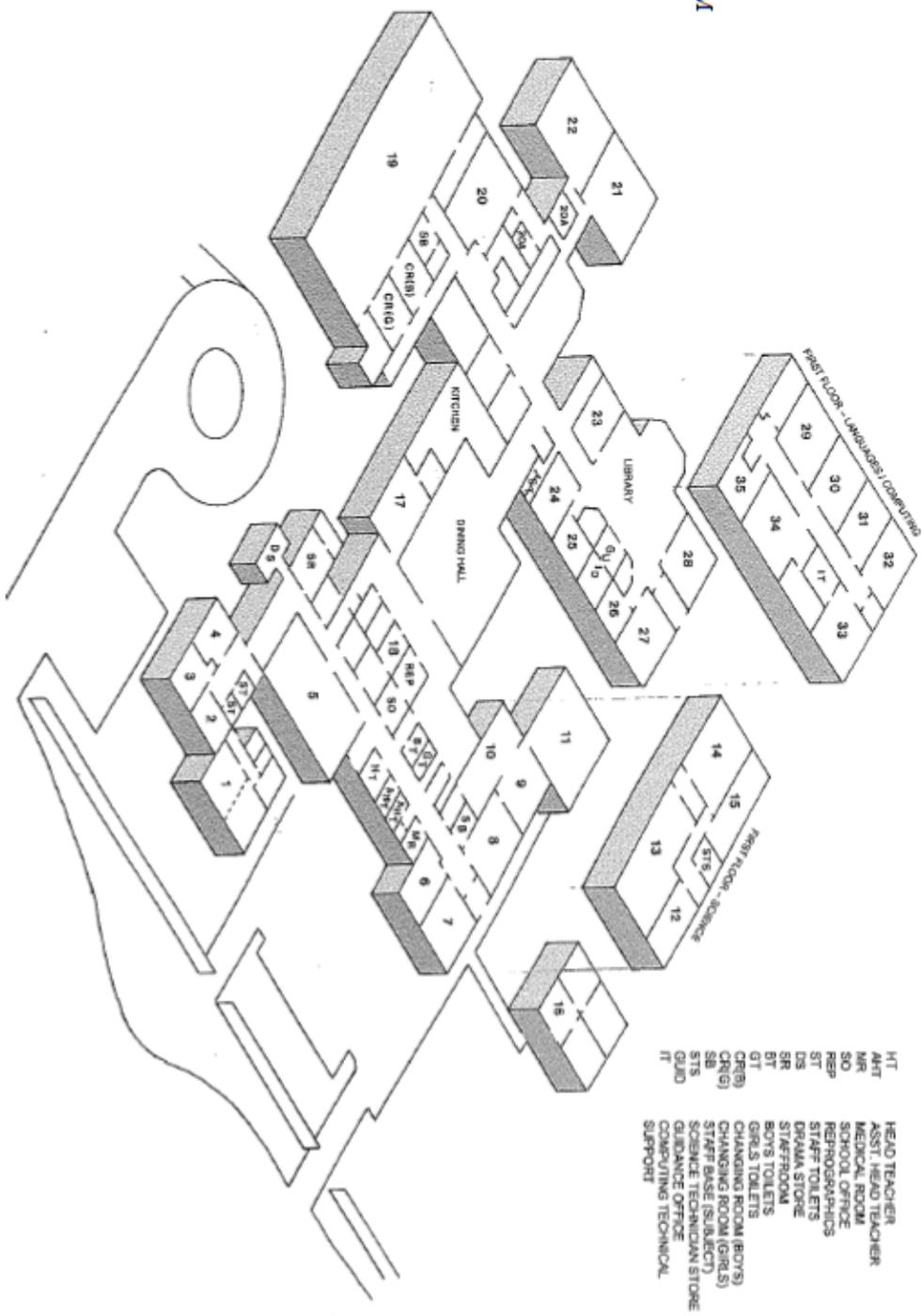
The Parent Council is the group of parents which represents all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the current chair, Ms Hazel Boswell, via the school.

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/>

PLOCKTON HIGH SCHOOL ACCOMMODATION

1. ART
2. MATHS
3. MATHS
4. MATHS
5. ASSEMBLY HALL
/PE/DRAMA
6. TECHNICAL
7. TECH - CAD ROOM
8. TECH - DRAWING ROOM
9. WOOD WORKSHOP
10. METAL WORKSHOP
11. BOATSHED
12. SCIENCE - AH LAB
13. SCIENCE - BIOLOGY
14. SCIENCE - CHEMISTRY
15. SCIENCE - PHYSICS
16. SUPPORT FOR
LEARNING
17. HOME ECONOMICS
18. HE - TEXTILE ROOM
19. PE - GAMES HALL
20. MUSIC (20A MUSIC
PRACTICE ROOMS)
21. SUPPORT FOR
LEARNING
22. COMPUTING SUITE
23. HISTORY
24. GEOGRAPHY
25. SUPPORT FOR
LEARNING
26. TUTORIAL ROOM
27. GAELIC
28. GAELIC
29. ENGLISH
30. ENGLISH
31. RMPs
32. FRENCH
33. ENGLISH
34. ON-LINE DELIVERY
CLASSROOM
35. SUPPORT FOR
LEARNING



- HT HEAD TEACHER
- AHT ASST. HEAD TEACHER
- MRT MEDICAL ROOM
- MR SCHOOL OFFICE
- SO REPROGRAPHICS
- REP STAFF TOILETS
- ST DRAAMA STORE
- DTS STAFFROOM
- SR BOYS TOILETS
- BT BOYS TOILETS
- CR(B) CHANGING ROOM (BOYS)
- CR(G) CHANGING ROOM (GIRLS)
- SB STAFF BASE (SUBJECT)
- STS SCIENCE TECHNICIAN STORE
- GUID GUIDANCE OFFICE
- IT COMPUTING TECHNICAL SUPPORT

DAILY TIMES



Period	Mon/Tues/Wed/Thurs	Minutes	Period	Friday	Minutes
Reg	8.50-8.55	5	Reg	8.50-8.55	5
1	8.55-9.45	50	1	8.55-9.40	45
2	9.45-10.35	50	2	9.40-10.25	45
Break	10.35-10.50	15	Break	10.25-10.55	30
3	10.50-11.40	50	3	10.55-11.40	45
4	11.40-12.30	50	4	11.40-12.25	45
5	12.30-13.20	50	5	12.25-13:10	45
Lunch	13.20-14.00	40	Lunch	13:10 – 13:25	15
6	14.00-14.50	50			
7	14.50-15.40	50			

PLOCKTON HIGH SCHOOL STAFF

Rector	Ms J Scott-Moncrieff	
Acting Depute Rector	Mr A McGrath	
Depute Rector	Mrs G Gess	
Depute Rector	Ms M Sinclair	
Art/Home Ec/Technologies		
Mr N Jardine	Principal Teacher (Faculty) - Technology	
Mr S McFleat	Technology	
Mrs T Bennie	Home Economics	
Ms L McLaughlin	Art and Design	
Mathematics/PE		
Mr M Clark	Principal Teacher (Faculty) - Maths	
Mr T Hardin	Maths	
Ms E George	Maths (Part-time)	
Mrs S Coghill	PE	
Mrs L Salvage	PE	
Mr J Diamond	PE	
English/Music		
Mr P Mackenzie	Principal Teacher (Faculty) - English	
Mr P Moss	English/Drama	
Vacant Post	English	
Vacant Post	Music	
Science		
Mrs L Fenton	Principal Teacher (Acting) (Faculty) - Physics	
Miss V Kernohan	Chemistry	
Mr A McGrath	Biology	
Social Subjects/Languages		
Mrs C Grant	Principal Teacher (Faculty) - History	
Mrs H Forrest	RMPS & Sociology (Part-time) (0.8)	
Miss R Stewart	Geography	
Mrs D Lander	Gaelic (Part-time)	
Miss H MacRae	Gaelic	
Mme Reeves	French/European Studies	
Support for Pupils	Mrs S Coghill	Principal Teacher (Part Time) (0.8)
	Ms E George	Principal Teacher
Support for Learning	Mr L Arkley	Principal Teacher
	Mrs L Winkelmann	Teacher (0.6)
	Mrs J Burt	Teacher (0.4)/ <i>Pupil Support Assistant</i>
	Mrs J Stewart	<i>Pupil Support Assistant</i>
	Mrs H Fraser	<i>Pupil Support Assistant</i>
	Mrs J Hardin	<i>Pupil Support Assistant</i>
	Miss G Macdonald	<i>Pupil Support Assistant</i>
	Mrs S Ahern	<i>Pupil Support Assistant</i>
	Ms S English	<i>Pupil Support Assistant</i>
	Ms A Stewart	<i>Pupil Support Assistant</i>
Visiting Instrumental Tutors	Mr N Stewart	Bagpipes
	Ms R Llewellyn-Porter	Fiddle
	Mr H MacCallum	Pipe Band Drumming
	Mr M Simpson	Guitar

Library Assistant	Ms V Vateva	
Administration	Mrs L Drummond Miss L McFadyen Mrs A MacDermid	Administrative Assistant Clerical Assistant (Part-Time) Clerical Assistant (Part-time)
Technician IT Engineer	Mr S Gess / Mr K Dawson Mr T McLucas	
Facilities Management	Mr B Mattinson Mr R Talbot Mr M Ahern	Head Janitor Facilities Assistant Facilities Assistant
National Centre of Excellence in Traditional Music	Mr M Vass	Director—Telephone 544706
External Support Personnel:	Ms A Campbell Mrs M Rogerson Mr D Steele	Team Leader SDS Careers Adviser Active Sports Co-ordinator
Educational Psychologist Medical Services	Ms D Haigh Vacancy Ms D Munro	Educational Psychologist School Nurse Counsellor
Chaplaincy Team	Rev. R. Rankin & Mr T Currie	
Residence Manager	Mrs S McGuinness	01599 544249
Local Area Education Office	Ms M MacDonald Area Quality Improvement Manager Wester Ross, Skye, Lochalsh & Lochaber Telephone: 07918842021	

PRINCIPAL VALUES, VISION AND AIMS OF THE SCHOOL

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

- we value learning, ourselves and each other
- we have an ethos of high expectations and ambition
- we have pride in ourselves and our learning community

Values

We are:

- Kind: we use our words and actions to help others.
- Coibhneil
- Respectful: of ourselves and of others. We treat others as they want to be treated.
- Urramach
- Resilient: we keep going when faced with challenges and ask for help.
- Treun
- Hard-working: we try our best and take responsibility for our actions.
- Dìcheallach

Aims

To achieve our vision our aims are to:

- Encourage and support everyone to be the best version of themselves and achieve all that they can.
- Celebrate our successes.
- Encourage and support engagement in our local languages, culture and community.
- Foster an ethos where we look after each other.

These aims are consistent with A Curriculum for Excellence, creating:

- Successful Learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

Who are Safe, Healthy, Achieving, Nurtured, Respected & Responsible and Included.

VALUES: Kind, Respectful, Resilient, Hard-working

Plockton High School's Equality and Diversity Policy is in the documentation section of the school website which also includes the current School Improvement Plan and the Standards and Quality Report:

<https://plocktonhighschool.wixsite.com/amploc/documentation>

Further key policies relating to education can be found on the website for The Highland Council on the following link:

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

SCHOOL IMPROVEMENT PLAN/STANDARDS AND QUALITY REPORT

Based on a review of the main aspects of school life we produce an annual School Improvement Plan and a Standards and Quality Report which are available on the school's website.

Details of the school's performance (and comparisons with Highland and national averages) can be found at Scottish Schools online at:

www.educationscotland.gov.uk/scottishschoolsonline/index.asp

In the course of any session there will be opportunities for parents to make comments about the school through questionnaires, at meetings and on the returns slip which accompanies reports.

Our approach to planning is in accordance with the Highland Council guidelines for improvement planning and the school is committed to continuous improvement through self-evaluation and regular consultation of youngsters, parents and staff. Our Improvement plan projects draw on available data and pupil progress, the wider achievements of our school and council/ national advice on the curriculum.

PARTNERSHIPS

We work with agencies and organisations locally to enrich our curriculum and support young people to achieve. This includes unique local courses such as the Course for S3 pupils which is delivered in conjunction with The National Trust for Scotland and a local crofter and the Boatbuilding for senior pupils with expert tuition from a local boatbuilder.

Our Active Schools Co-ordinator organises after-school activities and also brings primary pupils throughout our Associated Schools Group area together for sports events during the school day. With support from our Developing the Young Workforce co-ordinator, we have a wide-ranging programme of workplace visits and employers and businesses coming in to school.

We also work regularly with our local Youth Development Officer and Associate Worker from COOL Scotland both of whom offer engagement activities and opportunities for gaining qualifications as appropriate.

In session 2023-4, we achieved our Rights Respecting Schools Bronze Award as a Rights Committed School and we are currently working towards achieving the Silver Award.

PARENTS AND THE SCHOOL

Research has shown that home influence is a crucial factor in a pupil's success at school. We make every effort to have a positive school/home relationship to support individual youngsters and to provide opportunities for parents to be involved in the wider life of our school community. To this end, a planned programme of Parents' Evenings is included in the School Calendar. Parents' Evenings are held regularly for all year groups. Subject staff and Pupil Support staff are on hand to advise parents on all aspects of their child's progress and welfare in the school. In addition to the evenings when parents have the opportunity of speaking to individual subject teachers or guidance staff there is a programme of meetings sharing advice and information for specific stages (eg.Options for S5/6).

A newsletter is issued regularly during the session to keep homes informed about school events. The Rector can be available for consultation after school hours for interviews or telephone calls from parents who are asked to call in advance to arrange times for visits or telephone conversations.

If there are concerns about a pupil, the school will try to contact the home as soon as possible to discuss the problem. If you are worried about your child's progress then please make contact with their Pupil Support Teacher or a member of the Senior Management Team in school.

The charity Children First works to protect children and help families get the support they need. They have a support line which can be reached on the following link:

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

RAISING CONCERNS

If a parent has any concerns they should contact their child's Named Person in the first instance or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager Mhairi MacDonald (Area Education West)

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 public.transport@highland.gov.uk

1ST YEAR PUPILS/ENROLMENT

During the second half of the session, Pupil Support and Support for Learning teachers, along with a group of current S1 pupils, visit the Primary schools to introduce the School to P7 pupils and give them the opportunity to ask any questions. The opportunity is also taken to discuss with the Primary Head Teacher the individual needs of the pupils. Strengths/weaknesses and special interests are noted and information about progress is passed on to the High School and shared with teaching staff.

As part of their Transition Programme P7 pupils will spend five days in the Summer Term in the High School when they will meet their Group Tutor, Head of House and subject teachers. For pupils who will be staying in the Residence there is the opportunity to familiarise themselves with the accommodation and the people who will support them there. Parents of pupils moving to the High School are invited to visit the school for an evening meeting in the course of that week.

Our Associated Primary Schools are:

Plockton Primary	Kyle Primary
Loch Duich Primary	Lochcarron Primary
Auchtertyre Primary	Applecross Primary
Glenelg Primary	Kyleakin Primary

We encourage close links with all our Primary Schools through joint or other events e.g. Badminton, Shinty Tournaments and other Sporting and Arts Events. To assist continuity in terms of curriculum we have an Associated Schools' Group which acts as an Integrated Learning Community and ensures there is a co-ordinated approach to curriculum planning and liaison for pupils moving from Primary to Secondary. Meetings are convened as required to bring together the agencies involved in supporting families and youngsters.

PLACING REQUESTS – PARENTAL CHOICE

Each school services 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 Education and Learning Manager Mhairi MacDonald (Area Quality Improvement Manager). Placing request applications are made online at:

http://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 outwith the school catchment area and their parents wish them to attend Plockton High School, they can contact Gillian Gess, Depute Headteacher 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.

SUPPORT FOR PUPILS

The Principal Teachers of Pupil Support (Guidance) are Mrs Coghill and Ms George. They have an overview of the pupil support system and are important sources of help and advice for pupils throughout their time in school. A member of the Pupil Support team may phone or email you and may also arrange a meeting, online or in person, to make sure we have the right support in place for your child.

When pupils are making subject choices in S2-5, the support team draws on its knowledge of the individual and works closely with subject teachers in helping pupils make the best possible choices. They look at the results of pupil assessments; the choice of possible career and the wishes of the parents and carers in helping to advise pupils about the subjects to be taken.

The Support Team is committed to promoting the welfare of your child and to developing a caring environment throughout the school.

Guidance work is sometimes categorised under three main headings:

1. Personal 2. Curricular 3. Vocational

1. Personal Guidance

From the point where the pupil moves from primary to secondary school, all members of the pupil support system seek to foster a caring relationship with the pupils; to provide a point of reference which remains with the pupil as they progress through the school, the aim being that the support system is seen as having someone with a particular interest in the development of each individual. It is hoped that mutual understanding and trust will grow to the point where the pupil will feel able to seek any help and advice as required but Personal Guidance is every pupil's right to seek or reject and it may be that the pupil will seek guidance from a member of staff other than a support teacher. This approach is perfectly acceptable and the Guidance Staff will be informed of any issues of concern that may occur through this contact. As a general rule, strict confidentiality would be observed concerning anything a pupil might reveal in the process of an interview, but the ultimate criterion is always the welfare of the pupil

2. Curricular Guidance

As a collator of information and assessments from class teachers, the guidance teacher is in a unique position to monitor and record pupil progress. This body of knowledge, which the guidance teacher builds up over a period of time, is particularly useful at key decision-making times in a pupil's career, such as the subject choice at the end of second year.

3. Personal and Social Education

Personal and Social Education (PSE) is included as a timetabled lesson delivered in S1 -S6 in the curriculum of all pupils. There are six main areas covered, and these are informed by Scottish Government guidelines in <https://www.gov.scot/publications/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/>:

- Mental, Emotional, Social and Physical Wellbeing;
- Planning for Choices and Changes;
- Physical Education, Physical Activity and Sport (delivered in core PE);
- Food and Health;
- Substance Misuse; and,
- Relationships, Sexual Health and Parenthood (RSHP).

Sensitive topics such as relationships, sexual health, substance awareness and health and wellbeing are covered. Learning in PSE is designed to ensure that children and young people 'develop the knowledge and understanding, skills, resilience, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.' A full overview for each school year from S1-S6 ensures learning is appropriate and tailored for age and stage. Please contact your child's Pupil Support Teacher if you have any questions about this content.

ADDITIONAL SUPPORT NEEDS

Class/Subject teachers, in conjunction with Support for Learning staff monitor the progress of pupils with additional support needs. The needs of such pupils are generally catered for within the mainstream 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/download/downloads/id/11/co-ordinated_support_plan

Other organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN:

- (a) Enquire – the Scottish advice and information service for additional support for learning <https://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://myrightsmysay.scot/>
- (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

Sometimes a Children's Service Worker will be involved in supporting a child and will generally focus more on social/emotional needs rather than curricular issues 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 may have a concern that you don't feel is being addressed, or will want to talk to someone outwith 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 jo.moncrieff@highland.gov.uk . 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

Vocational Guidance

Working through a programme of study, which is part of the school's Personal and Social Education programme, combined with a series of individual interviews the pupils are encouraged to assess their own aptitudes, abilities and vocational preferences. Options are explained, information is provided from the Schools Careers Library and practical help is available from the Support Team working in association with the Careers Service. A comprehensive picture of pupil attainment, personality and interests is built up over a period of time and is particularly useful when dealing with requests for references from employers and educational establishments.

Personal and Social Education is taught as a classroom discipline on a single period per week basis for S1-S6, the aim of which is to focus the pupils' attention on their personal growth and development as they move through school. The focus of the course is on the development of the interactive skills which will help pupils cope with personal relationships, with authority, with family and peer groups and with feelings about self.

The P.S.E. period adopts a multi-disciplinary approach to teaching, ranging from individual and group project and discussion work, to teacher or pupil led whole class activities. Particular emphasis is placed, in the first year, on helping pupils to settle quickly and easily into the challenge of high school.

Personal and Social development however, is not confined to a 50-minute slot once a week; any activity, which promotes social skills, self-confidence and concern for others, is part of the social education of our pupils. To this end, many of the activities carried out in the process of subject teaching which encourage active pupil participation fulfil many of the aims of the P.S.E. programme. We know, of course, that most of the social education of our pupils takes place in the home; we believe that the right approach in school will support parents in their efforts to ensure that their children are well prepared to cope with life in our increasingly complex society.

HOUSE SYSTEM:

All students are allocated to a House group in which they remain throughout their school career. The three houses are: Coll, Darach, and Seileach. These are Gàidhlig names for trees found in Scottish woodlands; Hazel, Oak and Willow. The houses are mixed year groups, and contain an equal number of students from each year. Departments across the school run inter-house competitions where students gain points for their houses. Students can also earn merits from staff in the school for a variety of actions which link to our school values; Kind, Resilient, Respectful and Hard-working. Such things as helping others, consistently wearing school uniform and efforts over and above in all aspects of their school day are recognised and rewarded.

Annual Awards:

At the annual End of Session Ceremony awards are made for academic excellence, special progress, cultural, sporting, citizenship, achievements and notable contributions to school life.

Leadership:

As part of our S5/6 leadership scheme there is a Senior Prefect Team (4 x S6 students of which 2 are nominated as Head Prefect) and a team of Prefects with certain agreed tasks around the school. We encourage leadership at all stages in the school and there are many opportunities for young people to undertake positions of responsibility eg: Sports Ambassadors, Peer Supporters in junior classes, Sports Captain etc

Assemblies

Assemblies include celebrations of success, religious observance (led by the local clergy), feedback from intra-curricular programmes, addresses by visiting speakers or senior staff. Prefects and other pupils take part on a regular basis as readers and contributors.

End of Session Ceremony

As noted above, the end of the school academic year is marked by this important event when awards for outstanding performances in academic subjects, citizenship and extra-curricular activities are presented, including the Dux Award to the top academic student in S6 based on previous years' examination results. All parents of our leavers are invited to this ceremony at which there is also an address by a principal invited guest. There is a special final gathering for S6 students and their parents in the Dining Room after the ceremony.

ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent/carer should notify the school by phone (01599 530800) or e-mail plockton.high@highland.gov.uk before 9.15 a.m. The parent must confirm the reason for the absence so the correct attendance code can be used.

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 carer (or email confirmation). 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 out with school hours.

If pupils fall ill during the day, they must collect a "Sign Out" slip from the office, get this signed by senior management and then parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils. Pupils must make sure that they do report to the office if they are unwell so that we can support them and pass on the right information to parents and carers.

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. If parents have a specific reason for making holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Absence from School - Text Messaging:

Plockton High School use a text messaging system to contact parents/guardians of pupils who are absent from school without a prior explanation (e.g. notice of an appointment etc.) or without an explanation supplied on the day – i.e. telephone call to the school to alert us to the fact that your child is to be absent due to, for example, illness.

If your child is absent without explanation, or prior information, you will receive the following Text message to the telephone number(s) which you have provided. ***'Your Son/Daughter FirstName has not arrived in school today Date Please contact the school office on 01599 530800'***

CAREERS PROVISION

It is the role of Skills Development Scotland (SDS) to make the transition between school and job, Further/Higher Education or training scheme as smooth as possible for the school leaver. This provision is made by SDS which is an all-age service.

The Skills Development Scotland Team Leader for Highland North is Ms Nicola Madej and our Careers' Adviser is Ms Melissa Rogerson who is in school every week meeting with pupils and having an input into our PSE Programme.

The strategic aim of SDS is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives.

Careers Advice

All pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers and representatives from Skills Development Scotland. At key stages, such as option choices, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the emphasis is on career planning. The strategic aim of Skills Development Scotland is ***to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives***. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

High Priority: are pupils those identified as not likely to make a smooth transition from school to further/higher education, training or employment.

Medium Priority: are those not at risk but nevertheless requiring career planning support;

Low Priority: are pupils able to self-help.

SUPPORT FOR LEAVING SCHOOL

Support for pupils leaving school, including career guidance, financial advice, further education, post16+ learning choices. How to access further information locally e.g. Jobcentre Plus. 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

THE CURRICULUM

S1 – S3 Broad General Education

All S1 and S2 pupils have the opportunity of studying all subjects as follows:

English	Geography	Art & Design
Maths	History	Music
French	Religious & Moral Education	Drama
Gaelic/Gaidhlig	Home Economics	Physical Education
Science	Design, Engineering, Technology	Personal & Social Education
	Modern Studies	Wider Achievement

Pupils follow this common course in mixed-ability classes. In Plockton High School we take the view that:

- All pupils have strengths and areas for development
- All pupils are capable of achievements of various kinds
- Pupils are developing as people in society as well as learning about individual subjects
- All pupils should have the opportunity of fulfilling their potential
- Above all, pupils should enjoy learning, and, therefore, enjoy school

S3: Transition Year of Broad General Education

Core subjects + 7 courses (choices) preparing for National Qualifications in S4.

For those pupils who are in need of learning support a system of co-operative teaching is operated in the relevant departments to enable the pupils to have more individual attention when they require it. Every effort is made in Plockton High School to have a positive learning environment in which learning strategies are carefully planned and designed to take into account individual strengths and areas for development. A variety of learning is employed including group teaching; individualised learning; practical work; investigating; speaking etc.

S4 National 3, 4 and 5

At the end of S3 pupils will make subject choices to be studied throughout S4 and these are the courses which will lead to SQA qualifications - National 3, 4 and 5 (if appropriate a pupil may sit a subject at Higher level in S4). The Duke of Edinburgh Bronze Award is available in S4 for a number of pupils. It should also be noted that some UHI West Highland College courses may be available to pupils in S4.

S5 and S6

In S5 and S6 we offer courses across the full range: National 1-5, Higher and Advanced Higher. The school is committed to providing as full a range of courses as possible with a view to meeting future study and or employment needs of our students. Specific subject details for all courses on offer in S5/6 are included in the Options Booklet which is issued to all S4 and S5 students during the spring term. Students also have the opportunity to undertake vocational courses (on a 1 day per week 'day release') provided by UHI West Highland College/Inverness College or to study a subject not offered by the school through online learning with either UHI West Highland College or the Highland Virtual Academy.

Gaelic Medium Provision

Pupils who have had their primary education through the medium of Gaelic will have an appropriate language course in high school.

Music Tuition

Our school enjoys the services of a Piping Tutor (for two days), Strings Tutor (for one day), Pipe Band Drumming Tutor (for one day) and a Guitar Tutor (for one day). These are run by High Life Highland and more information can be found from the following link:

<https://www.highlifehighland.com/music-tuition/music-tuition/>

SUBJECT INFORMATION



ART & DESIGN AND HIGHER PHOTOGRAPHY

Aims: The aim of the Art & Design Department is to:

- Give learners opportunities to be creative and to experience inspiration and enjoyment
- Enable learners to explore a wide range of two and three dimensional media and technologies through practical activities, and create and communicate ideas.
- Study the works of Artists and Designers to enhance their enjoyment and deepen knowledge and understanding.
- Give learners the opportunity to contribute to public exhibitions, through display of their artwork.

Courses

The Courses provide opportunities for learners to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work and create original expressive and design ideas. The skills that learners gain by successfully completing the Courses will be valuable for learning, life and work.

S1 – S3

In the first three years, the curriculum is structured around Curriculum for Excellence Principles and Art & Design Experiences and Outcomes. Learners are introduced to as wide a variety of media and techniques as possible, while continuing to develop skills learnt from previous years. Other artists and designers are introduced and their work discussed. Learners evaluate their own and others artwork during and at the end of each project. Projects vary in length and links are made with other subjects where relevant.

S4 to S6

NATIONAL 1 - NATIONAL 4 & 5 - HIGHER

These courses follow the same basic structure consisting of two main areas as follows:

EXPRESSIVE WITH CRITICAL ACTIVITY

This activity helps learners to develop their personal thoughts and ideas in visual form. They will experiment with and develop a range of media handling skills, using equipment and materials expressively in 2D and/or 3D media handling skills. Learners will also be encouraged to explore how technologies can be creatively used when developing their ideas. They will develop an understanding and appreciation of artists' working practices. They will also develop knowledge of the social and cultural influences on art work.

DESIGN WITH CRITICAL ACTIVITY

This activity helps learners to plan, research and develop creative design proposals. This will help develop their creativity, problem-solving and critical thinking skills as they consider design opportunities, issues and constraints. They will experiment with and develop a range of 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Learners will also be encouraged to explore the possibilities of using technologies creatively when researching and developing their ideas. They will develop an understanding and appreciation of designers' working practices. They will also develop knowledge of the social and cultural influences on design work.

ASSESSMENT

The National 3 & 4 courses are assessed internally as pass or fail. National 5 & Higher are assessed externally through a practical folio and written exam.

ADVANCED HIGHER

The following courses are available:

Art & Design; Expressive Studies

Art & Design; Design Studies

S6 – PORTFOLIO

Admission to some further education courses such as Art and Design College and Architecture require a portfolio of a very high standard. This year allows the student to follow personal interests and to creatively develop and create original expressive and design work.

S5 to S6

HIGHER PHOTOGRAPHY

The aims of the course are for learners to:



- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers' work and practice
- become critically self-reflective autonomous learners

This course is externally assessed through the learner's personal photographic project/folio and a written exam exploring the work and practice of other photographers.

DESIGN, ENGINEERING and TECHNOLOGY

The Design, Engineering and Technology Department has an extremely successful track record in the delivery of popular courses to pupils at all stages of the school. We are a very well-resourced department with traditional workshops with woodworking and engineering machinery, welding facilities all the way to state of the art CNC laser cutting and 3D printing equipment. The courses we offer from S1 to the senior phase have been carefully selected and planned to give our pupils opportunities to develop their creativity and employability skills, as well as giving them a highly practical experience. The department has four certificate subject areas which pupils can select from in S4 and onwards; these are Design and Manufacture, Engineering Skills, Graphic Communication and Practical Woodworking. All subjects can progress to National 5. Design & Manufacture and Graphic Communication potentially have progression all the way through to Advanced Higher in S6. This is subject to demand and conversations with the subject leaders. Progression from National 5 Practical Woodworking within our school is available to our SQA accredited boatbuilding course (the only one of its kind in Highland).

S1-S2:

Pupils in S1 and S2 undertake our "*Broad General Education*" course. This involves developing our pupils' designing and graphic presentation skills, and introduces them to wood, metal and plastics projects in our workshops. A key focus of our BGE is to build pupils' problem solving and analytical skills whilst also considering the impact of technology on society over time. Correspondingly, included in the course is an element of Engineering, where we explore structures and simple electronic circuitry. The BGE course gives pupils an introduction to the courses on offer in S3 and onwards whilst following the Curriculum for Excellence Experiences and Outcomes and Benchmarks for the Technologies curriculum area.

S3:

In S3 pupils will have three main course options within the department, these are: Design & Manufacture, Graphic Communication and Practical Technology. These courses are designed to transition from the BGE to a more specialised, in-depth experience, preparing our pupils for the National courses in S4. We try to keep things as practical as possible to ensure good levels of engagement whilst maintaining high expectations from our pupils.

Design & Manufacture

In this course the pupils go deeper into the design process through a range of projects which allow them to further develop their skills. The work introduces the format and stages our pupils are expected to follow and complete at National 4 and National 5 with a strong emphasis on creative sketching, model making, evaluating and effective decision making. Practical workshop skills are further developed through a range of interesting, short manufacture projects in a variety of materials.

Graphic Design

In this course pupils will develop their graphic design and drawing skills, primarily using the computer workstations in the Graphics room. They will learn about and use Desktop Publishing software for a variety of activities, and also 2D and 3D Computer Aided Drawing skills.

Practical Technology

This course is designed to step on from practical experiences in S1 and S2 and lead into the National 4/5 courses in Practical Woodworking and Engineering skills. The course is made up of a range of practical projects including manufacturing items in the workshops from a range of materials, making electrical and electronic circuits and understanding the role of different components in a circuit. There is also a distinct focus on Health and Safety and employability skills.

S4-6 National 4/5 courses:

National 4/5 Design and Manufacture

In this course, pupils further develop their designing skills, and undertake more complex and ambitious projects to develop their knowledge and understanding of designing and the practical skills of workshop manufacture. We normally begin in June with some skill builder tasks working on sketching and model making. Then, from August to October we focus on a mock assignment design portfolio where our pupils experience a similar task to that of the final assignment. From November to December, pupils progress to the workshop to manufacture their designed artefact. January finds us preparing for prelims with varied activities relating to the exam. Over February and March pupils will work on their Design Assignment with some time at the end of the year allocated to exam preparation and revision before sitting the final exam (National 5 only).

National 4/5 Graphic Communication

The course develops skills in two main areas. Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

2D graphic communication: Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

3D and pictorial graphic communication: Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

National 4/5 Practical Woodworking (biennially: 2025-26 then 2027-8 subject to demand)

This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques and the use of a wide range of hand and machine tools. In all areas pupils build their skills in interpreting working and production drawings depicting both familiar and unfamiliar woodwork tasks. The areas of study are:

Flat-frame construction: Candidates develop skills, knowledge and understanding in the making of woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features.

Carcase construction: Candidates develop skills, knowledge and understanding in the in the making of woodworking joints and assemblies commonly used in carcass construction, involving complex features. This may include working with manufactured board or with frames and panels.

Machining and finishing: Candidates develop skills, knowledge and understanding in using machine and power tools and a variety of woodworking surface preparations and finishing techniques.

National 5 SKILLS FOR WORK: Engineering Skills (biennially: 2023-24 then 2025-26 subject to demand)

This is an almost entirely practical based course where our pupils learn about the real-world application of engineering principles in contexts such as domestic wiring, electronic circuitry, systematic testing, fault diagnosis and maintenance procedures for everyday products. We also complete a unit of work on traditional mechanical and fabrication processes in our metal workshop where pupils make a complex engineered product to a specified tolerance.

There is a substantial focus on employability skills and our pupils are expected to evaluate their own and the performance of others, at various stages in the year. The final unit is a Design & Manufacture task where candidates are faced with an engineering problem which they must work to solve in teams. They design then model their solution using a 3D modelling package. They then produce a functioning prototype which must be effectively tested. Individually, they must evaluate their solution in a short report. The course is designed to give pupils the experience they need before deciding which engineering discipline they may wish to pursue either in a modern apprenticeship or in further education.

S5-6 Higher and Vocational courses:

The Technology department offers the following courses for pupils in S5/6
Design & Manufacture, Graphic Communication, Engineering Science & Traditional Boatbuilding

Higher Design & Manufacture

This is a course where pupils develop and deepen their designing skills with a clear focus on designing for people and for commercial production. The emphasis is on research, analysis, and creative skills with some practical modelling skills too when pupils have to design and model products. Future career opportunities include Industrial (product) Design, Interior Design, Architecture, a range of Engineering disciplines, Jewellery, Skilled Manual Work, Crafts. Progression to Advanced Higher Design and Manufacture is possible depending on your performance at Higher and timetable availability.

Higher Graphic Communication

The Course is practical, exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information. The course allows learners to initiate, plan, develop and communicate ideas graphically, using two and three-dimensional graphic techniques. Learners will develop a number of skills and attributes within 2D and 3D graphic communication contexts, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose. Progression to Advanced Higher Graphic Communication is possible depending on your performance at Higher and a number of other factors.

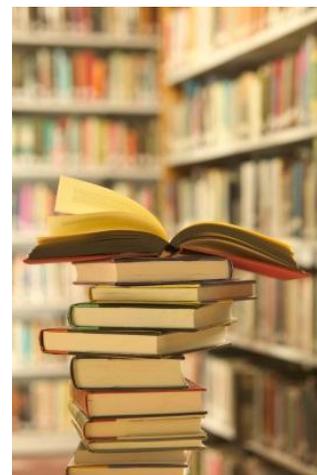
Am Bàta Boatbuilding (subject to funding availability)

Open to S5 and S6 pupils only, this popular course is unique to Plockton High School and is SQA accredited at level 4. It enables up to 6 students to learn traditional wooden boatbuilding and repair skills. Over the year they will be involved in small repairs, increasing in complexity until they participate in the commissioned build of a completely new boat. This course is taught by Nat Wilson, a professional boat-builder, former course leader and director of the International Boatbuilding Training College in Lowestoft. Students attend by a flexible arrangement, usually one or two full days a week on Mondays and/or Tuesdays. All participants are responsible for - and must be willing to - catch up on any missed classes in other subjects around the school. Students work in a team and their time in the boatshed is more akin to work experience than a school class. More information is available in our dedicated Am Bata leaflet.

ENGLISH

Your English classroom should be an attractive place in which to learn, and displays containing some of your work help us to achieve this. Pupils' work is often displayed in the corridor near to the department noticeboard where you can find out about Book Fairs, Drama, Public Speaking events, what's on at Eden Court and enjoy the Poem of the Week.

You will be in a mixed ability class during your first three years and will experience working in groups, on your own, in a whole class and in pairs. Your work throughout the school will centre on the following skills:



READING

Reading is an excellent English teacher in itself; you will have opportunities to read fiction, non-fiction, poetry and drama. We will encourage you to read at home too, and to make good use of the school library.

WRITING

Think about the many types of writing:

informative and discursive, short stories, scripts, letters, poems and writing about personal experience. Whatever the topic (within reason), whatever the style, you can write about it in English.

TALKING

Most pupils enjoy talking and, indeed, are good at it! In English we can help you to talk successfully in a discussion, in groups and when giving a talk on your own. You may have opportunities to see these skills for yourself as you watch yourself talking on video.

LISTENING

Your listening skills help you to understand and act on information as you hear it.

Listening to tapes and fellow pupils is part of this as, of course, is listening to your teacher!

Coming up ...

In S4, S5 and S6, we help you to prepare for important exams. In S4 you will sit National 4 or National 5 English and in S5 you will follow the English course which is most appropriate for your level: National 5 or Higher.

In S6 you may continue to work within the Higher Still framework or you may choose to study Advanced Higher English.

And finally ...

The skills which you acquire in English will be important all your life. We are looking forward to meeting you and working with you in our Department.

FRENCH



S1-S3

The S1 and S2 French course is based on a selection of resources taken from Studio courses (*Accès, Studio 1 and Studio 2 vert/rouge*) as well as custom made booklets and French media (film, TV, music, poetry, comics) to ensure that all Experiences, Outcomes and benchmarks of the Curriculum for Excellence are successfully delivered. The course develops competencies in all 4 skills, reading, writing and listening & talking and builds upon the French course delivered in Primary School. The topics are chosen to offer a broad general education and to build towards developing the 4 contexts (*Society, Learning, Employability, Culture and Citizenship*) found in SQA qualifications.

During S3, pupils will continue to develop their language skills in preparation for moving onto National 4 and National 5 courses. The course will build upon all aspects of French learnt in S1 and S2 to provide a stimulating and enjoyable learning syllabus.

S4

National 4 and 5 qualifications are offered in S4 and develop from French learnt in S1-3 during the Broad General Education phase and focuses on the receptive skills of listening and reading and the productive skills of talking and writing. Again a range of textbooks and bespoke resources are used to facilitate these awards which build upon the pupils' knowledge of grammar, language range and structures, vocabulary and cultural aspects.

N4 is internally assessed and is based on three units: Understanding Language, Using Language and the Added Value Unit.

The N5 course has an external exam in May and allocates 50% of marks to the question paper 'Reading and Writing'; 25% of marks to the question paper 'Listening'; 25% of marks to the performance element 'Talking & Listening'.

S5/6

Pupils in S5/6 will progress their learning in French by studying Higher or AH French. Tailor-made resources, Scholar and other textbooks, as well as authentic French text and media will be used to support this course. All work is assessed following SQA guidelines and by means of an external exam in May. The Higher Course is focused on the receptive skills of listening and reading and the productive skills of talking and writing.

The Advanced Higher course is made up of 2 Units which develop progressive competence in the four skills of Speaking, Listening, Reading and Writing in a variety of contexts and a focus on literature in the form of a novel, poetry or play.

GAELIC

The Gaelic Department offers two different courses in Gaelic:

1. For learners of Gaelic, to give them a grounding in the language.
2. For those who already have a degree of fluency in Gaidhlig and who, in the main, have attended Gaelic Medium classes in primary schools.

S1/2

In S1/2, pupils studying Gaelic follow the 'Ceumannan' course which develops their skills in Listening, Speaking, Reading and Writing.

Pupils are assessed in one or more of these skills at the end of each unit to measure their progress. All pupils in S1/2 keep a record of their own progress and in S2, in particular, they closely monitor their speaking and writing skills.

S3

Pupils will continue to develop their language skills in preparation for moving onto National 4 or National 5. The 'Ceumannan' course is used to support the completion of the Curriculum for Excellence outcomes and experiences.

S4

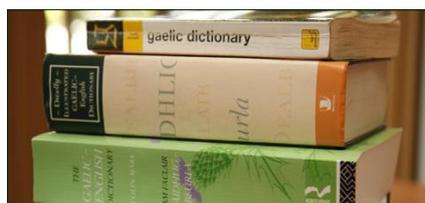
National 4 and National 5 qualifications are offered in S4 and build upon the Curriculum for Excellence experiences and outcomes to develop the four skills of listening, reading and writing. Again, the 'Ceumannan' course is issued to facilitate these awards, which build on pupils' knowledge of grammar, structures, vocabulary and cultural aspects.

The National 4 course is internally assessed and is based on the three units; Understanding Language, Using Language and the Gaelic Assignment.

The National 5 course has an external exam in May and the course has five components worth 120 marks in total. 50 marks are allocated to the question paper 'Reading and Writing'. 20 marks are allocated to the question paper 'Listening', and 30 marks are allocated to the performance 'Talking'. Pupils must also complete an assignment, which is worth 20 marks.

S5/6

Pupils in S5 will progress in their learning of Gaelic by studying National 5 or Higher Gaelic (learners). The Ceumannan Course, Education Scotland support materials and online Scholar resources are used to support this course. The Higher course has five components with 120 marks in total. 50 marks are allocated to the question paper Reading and Literature, 20 marks are allocated to the question paper Listening and 30 marks are allocated to the performance section Talking. In addition to this, pupils must also complete an assignment, which is worth 20 marks.



GÀIDHLIG

S1/2

In S1/2, pupils studying Gàidhlig use the 'Seadh' course prepared by Stòrlann or course work prepared by the teachers. These courses aim to extend pupils' skills in Listening, Speaking, Reading and Writing. Pupils will have the opportunity to take part in various activities, to support their language skills, such as Spòrs Gàidhlig and FilmG.

S3

Pupils will continue to develop their language skills in preparation for moving into National 4 or National 5. We will look more in depth at literature pieces to develop their analysis skills to a suitable standard for National courses. Pupils will have the opportunity to take part in various activities, to support their language skills, such as Spòrs Gàidhlig and FilmG.

S4

National 4 and National 5 qualifications are offered in S4 and build upon the Curriculum for Excellence experiences and outcomes to develop the four skills of listening, talking, reading and writing.

The National 4 course is internally assessed and is based on the four units; Gàidhlig, Creation and Production, Gàidhlig: Analysis and Evaluation, Gàidhlig: Literacy and the Gàidhlig Assignment.

The National 5 course has an external exam in May and the course has five components worth 120 marks in total. 50 marks are allocated to the question paper 'Reading and Writing'. 20 marks are allocated to the question paper 'Listening', and 30 marks are allocated to the performance 'Talking'. Pupils must also complete an assignment, which is worth 20 marks.

S5/6

Pupils in S5/6 will progress in their learning of Gàidhlig by studying National 5 or Higher Gàidhlig. The Education Scotland support materials and Stòrlann resources are used to support this course. The Higher course has five components with 120 marks in total. 50 marks are allocated to the question paper Leughadh agus Litreachas (Reading and Literature), 20 marks are allocated to the question paper Èisteachd (Listening) and 30 marks are allocated to the performance section Còmhradh (Talking). In addition to this, pupils must also complete an assignment, which is worth 20 marks.

GEOGRAPHY

Geography is the widest ranging of all subjects encompassing the study of people, places, landscapes and the environment. It examines the interaction between people and their environment in the context of local, Scottish, European and world examples. Geographical skills are introduced, consolidated and developed throughout the course. Student attitudes and sense of social and environmental responsibility are developed by a variety of challenges throughout the course. Fieldwork is also an integral part of the course.

S1-3

Topics covered include:

S1/2

- Map Skills
- The Geography of Scotland
- Sinkholes
- Our Planet
- Water Wars
- Forests Under Threat
- Wild Weather
- Earth Forces

S3

By S3 students undertake more challenging work to prepare them for progress to National 4/5 courses.

- OS Map Skills
- Glaciation
- Coasts
- Weather
- Climate Change

S4/6

National 4/5 and Higher

- Physical Environments
- Human Environments
- Global Issues
- Assignment

HISTORY

In History, learners develop their understanding of the world by learning about other people and their values, in different places and circumstances. The courses we offer encourage learners to not only develop skills for life and work but also important attitudes which include; an open mind and respect for the values, beliefs and cultures of others. The study of History also contributes to learners' understanding of the society in which they live by helping them to develop a map of the past and an appreciation and understanding of the people and events which have shaped the world today.

Broad General Education (BGE):

S1

- The Industrial Revolution
- The American West
- Ancient Civilisations
- A study of the sinking of *Titanic*
- Piracy: Hollywood Vs Reality

S2

- The Scottish Witch Trials
- World War I
- There's been a murder! - The assassination of President Kennedy
- Operation Dynamo: Dunkirk evacuation
- South African Apartheid

S3

- The Windrush Generation
- Nazi Germany & The Holocaust
- Personal Challenge: Historical research
- Judging History: Was America correct to drop the atomic bombs?
- LGBT History
- The Scottish Wars of Independence, 1286-1328

National 4 & 5

- Scottish Study: Migration and Empire, 1930-1939
- British Study: The Atlantic Slave Trade, 1770-1807
- European & World: Free at Last? Civil Rights in the USA, 1918-1968

Higher

- Scottish Study: Treaty of Union, 1689-1740
- British Study: Britain, 1851-1951
- European & World: USA, 1918-1968

Advanced Higher

- Russia: From Tsarism to Stalinism, 1914-1945

HOME ECONOMICS

S1 – 2

Pupils are introduced to a range of practical skills such as knife use, organisation and reading a recipe in order to prepare and cook a selection of healthy dishes. Hygiene and safety is a major focus throughout these lessons. All dishes produced are based on the Eat well Guide and the nutritional content of food to meet the Scottish Dietary Targets set by the government. By the end of S2 pupils should have developed the skills, confidence and organisational abilities to follow recipes to prepare healthy dishes independently.

S3

Pupils continue their broad general education by further developing their practical skills and organisational skills in order to cook more complicated recipes. Pupils will investigate contemporary food and health issues and then to cook appropriate dishes which complement the theory aspects of the course. All pupils will have the opportunity to complete the Food Hygiene REHIS certificate.

This course builds the skills and knowledge to enter one of the National courses offered by the department in S4.

S4/5/6 -Practical Cookery

This course is offered at National 4 and 5 level. It is designed for pupils who are interested in developing their practical skills in a more specialised and technical way. It is suited to those who would like to work in the Hospitality Industry.

Three units of work are studied:

1. Cookery Skills, Techniques and Processes.
2. Organisational Skills for Cooking.
3. Understanding and Using Ingredients.

Please note: It would be very helpful for pupils to bring a container for taking samples home and also a hair tie if needed. _

Assessment will be by:

Component 1 Question paper 1 hour

Component 2 Assignment- 1 hour 45 minutes

Component 3 Practical exam 2 ½ hours Cook present and serve a three course meal set by SQA

N5 Health and Food Technology

This course focuses on the development of skills and knowledge to make informed food and consumer choices.

- health, food and nutrition
- functional properties of food
- apply knowledge in practical contexts
- organisational and practical skills to make food products
- develop safe and hygienic practices in food preparation

Assessment will be by:

Component 1 Question paper 1 hour 50 minutes 50% of assessment

Component 2 Assignment- Plan design, make, test and evaluate a food product from a given brief

MATHEMATICS

S1 to S3 Courses

The aim of the S1 to S3 course is to develop the pupils' mathematical skills in the following key areas, in accordance with the experiences and outcomes under the Curriculum for Excellence guidance.

Problem solving and enquiry

Number, money and measure

Information handling

Shape, position and movement

Initially in S1, pupils come to Maths in mixed ability classes and experience working in groups, on their own, in a whole class and in pairs. The level of work is determined by the pupil's progress through the Curriculum for Excellence outcomes and experiences in Primary school. In S3 pupils come to Maths in three broad bands of ability and continue to progress through the Curriculum for Excellence levels.

Throughout S1 to S3 the main teaching resources are Heinemann and TeeJay Maths textbooks. Activities are chosen so that pupils are more actively involved in their learning. Learning is reinforced by practical activities, playing games, using computer programs and graphic calculators. Each topic is assessed and progress is monitored regularly.

S4/5/6

The courses from S4 build on the principles, practice, experiences and outcomes of Mathematics and Numeracy developed in S1 to S3. Pupils may follow National 3 Application of Mathematics, National 4, National 5 Maths or Applications of Maths, Higher Maths or Applications of Maths or Advanced Higher Mathematics depending on their progress through the Curriculum for Excellence levels or the various qualifications.

National 3 Applications of Mathematics: This course is for pupils who have completed all the experiences and outcomes at Level 2. There are three internally assessed units of work.

National 4 Applications or Mathematics: This course is for pupils who have completed all of the experiences and outcomes at Level 3 or gained a good pass at National 3 Applications of Mathematics. There are three internally assessed units of work and an added value test. The test has a non-calculator paper and a calculator paper and is also internally assessed.

National 5 Mathematics: This course is for pupils who completed all the experiences and outcomes at Level 4 or gained a good pass at National 4 Mathematics. There are three internally assessed units of work and an end of year exam. The exam has a non-calculator paper and a calculator paper and is externally assessed.

National 5 Applications of Mathematics: This course is for pupils who attempted all the experiences and outcomes at Level 4 but find the abstract concepts of mathematics a challenge; the content is more applied in nature dealing with topics such as finance and statistics. There are three internally assessed units of work and an end of year exam. The exam has a non-calculator paper and a calculator paper and is externally assessed.

Higher: This course is for pupils who attain a grade A at National 5 Mathematics.

Higher Applications of Mathematics: This course is for pupils who attain a grade A at National 5 Applications Mathematics.

Advanced Higher: This course is available to pupils in S6 who have achieved a grade A or B in Higher.

These courses are designed to meet the needs and abilities of all the pupils in the Mathematics Department and will prepare them to deal with mathematics in 'real-life' situations.

MUSIC

Music offers pupils a valuable insight into the world in which they live. They get the chance to experience a variety of different cultures and acquire a variety of life skills. Music is an extremely rewarding subject, even for those who have no plans to use music in a professional capacity. It allows pupils to nurture a talent which they can make use of in later life, whether at a social, recreational or professional level. Music also allows pupils to meet new people, whether through playing in ensembles in class, or through extra-curricular activities.

Involvement in music helps to develop creativity, communication skills, powers of co-ordination, co-operation, reflection, evaluation and decision making. Music encourages self-study through developing a practice regime. It helps develop confidence, along with skills such as concentration and memory and, above all else, is great fun!

- **The Courses**

The music courses aim to provide students with the opportunity to experience music as performer, composer and listener. Emphasis is placed on the study of music through practical activities which include solo and group performing, studying and listening to music from a wide range of genres, styles and cultures, and creative expression through composing and improvising.

- **Music in S1 – S3**

The S1 – S3 Music Courses are split into three parts:

1. Performing: pupils get the opportunity to experience a range of classroom instruments.
2. Listening: pupils develop the ability to identify key concepts through listening.

3. Composing: pupils learn basic improvising and composing skills.

Pupils develop skills in all 3 aspects through S1 and continue developing these skills in S2 and S3. The S1 – S3 music courses allow pupils to experience a wide range of musical activities which helps them to begin to develop the necessary skills for National 4 and 5 qualifications.

- **Music in S4-6**

The Music department offers SQA Music courses from National 3 to Advanced Higher, and can also offer performance only units and National Progression Awards (SQCF Level 6) in Live Performance and Live Sound Production. The department can, at the discretion of the Music department staff and the National Centre of Excellence in Traditional Music, offer SQA courses in Music Technology.

There is a natural progression from S3 into the SQA courses. The three elements contained in S1-3 are continued into National 4 and 5 SQA courses, and pupils specialise in 2 instruments.

1. Performing Skills: this is a practical element. Pupils develop performing and musicianship skills related to 2 chosen instruments. They should be practising regularly at home in addition to class work.
2. Understanding Music: this is a concept-based element which introduces pupils to a variety of styles of music as well as music theory. At Advanced Higher, this also includes analysis of two or more chosen pieces of music.
3. Composing Skills: pupils develop composing skills and produce a folio of composition work. Use of music software is encouraged to notate or record compositions.

PHYSICAL EDUCATION.

The Physical education department works through a variety of activities in mixed groups to help pupils develop skills and understanding and an appreciation of the skills in others.

Courses:

P.E. courses can be divided into 4 categories.

a) Core P.E. is **compulsory** throughout the school (S1 to S4) two periods per week.

b) Elective P.E. Sports Studies – Pupils in S3 have the opportunity to expand their experience in the subject and prepare for certificate P.E.

c) Certificate courses include a 1 year National 4 or 5 course and subsequent Higher course

S3: Elective P.E. in S3 provides the opportunity for pupils to expand and deepen their knowledge of Physical Education and can be used as a preparation for certificated courses in Physical Education from S4 to S6.

S4: National 4 & 5 courses are offered which enable pupils to develop their knowledge and understanding of the four factors that underpin performance development. Pupils undertake two practical Performance Assessments and a written Portfolio.

S5/6: National 5, Higher, Physical Education courses are offered. Pupils extend and deepen their knowledge and understanding of the four factors that underpin performance development. Pupils undertake two practical Performance Assessments and a written exam in the SQA diet.

Core content: Pupils in S1 to S3 take a common course which covers the following activities.

Rugby, Hockey, Shinty, Football, Fitness, Volleyball, Dance, Athletics, Gymnastics, Basketball, Badminton, Pickleball, Softball, Short Tennis, & Social Dance.

In S4 to S6 pupils will have an additional element of choice available, where possible pupils will have the opportunity to opt for additional activities such as Pickleball, Lacrosse and Handball. The teaching will move to a less formal coaching/leisure approach.

In addition, it is hoped that pupils will find these activities challenging and enjoyable and that they will continue with the long established tradition in Plockton of taking part in Inter House competition and Extra-curricular activities.

Extra-curricular activities: In addition to core and certified courses the P.E. department also facilitates the provision of Extra-curricular activities. Through the Extra-curricular programme, the pupils have the opportunity to participate in local and national competition as well as a purely recreational basis.

The range of activities on offer will vary from year to year depending on the wishes of the pupils and the interest and enthusiasm of the staff at any one time.

Leadership: In partnership with our Highlife Highland Active Schools Coordinator, pupils have opportunities to gain leadership qualifications across a range of activities. They can then gain experience of leading sporting activities with our associated primary schools as well as lunchtime activities.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (RMPS/RME)

RMPS is about personal search and respect for others, and pupils are encouraged to reflect on the big moral and philosophical questions in life, allowing them to participate as responsible citizens in Scotland's social and cultural life. The 6 major world religions in Scotland are explored throughout S1-S6 units: Christianity, Buddhism, Islam, Judaism, Hinduism and Sikhism. It is our aim to promote confident individuals with a sense of self-respect and understanding of their own personal values and beliefs.



The syllabus in S1-3 is designed to follow the guidelines set out for Curriculum for Excellence 3-18, covering mostly personal belief and understanding, here pupils will be able to develop and communicate their own beliefs and view of the world. The course in S1-3 is set out to engage the pupils towards enquiry about public behaviour and morality. It is here that pupils will be challenged to make informed choices and decisions.

S1 -

1. **Philosophy:** Ultimate questions & Creation stories
2. **World Religion:** Judaism
3. **Philosophy:** Do we have free will? – The Truman Show
4. **World Religion:** Rites of passage/life celebrations
5. **Morality:** Organ donation.

S2 –

6. **Values in action:** Charities & YPI (Youth Philanthropy initiative)
7. **Does God exist?** Theism & Atheism – Bruce Almighty.
8. **World Religion:** Islam
9. **Philosophy:** What is happiness?

S3 –

10. **World religion:** History of Christianity in Scotland
11. **World religion:** Buddhism
12. **Morality:** How do we make moral decisions?
13. **Morality:** Assisted dying & Medical ethics
14. **Philosophy:** Are miracles real?

National 5/Higher RMPS (Religious, moral and philosophical studies)

National 5 and Higher candidates are taught in the same class and the units taught alternate to allow pupils who wish to progress from N5 to Higher to explore new content. This allows pupils to engage in in-depth discussions and explore beliefs and actions that may differ from their own.

World Religion: Islam or Buddhism

Morality: Conflict or Crime & Punishment.

Religious and philosophical questions: 'How did life/universe begin?' (Religion & Science) or 'Why is there evil & suffering in the world?'

Candidates will also complete a RMPS assignment (an extended essay) on a topic of their choice.

For more information - <https://www.sqa.org.uk/sqa/45631.html>

SCIENCE

The world of today relies heavily on science and its applications. Students studying science will develop transferable skills which are highly sought after by employers and further education. All pupils study Science in S1 to S3, these courses offer opportunities to engage in practical work and are challenging and interesting. Students often continue choosing sciences beyond BGE in their senior school years.

S1/2 Science

The curriculum in S1-2 starts by providing a basic level of science skills. We follow this by investigating acids, alkalis and the environment, life in the universe, renewable energies, electricity, and materials. These practical based classes encourage students to think like scientists and see how Science is so important in the everyday world.

These courses are designed to be both as challenging and supportive as required. Pupils are encouraged to take responsibility for their own progress, and practical work continues to largely feature in the course.

S3 Science

In S3 Science, pupils take part in a rotational based curriculum covering all three Sciences. Each block will be taught by a specialist in their field and will encompass elements required to sit National 4/5 level in the senior phase. There are short tests at the end of each topic to check knowledge & understanding, practical skills, and problem-solving abilities.

These courses are designed to be both as challenging and supportive as required. Pupils are encouraged to take responsibility for their own learning and practical work continues to encourage students to think like scientists. Homework will be given to further develop the wide knowledge base that is required to study the Sciences at higher levels. This course enables the students to study the discrete sciences to allow them to have a more informed decision about which Science/s to study further as they move into the National Qualifications.

The course enables progression to a National 4 Science or National 5 discrete Science qualifications.

S4 Sciences - National 4 and 5

In S4 pupils study the National courses in Sciences. In these Courses, and their component Units, there will be an emphasis on skills development and the application of those skills. This course builds upon content covered in S3 and aims to provide pupils with a broader understanding of the discrete sciences.

The Courses provide learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. As well as to be able to gain and apply knowledge and evaluate environmental and scientific ideas. This can lead to learners developing an informed and ethical view of topical issues.

Learners will develop skills in communication, collaborative working, and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems. The Courses are practical, experiential and develop scientific understanding of issues relating to science. They aim to generate interest and enthusiasm in science, and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena.

National 4 is an internally assessed qualification and provides an extra step in their science journey. It ensures that the student is suitably equipped for the National 5 discrete sciences, should they wish to study the subject further. The course includes units such as Fragile Earth, Human Health, and Applications of Science.

The National 5 courses are externally assessed by the SQA, requiring a two-and-a-half-hour examination and an assignment to be produced which contributes towards their final course award.

The Following courses are offered at Plockton High School:

National 5 Biology:

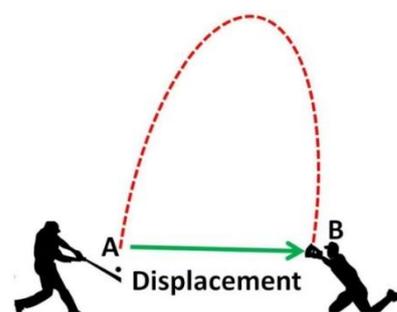
The courses include the units Cell Biology, Multicellular Organisms and Life on Earth. The emphasis is on understanding the relevant issues affecting themselves and society, such as health, world issues and the environment.

National 5 Chemistry:

The courses include the units Chemical Changes and Structure. Nature's Chemistry and Chemistry in Society. Special attention is given to industrial and technological applications of Chemistry and their impact on Society. Throughout, pupils are encouraged to find practical solutions to relevant and challenging chemical problems.

National 5 Physics:

The aim of the course is for learners to develop scientific and analytical thinking skills; an understanding of the role of physics in scientific issues as well as to acquire and apply knowledge and understanding of concepts in unfamiliar contexts. Topics covered in the course include Dynamics, Space, Electricity, Properties of Matter, Waves and Radiation.



National 4 Science:

The course includes the units such as Fragile Earth, Human Health, Applications of Science. There is more support available in this course, with no end of course exam. The course is internally assessed and has a project included.

S5/6 Sciences

In S5/6, all pupils who have achieved well across National 5 Science courses, Literacy and Numeracy are encouraged to consider the corresponding Higher courses. Each Higher course explores in more depth the work already carried out in S3 and S4.

The department offers Advanced Higher courses in Biology, Chemistry and Physics. These courses allow pupils considerable scope to study in detail some chosen area of each subject and provide an excellent introduction to further advanced studies.

Higher:

Human Biology
Chemistry
Physics

Advanced Higher:

Biology
Chemistry
Physics

SOCIOLOGY



Sociology is a new subject that has been added to Plockton High School's curriculum. It is currently only available at National 5 and Higher level to S5&6 pupils. Sociology is designed to be a subject that is taken following on from the study of another social subject at N5 or Higher level, such as History/Geography or RMPS.

'Sociology offers opportunities for learners to investigate human society, cultures and social issues. The courses encourage learners to ask questions about the social world we live in. They also encourage evidence-based explanations for human social behaviour.' – SQA Sociology 2022
<https://www.sqa.org.uk/sqa/45744.html>

Pupils study 3 units as well writing up an academic report on a topic of their choice.

Unit 1: Human society

- Explore qualitative and quantitative research methods.
- The difference between common sense views and sociological views
- Introducing sociological theories: Functionalism/Marxism/Feminism/Action theories

Unit 2: Culture & Identity

- What is culture?
- What shapes our identity?
- Socialisation

Unit 3: Social issues.

Education: Differential achievement

- Gender
- Social class
- Ethnicity

Social mobility: Can we move up (and down) the social ladder?

SUPPORT FOR LEARNING



The Support for Learning Department provides support for all pupils with Additional Support Needs. We work with subject teachers to help pupils and teach small groups or individuals. We deliver individualised curricula for all pupils with ASN.

The Department liaises with our associated primary schools to:

- discuss the needs of individual pupils
- make a plan for each pupil for extended primary 6/7 transitions
- discuss with the Learning Liaison Group to plan the required support of incoming pupils

Support may involve one or more of the following:

- preparing an individualised timetable for pupils, as appropriate
- provision of practical support, alternative assessment and arrangements e.g. audio texts, access to ICT, scribing, reading, differentiated materials
- direct teaching of basic literacy & numeracy skills
- support pupils to complete and organise their work for classes
- collaboration with subject teachers, to plan individualised support
- team teaching
- Additional staffing i.e., PSA support in class

In addition to planning Primary/Secondary Transitions, The SfL Department also supports planning towards senior Transitions for young people with ASN, both moving up the school and post school careers.

The Department maintains close working partnerships with school colleagues and regularly consults with external agencies such as Skills Development Scotland, Psychological Service, Speech and Language Therapists, Physiotherapists, the School Nurse and other specialist agencies. Above all, we are committed to regular consultation with parents.

Where additional support needs can be met within the education service, an Individualised Educational Programme or a Child's Plan may be drawn up. Parents and teachers will work together towards the most appropriate planning methods to support the young person. Where a young person requires specialist support from external agencies to supplement educational provisions it may be necessary to provide a Co-ordinated Support Plan.

Pupils who have physical impairments or recognised specific learning difficulties are entitled to have appropriate special assessment arrangements. These are implemented following SQA guidelines. Following the involvement of Learning Support and subject teachers, the parents are consulted as early as possible.

The Support for Learning Department provides an individualised curriculum to meet the needs of pupils with significant ASN. We also deliver an elaborated curriculum which can involve working with outside agencies. Horse riding and Swimming lessons are currently a part of this. We support individual senior students in work experience. In addition to skills for life, whole school integration is very important. There is a close working partnership between the Learning Support team and subject departments.

While mainly working with pupils in the junior phase, the department continues to support senior pupils. We foster a growing independence for our young people as they move through the senior phase.

We follow The Highland Practice Model Staged Approach to assessing, identifying and supporting additional support needs. In this model, every child has a 'named person' who is responsible for ensuring such support. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model, the Child's Plan, or If you would like to find out more about the specialist support available, you can access more information at:

<https://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>

There are also Information sheets available at:

<https://www.thrivingfamilies.org.uk>

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

<https://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>

LIBRARY

Our school library aims to support all the activities of our school through providing access to up-to-date information and resources. Our object is to create a space where everyone feels welcome. Essentially our library is a place for study and research in class time and an area of quiet relaxation at break times. It is centred around the idea of reading for pleasure and endeavours to promote this through different activities as well as holding regular literature events throughout the year.

We have displays around the library about our pupils' favourite books and, in their words, the reasons they like them; we have a colourful genres display to assist our pupils when they choose their books. We also have a board with current writing competitions.

We hold events such as World Book Day, World Poetry Day, Book Week Scotland, Young Poets Week, Letter Writing Week, International Women's Day, Earth Day, Teacher's Appreciation Week, Empathy Festival, Children's Book Week, Banned Books Week and more.

We follow closely and make the best of the resources available from crucial organisations such as Scottish Book Trust, Book Trust, National Literacy Trust, The Reading Agency, The Scottish Library and Information Council, and The English Association to name a few. We are aiming to take part in the National Year of Reading 2026 campaign.

Our junior pupils have their reading periods during which time they either select from the range of books in their teacher's classroom or come for books to the library and as a reward for having worked hard they can stay and read here. If they would like to borrow a book we do not hold in our library, we are always happy to request it for them through another of the Highland libraries or possibly purchase it if it isn't available in any of the libraries in the Highlands.

Our senior pupils, in particular S5 and S6 students, spend a lot of time in the library for their study periods. Most are studying for Highers or Advanced Highers, and our library can help source books, reports, journals, etc, to support their dissertations. We can also request Inter library loans on behalf of our seniors to assist their research, and these are resources which can come from any library in the UK. Senior pupils will also be making choices about their future beyond school, and the library has a wide range of university and college prospectus available to help inform those choices.

During break and lunch, the library is open for anyone who wishes to return or take out books, read, study, research homework projects, play a game, or do a jigsaw. We have some literature related games such as Story Deck and part of our allocated budget is being used for purchasing more games such as Book Trivia card game, Tidy the library card game, Phenomenal Women Trivia and discussion game, and a set of 10 games including chess, draughts, backgammon and Chinese chequers.

EXTRA CURRICULAR ACTIVITIES

Plockton High School offers a range of different activities for pupils as shown below. In spite of travel difficulties enthusiastic members of staff and pupils usually find ways around the problems and a large number of parents over the years have assisted with transport to make it possible for our pupils to take part in a number of activities out with the school hours.

Breakfast Club

Every morning, before REG, a group of senior students run a Breakfast Club in the Recce area, serving hot drinks and toast for pupils who arrive in school early. This is free and the seniors volunteer their own time for this. Everyone welcome.

Within school hours, the thriving inter-house system means an annual round of competitions including the school sports and multi-activity afternoon, football, hockey, rugby, shinty, cross-country, badminton, basketball, debating, quiz, etc.

Clubs and Societies (as it stands at the moment include):

Dungeons & Dragons: All ages	Boys & Girls Football
Marble Run & Modelling Club: All ages	Boys & Girls Rugby
Pipe Band Practice: All Ages	Christian Club: Mr T Currie, COOL
Maths Study: Nat 5 - H	French Study
Junior Shinty Training	Drama Club
History Study	Music Study
Physics & Biology Supported Study	Chemistry Study
D&M Study Support	Book Club
English Study Support	Board Game Club
Languages Club	Warhammer
Art Club	Jam Club

ASSESSMENT AND 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, and target setting information.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with Pupil Support staff. Every Department/Faculty has pupil progress as an item on the weekly Departmental/Faculty meeting agenda and monitors progress against a target grade which has been agreed with the pupil. If a pupil is performing below the expected level, an Action Point is agreed – this may be a focused discussion with the class teacher or Principal Teacher or contact with parents.

Assessment

Our assessment is in line with the expectations set out in A Curriculum for Excellence and details are available from each of the subject areas (on the subject pages in this Handbook).

Reporting

We issue two reports per year for every pupil – one Tracking reports and one Report with Comments. As well as the written report, we offer one Parents' Evening per year.

Positive Relationships

The aim of Plockton High School's Positive Relationships Policy is to support pupils to be responsible members of the school community and of the wider communities outside the school.

We are committed to promoting positive behaviour and encouraging all our youngsters to be responsible citizens and helpful members of our school community. It is also recognised that the partnership between school, parents and pupils is important to support pupils as they develop.

At all times our priority is to ensure that we have a well ordered learning environment and that youngsters are safe. We all aim to use restorative practices in any instances of dispute and the school is committed to supporting the young person through any difficult situations. Staff in the school work within the Positive Relationships Policy and the school as a whole follows the Highland Council Guidelines.

[Support for Learners Website](#)

DATA INFORMATION

Access to Pupil Records

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

Data Protection Legislation

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

Transferring Educational data about pupils

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

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

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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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:

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

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

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 online at

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

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

OVERALL SCHOOL PERFORMANCE

Plockton High School Attainment Five Year Trend

The tables below give information about attainment in S4, S5 and S6 over the past 5 years.

- Level 3 = National 3
- Level 4 = National 4
- Level 5 = National 5
- Level 6 = Higher
- Level 7 = Advanced Higher

VC stands for 'Virtual Comparator' and this is comparative data provided by the Scottish Government (now in its 2nd year). Essentially, this is a virtual school which is similar to our own and this allows for a more relevant comparison than with Highland or National data as there is a wide range of types of school across both of these areas. We would always want our results to be broadly in line with the VC and across most categories the comparison is very positive.

NB*: The 2020 results profile was a very positive one for the school, but we do not have comparative data due to the cancellation of the SQA exams.

S4	5+ Level 3		5+ Level 4		5+ Level 5	
	%	VC	%	VC	%	VC
2023	81	92	81	86	69	57
2022	79	88	77	85	66	60
2021	86	86	84	82	65	60
2020	70	87	70	81	46	56
2019	38	37	37	35	23	22

S5	5+ Level 4		5+ Level 5		3+ Level 6		5+ Level 6	
	%	VC	%	VC	%	VC	%	VC
2023	90	96	83	79	65	57	23	27
2022	92	90	81	74	54	53	21	26
2021	85	91	70	71	56	51	17	22
2020	93	93	84	76	58	54	11	25
2019	37	37	30	29	20	21	14	10

S6	5+ Level 4		5+ Level 5		3+ Level 6		5+ Level 6		1+ Level 7	
	%	VC								
2023	96	94	89	90	71	77	50	55	50	40
2022	89	93	82	86	66	73	50	56	42	44
2021	97	98	94	89	88	80	44	61	59	42
2020	89	97	86	86	79	78	64	55	53	40
2019	45	47	41	41	34	35	24	26	16	15

HOMEWORK

Study outside the classroom is considered as an important and integral part of all children's learning.

Homework is a very important way of allowing homes to support children's education.

The school sets homework for the following main purposes:

- i. Consolidation, or practice, of work already done in class.
- ii. Preparation for coming classwork.
- iii. Introducing tasks which extend beyond work already done in class, but build upon it.
- iv. Testing pupils' understanding of work covered or competence in skills.
- vi. Working independently and developing self-discipline.
- vii. Making use of materials and sources of information not available in the classroom
- viii. Enabling classwork to concentrate on activities which require the teacher's presence.
- ix. Encouraging partnership between parents and teachers.
Allowing parents to become more actively involved in their child's formal education.
- xi. Providing a means by which parents can see the sort of tasks which the child is doing in school, and by which they can assess progress.

In the past, every pupil was issued with a School Diary at the start of the school year. The Diary was used to make a note of homework tasks and the date for completion. We now use Google Classroom to which parents can request access.

PUPILS FEELING UNWELL

Pupils who are ill during the school day are sent to the School Office. A senior member of staff will then decide whether or not the child is fit to remain in class. If not fit for class, the child will be supervised until collected by parent or another agreed adult. If possible, pupils should not be sent to school if they are likely to be unwell and it is always best if pupils can go home to prevent the spread of germs. In the event of illness or accident of a serious nature parents are contacted immediately. All pupils leaving the school must have permission and remember to sign out in the office.

It is in the best interest of parents and pupils for the school to be informed of any medical issues which may arise. These details will be handled sensitively and in confidence, and will allow us to make appropriate provision, as far as we can, for the child, e.g. avoiding strenuous exercise or requiring to sit at or near the front of the class, etc.

Routine medical examinations are carried out at the prescribed age including the necessary preventive medicines and vaccinations.

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

Minor injuries will be dealt with as appropriate by trained first-aiders in the 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 via <https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

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 <https://www.kooth.com/>

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

SCHOOL MEALS

The School operates a Cafeteria system and a wide variety of food is available at reasonable prices. Where parents are in receipt of certain benefits, their children are eligible for free school meals. An application form for School Meals and Clothing Grants is available on request from the School Office or downloaded at:

[https://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

This should be completed by the parents and sent to Education, Culture and Sport Catering Services, 30 Harbour Road, Inverness IV1 1UA.

Pupils who wish to bring packed lunches may eat them in the Dining Room.

As part of the school's commitment to promoting a healthy lifestyle youngsters are encouraged to eat sensibly and avoid foods which are detrimental to their physical well-being.

Cashless Canteen

Our school operates a cashless canteen system (one which operates in a number of Highland schools). Pupils may use their Young Scotcard or a Personal PIN to have the cost of snacks, meals etc. deducted from their balance. The balance can be checked or topped up at one of two machines in the school (these machines take notes and coins).

It is not possible for parents to check the balance on the account of your child online but if there are any concerns please contact the guidance teacher of your child and a print out can be arranged.

You can top up on line following https://www.highland.gov.uk/info/878/schools/9/school_meals/2. Parents will need their son/daughter's Scottish Candidate Number to top up which is available from the school office.

Information is also available on the school website <https://plocktonhighschool.wixsite.com/amploc>



PRICE LIST - EFFECTIVE OCTOBER 2025

	Pupil	Adult		Pupil	Adult
PRIMARY SCHOOLS			SECONDARY SCHOOLS Cont'd		
2 Course Pupil Meal	2.40	n/a	EXTRAS		
Main meal	n/a	2.75	Extra salad or hot veg	0.55	0.70
Homemade Soup & Bread	n/a	1.45	Baked Beans, Potatoes	0.55	0.70
Pudding	n/a	1.45	Butter/Flora Portions/Jam	0.20	0.20
SECONDARY SCHOOLS			Sauce portions	0.15	0.15
MAINS, SAVOURY SNACKS & BREAKFAST ITEMS			DESSERTS & SWEET SNACKS		
Slice of Buttered Toast	0.30	0.35	Fruit served with Main Meal Deal	FREE – PUPILS ONLY	
Overnight Oats	0.70	1.30	Fruit - Cut loose, bagged or whole items	0.55	0.70
Breakfast / Hot filled Roll (1 item)	1.70	2.60	Belgian Waffles	0.50	0.60
Breakfast / Hot Filled Roll (extra item)	0.50	0.65	Ring Doughnuts	0.60	0.75
Main Meal	1.80	2.75	Traditional Dessert	0.85	1.45
Homemade Soup and Bread	0.85	1.45	Ice-cream (80 ml tub)	0.50	0.65
Pizza, Pizzini, Toastie	1.60	2.45	Biscuits & Cheese	0.80	0.95
Mini Bap Pizza; ½ Toastie	0.90	1.50	Yoghurt	0.50	0.70
Burger in a Bun	1.70	2.60	Homemade Biscuits/Baking	0.60	0.80
Quron / Veg / Vegan Burger in a Bun	1.40	2.00	Crisps, Savoury Snacks	0.70	0.85
Hot Pasta/Noodle/Rice Pot	1.90	2.80	Deli Pots – Fruit Salad	0.80	1.35
Main Meal Salad	1.70	2.60	DRINKS		
Baked Potato (no filling)	1.20	1.55	Still /Sparkling Water 330ml	0.40	0.50
Filled Baked Potato	2.00	2.90	Radnor Water Cartons (250ml)	0.40	0.50
Bread – A - Bap, ½ Bagel, ½ Baguette, Morning Roll, Oval Bun, Petite Pan, Pitta, Sandwich Bread, Tomato Wrap.	0.60	1.00	Bottled Still Water 500ml	0.60	0.65
Bread – B – Bagel, Baguette, Chapati, Hoagie, Panini, Wheat Bran Wrap & Croissant (Pastry)	1.00	1.50	Viva Flavoured Milk (200ml)	0.55	0.60
All Fillings – Hot & Cold	1.00	1.50	Radnor Flavoured Water Sparkling (330ml)	0.70	1.00
Chicken Rollover Hot Dog	2.10	3.10	Radnor Flavoured Water Still (500ml)	0.75	1.10
½ Sandwich (includes filling)	0.85	1.15	Rubicon / Sparkling Ice Drinks	0.95	1.35

Prices subject to change

October 2025

TRANSPORT

Daily buses leave from Glenelg, Kyleakin, Lochcarron and Ratagan, picking up en route, while Hostel pupils are conveyed to/from their homes in Arnisdale and Applecross free of charge at weekends and at the beginning and end of school terms.

If the buses are late in arriving at the pick-up points in the morning, as a general rule, pupils should not wait for more than 20 minutes. It should also be noted that where a bus does not run in the morning there can be no guarantee that a return service will be provided in the afternoon, and parents who deliver their children to school in these circumstances should be prepared to uplift them again at the end of the school day.

In the case of emergency early closure, every care is taken to ensure that all pupils who might have transport difficulties at their home end are catered for but parents are invited to contact the school if weather conditions in their particular area give cause for concern. (Appendix gives details of Guidelines for Parents of Pupils travelling to school in adverse weather conditions).

The only direct supervision of pupils while on the school bus is the driver who should be free to concentrate on road safety. Any pupil creating a hazard will be subject to disciplinary procedures and the bus company may refuse to carry a persistently difficult pupil.

The school endeavours to ensure good conduct on school transport and pupils are required to sit in allocated places. Passengers should, as is required by law, wear seatbelts and remain seated while the bus is in motion in the interests of safety.

Parental support in securing good conduct at all times, on buses, would be much appreciated. Parental encouragement of the wearing seatbelts is also appreciated.

Please note that transport is not a school responsibility, and any queries should be addressed to public.transport@highland.gov.uk

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

GUIDELINES FOR PARENTS OF PUPILS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER CONDITIONS

1. The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the pupils is paramount.
2. For pupils using school transport, weather conditions and availability or otherwise of shelter at the 'pick-up' point will dictate just how long a child should wait and parents are asked to advise children appropriately in relation to prevailing conditions. During difficult weather conditions, no pupil is expected to wait longer than twenty minutes past the normal 'pick-up' time.
3. Parents are advised of the different circumstances affecting drivers of contract vehicles and public service vehicles. Drivers of contract vehicles are advised that they should not drop off children where is any doubt that they may not safely reach home or other acceptable places to shelter. Drivers of public service vehicles, however, must travel by specified routes in accordance with scheduled timetables and cannot make special provision for individual needs of passengers. In either case, but more especially where public service transport is involved, parents should arrange to have children met at the 'drop off' point if it is felt that prevailing conditions so demand.
4. Where parents are sufficiently concerned about conditions at 'drop off' points, they should contact the school as early as possible. Parent should advise schools of an alternative address, which may be used by their children in emergencies.

Some parents and pupils are often particularly concerned that important examinations may be missed but this factor should not over-ride good judgement. Arrangements can be made regarding missed examinations.

7. Schools will advise parents of local arrangements, which relate to local geographical and transport circumstances affecting each school.
8. Schools will also establish adequate means of communication with parents and transport operators and parents while ensuring that parents remain familiar with these details.
9. School closure are also listed online - <https://www.highland.gov.uk/schoolclosures>
10. Local Radio Stations will issue news and weather bulletins conveying appropriate information regarding traffic conditions, school closures, etc. While it is recognised that such transmissions may not cover all households, and may be subject to re-scheduling in some circumstances, they will be helpful to many families. Parents are therefore advised to remain 'tuned-in' to ongoing road weather, or school information updates.
In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

PUBLIC BROADCASTS

Radio Stations request that, since telephone lines are always busier at such times, parents should not phone in for advice, but listen to appropriate broadcasts.

BBC Radio Highland

06.55 a.m. – 7.00 p.m. 7.50 p.m. – 8.00 p.m.

12.55 p.m. – 1.00 p.m. 4.55 p.m. – 5.00 p.m.

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins. Cuillin FM will also broadcast information about school closures etc.

General information about school closures in the Highland Area can be accessed by going to the following site

<https://highland.gov.uk/schoolclosures>

EMERGENCY CLOSURES

In the event of the school having to close unexpectedly (eg: severe weather conditions, major power outage etc.) the following procedures will be observed:

- Buses are alerted
- Pupils are kept in safe locations e.g. classrooms
- A text message will be sent out to inform parents about the closure
- A message will be put on the Adverse Weather Messaging Service and on the website and on Facebook.
- Pupils will be advised to make contact with parents/ neighbours/ emergency contacts
- Pupils will be dismissed in bus groups as the buses arrive (usually not at the same time)

NB: If a power outage means that the school can't access the network, steps 3 and 4 above will not be operational (our telephony system is part of the network).

Pupils will still be encouraged to make use of mobile phones for contact and an e-mail will be sent from the Area Education Office which holds a list for situations such as this.

SCHOOL RESIDENCE

Plockton High School Residence functions to provide accommodation for pupils attending Plockton High School and the National Centre for Excellence in Traditional Music.

The Residence is run and managed by Mrs S McGuiness, Manager and House Parents are employed to support all pupils in the Residence. Evening study is timetabled from 1900 to 2045 and there is also a range of Residence activities organised by the staff.

The Residence is open from Monday morning to Friday lunchtime with pupils resident in the Residence departing after school on Fridays and arriving at the start of the school day on Monday. Music School pupils return on Sunday afternoons/evenings.

For further details, a Guide Booklet for Plockton Residence is available from the Manager on request.

NATIONAL CENTRE FOR EXCELLENCE IN TRADITIONAL MUSIC

This National Centre has been based at our school since 2000 and offers specialist traditional music tuition to youngsters from throughout Scotland. More details are available from the Director Mr M Vass on mike.vass@highland.gov.uk, and their website <https://www.musicplockton.org/>

EDUCATION MAINTENANCE ALLOWANCE (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for normally a minimum of 21 hours of guided learning per week.

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027.

Further information on full eligibility criteria and the online application process can be obtained from the school.

[Education Maintenance Allowance | Education Maintenance Allowance | The Highland Council](#)

EMPLOYMENT OF CHILDREN

The employment of children bylaws regulate the types of occupation in which children under school leaving ages may be employed and other conditions of employment. For further information see https://www.highland.gov.uk/downloads/file/16000/guidance_for_employing_children

CODE OF CONDUCT FOR PUPILS

We are:

Kind, Respectful, Resilient, Hard-working

Plockton High School Relationships Policy - Roles and Responsibilities

Pupils:

- Use words and actions to help others
- Respect: others and themselves
- Engage: with their learning- ask for help and keep going when faced with challenges
- Work Hard and Contribute: positively to the school and wider community

Staff:

- Meet and greet pupils at the start of each lesson
- Follow the Plockton classroom code and mobile phone policy
- Refer to the expectations for all young people – **Kindness, Respect, Resilience, Hard-work**

PTs Curriculum:

- Meet and greet pupils into the department and be a visible presence to encourage appropriate conduct
- Support staff through Faculty Meetings and with discussions with young people
- Monitor any Faculty Target Sheets

PTs Pupil Support and SfL:

- Have an overview of a young person's progress and identify appropriate support
- Will work closely with the young person, family, staff and partners
- Play a pivotal role in ensuring clear communication

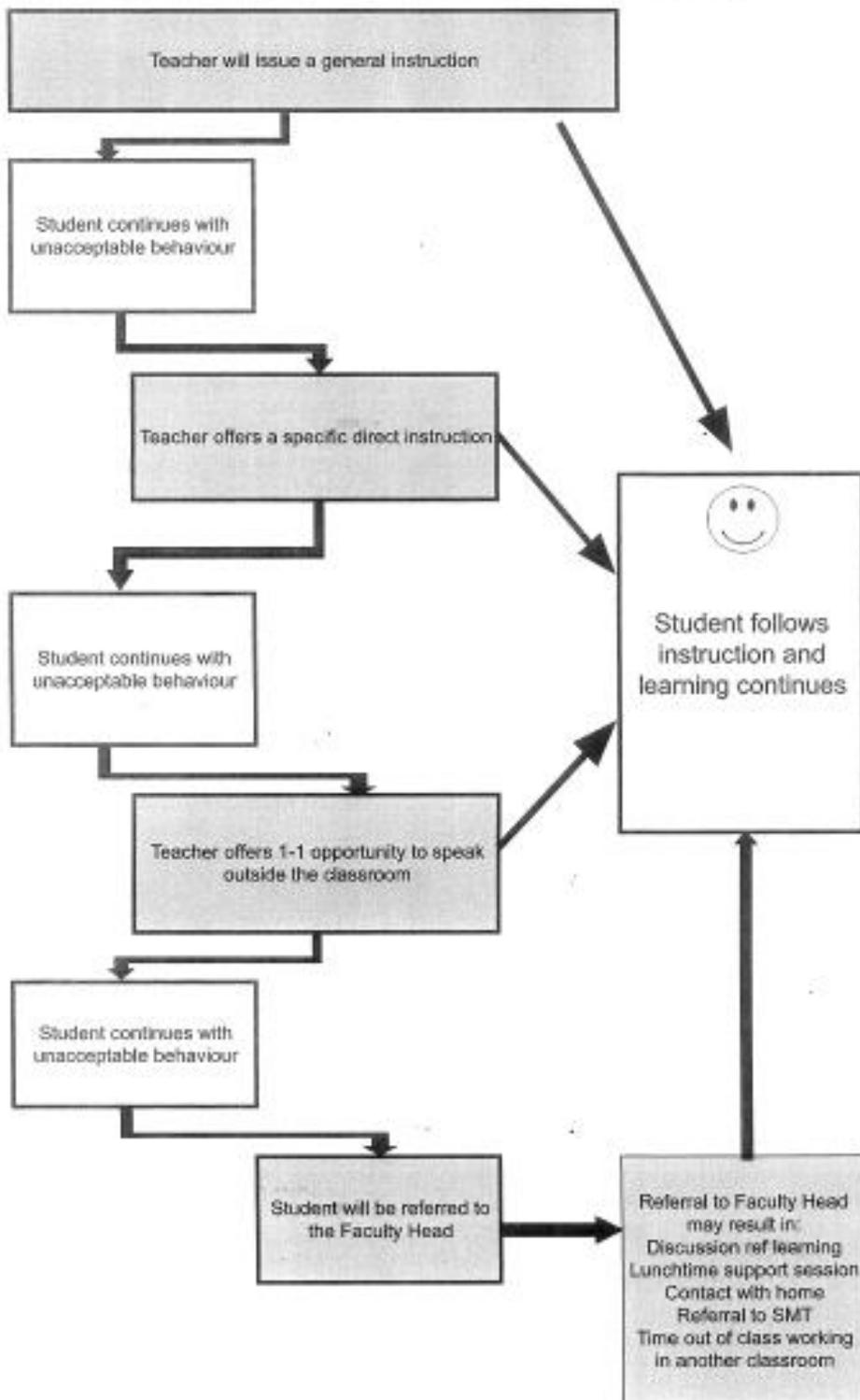
SMT:

- Meet and greet at the start of the day and be a visible presence at key times of the school day.
- Support staff in working with young people who have complex needs.
- Use data to analyse the impact of key interventions.

Parent/Carers:

- Support their child in being respectful to others and themselves.
- Communicate any information with school that may impact on their child's learning.
- Engage their child to take an active part in the Plockton High Community.

How to follow the Classroom Code



PARENT COUNCIL AND INVOLVING PARENTS

The main duties of the new Parent Council are to improve communication between parents and the School, to support education in our school generally and to promote parental involvement in the life of the School.

The minutes of the Parent Council meetings are emailed out to parents and carers following the meeting and posted on the school website.

(<https://plocktonhighschool.wixsite.com/amploc>)

Parent Council Office Bearers:

Ms H. Boswell (Chairperson)

Ms R Mockett (Secretary)

Ms S MacVicar (Treasurer)

plockton.high@highlandpc.co.uk

SCHOOL UNIFORM

As always, the co-operation of all parents in this matter is essential if we are to continue our successful promotion of following the School Uniform

- **Black trousers/skirts**
- **Black jumper or cardigan**
- **Plain white or black shirt and school tie.**
(Ties are £8.00 and available from the School Office).

N.B. the following items of clothing are not school uniform: short shorts, tank top style T-shirt and strappy camisole type tops – T-shirts must have at least a short sleeve; jeans; leggings; football tops or sports shorts.

Colours – plain black and plain white are the colours of our uniform, not spots, stripes etc. This also applies to tights and long socks.

We expect pupils to adhere to the uniform outlined above.

Pupils who participate in school outings and who are thus representing their school must be correctly dressed. On occasions, a more casual form of dress will be permitted for outdoor field trips etc.

Clothing Grants

Children of parents in receipt of Income Support may be entitled to monetary grants for footwear and clothing. *Information and application forms may be obtained from the School Office.*

For some school activities, we recommend the following clothing as essential and/or desirable:

Physical Education

Boys

T-shirt
Football type shorts
Change of socks
Trainers or Football boots
Towel

Girls

T-shirt
Sports shorts/leggings
Change of socks
Trainers or Football boots
Towel

For **Games Hall** lessons pupils must have trainers which are for indoor use only. A tracksuit or track trousers and school sweatshirt may be worn for outdoor activities.

Technology Department

An apron should be worn for all practical work (these are provided by the school). Long hair must be tied back, and rings, bracelets and ear-rings are potentially dangerous in practical activities.

Home Economics

Aprons provided by the school are used for Home Economics. Sensible footwear which gives protection and prevents slipping is essential. Hair must be tidily off the face. Clean hands, without nail polish, are essential. No rings or bracelets may be worn.

Science Department

Loose clothing should not be worn. Long hair must be tied back. Safety goggles are supplied and must be worn as instructed by the teacher

SCHOOL HOLIDAYS - SESSION 2026-2027

2026 holidays

- **February break** - 16 February and 17 February
- **In service day - 18 February**
- **Easter holidays** - 3 April to 17 April
- **May Day** - 4 May
- **In service day** - 7 May
- **Summer holidays** - starts 3 July
- **In service days** - 17 August and 18 August
- **In service day** - 14 September
- **October holidays** - 12 October to 23 October
- **Christmas and New Year break** - 23 December to 6 January

2027 holidays

- **February break** - 15 February and 16 February
- **In service day** - 17 February
- **Easter holidays** - 26 March to 9 April
- **May Day** - 3 May
- **In service day** - 6 May
- **Summer holidays** - starts 2 July
- **In service days** - 16 August and 17 August
- **In service day** - 13 September
- **October holidays** - 11 October to 22 October
- **Christmas and New Year break** - 22 December to 5 January

Please follow the following link to the Highland Council calendars of school term dates:

https://www.highland.gov.uk/downloads/download/695/school_term_dates

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.