



**ARGYLL AND BUTE COUNCIL**  
**Community Services: Education**

**Inveraray Primary School and Pre 5 Unit**  
**Handbook**  
**Academic Session 2017/2018**



**This document is available in alternative formats, on request.  
(Please contact the Head teacher)**



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# GENERAL SCHOOL INFORMATION

## Contact Details

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Head Teacher  
Inveraray Primary School and Pre 5 Unit  
The Avenue  
Inveraray  
Argyll, PA32 8YH  
01499 302218

Website: [www.inveraray.argyll-bute.sch.uk](http://www.inveraray.argyll-bute.sch.uk)  
Email: [enquiries-inveraray@argyll-bute.gov.uk](mailto:enquiries-inveraray@argyll-bute.gov.uk)

## School Roll and Stages

Present Roll: 63 school pupils + 15 ELCC  
Class Stages: Early Learning and Childcare Centre (Big Class)  
P1-2  
P3-4  
P5-7

Denominational Status: Non-Denominational

## School Staff

### Teaching Staff at August 2016

Mrs Lynn Sinclair		Shared Head Teacher
Mrs Janette Adams	P1-2 Class Teacher	Principal Teacher
Mrs Gemma Campbell	P3-4 (0.5 FTE)	
Miss Ruth Jackson	P3-4 (0.6 FTE)	
Miss Kirsty Duff	P6-7 (Probationer Teacher)	
Mrs Claire MacLugash	Music and Drama	

### Non-Teaching Staff

Mrs J Patrick	Clerical Assistant
Mr T Paterson	Janitor
Mrs L Blyth	Childcare and Education Worker
Mrs F Fyfe	Childcare and Education Worker/ ASN Assistant
Mrs P Stark	Classroom Assistant/ASN Assistant
Miss C Wood	ASN Assistant

## **School Day**

### **School Hours**

Open	9:00a.m.
Morning Interval	10:30am – 10:45am
Lunch	12:00pm – 1:00pm
Close	3:15pm

### **Early Learning and Childcare**

Monday to Friday 8:50am – 12 noon

Details of school holidays can be found on page 51

## **Early Learning and Childcare Provision for Pupils aged 3-4 years**

As a result of the Children and Young People Bill, there was an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014.

The vision was to bring together early learning and childcare through an increase in funded hours. By a more integrated approach, it is hoped that the increase in early learning experiences for our children will allow for the needs of children and families to be better met.

Please see [www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education](http://www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education) for information.

We are hub provision for Early Learning and Childcare for the catchment areas of Inveraray, Furnace and Minard Primary Schools. We currently have an agreed capacity for 30 children in our ELCC classroom.

## **Visits of Prospective Parents/Carers**

If you are considering enrolling your child with us in our ELCC you are welcome to visit the Centre at any time with your child. However, it would be helpful if you could telephone or call in at the school office first to ensure that it is convenient for all concerned.

Once your child has been allocated a place you will be invited to an informal meeting where you can meet the other parents in your child's year group or class. School staff will give you more information about the curriculum and the way we organise the learning and teaching in the ELCC class and you will have the opportunity to share information about your child.

You will also be offered the opportunity to attend for two short sessions in the class with your child in the weeks before their official start date so that both you and your child can become more familiar with the people and the setting.

## **School**

Parents and carers offered or seeking a place in the school should telephone the Head Teacher to arrange a suitable time to visit.

Enrolment of P1 pupils takes place once a year in January and is preceded by an advertisement in the local paper. New parents and carers are invited to school events with their children prior to P1. There are opportunities throughout the school year for children in their pre-school year to work with and share events with the P1 class.

Parents and carers are invited to an informal meeting in the summer term to explain the transition process from Big Class to P1 and to give the opportunity for parents and carers to find out more about the structure of the class on a day to day basis and the range of learning opportunities that are available. It also helps with planning for the new session.

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school) for further information.

## **School Uniform**

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Inveraray Primary School and Pre 5 Unit, the suggested uniform is as follows:

We do not have a set uniform for Pre school children, but we do request that children wear comfortable clothes which parents don't mind if they get messy or dirty. It is also important to dress for the weather as time is spent outdoors each day.

**The school encourages the wearing of school uniform which is listed below as a guideline:-**

### **Boys**

School Tie  
Pale Blue Shirt or yellow Polo-shirt  
Dark Blue Pullover/School Sweatshirt  
Dark Grey, Blue or Black Trousers  
(short or long)  
Dark Blue or Grey Socks

### **Girls**

School Tie  
Pale Blue Shirt or yellow Polo-shirt  
Dark Blue Pullover/School Sweatshirt  
Dark Grey, Blue or Black Skirt/Trousers  
Blue & White Checked School Dress (summer)  
White, Grey or Dark Blue Socks

No jeans, track suits or leggings please! We try to encourage a smart appearance and your co-operation will be welcomed. We do not encourage the wearing of expensive brand name clothing and footwear.

Each child should have a change of footwear, sandals or similar, for indoor use.

School sweatshirts, Polo-shirts and fleeces are available for purchase at competitive prices, navy backgrounds for the sweatshirts and fleeces, and yellow for the Polo-shirts, and all are printed with the school crest. These can be purchased online, direct from the supplier, at any time of year - [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) Ties are available to buy from the school office.



For physical education it is recommended that pupils wear shorts, T-shirt and sandshoes. A plain yellow or blue T-shirt is recommended and plain shorts, preferably dark blue if possible. Jogging trousers may be worn instead of shorts. Football strips are not permitted. Pupils must have suitable footwear such as gym shoes or trainers for all PE lessons. PE kits should be brought to school in a bag each Monday and will be returned home each Friday.

Our school grounds are used throughout the session for teaching and learning and it is important that all pupils are dressed appropriately for the weather each day as we do go out regardless of the weather conditions. Pupils also take part in Forest School activities during the year and it is important that appropriate clothing is worn. Clothes which are warm and which parents don't mind getting dirty should be worn and appropriate waterproofs and wellies/boots provided. Waterproof dungarees are available for pupils in Pre 5 - P3 to wear when outdoors or at Forest School.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

## School Clothing Grants

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant of £50 per child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Working Tax Credit, but not Child Tax Credit, where household income is less than £16,105
- Council Tax Rebate (25% reduction for single occupancy is not included)
- Housing Benefit
- Child Tax Credit and/or Working Tax Credit, where household income is less than £6,420

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged). However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant](http://www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant) for more information on School Clothing Grants.

## Parental Concerns

Parents and carers have the opportunity to discuss and comment on their child's work at parents' nights and are welcome to make an appointment at any time throughout the school year to discuss their child's progress. If you have a particular concern about any aspect of your child's learning or school life, please make an appointment to meet with the class teacher or head teacher as soon as possible to discuss them. This can be done by contacting the school office in the first instance. If a teacher is concerned about an aspect of a pupil's progress or behaviour, parents and carers will also be consulted. At Inveraray Primary School we believe in strong a home/school partnership.

## Pupil Absence Procedures

### Pre-School Attendance

A child's entitlement to free ELC will be 600 hours generally arranged as 5 x 3 hour and 10 minute sessions over a minimum of 38 weeks within the school year. However, some units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website. Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs to of the individual child.

## School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

Parents and carers should contact the school by telephone if their child will be absent from school due to illness etc. For Child Protection purposes, if we have not been notified of an absence by 9.30am, we will telephone the parent to gain clarification on the absence that day.

### Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

### Contact Details

- Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

## **The Complaints Procedure**

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

# PARENTAL INVOLVEMENT

## Becoming Involved in School

We are keen that parents and carers support all our pupil's learning in and out of school hours. Parents and carers of pupils in the Big Class are encouraged to start the day with their child a few times a week during our Active Start. They are also included in a variety of trips into our locality and to our celebration days such as concerts, displays, sports, open days and parents and carers' nights. Parents and carers are encouraged to help with events, trips and classroom and outdoor learning in all classes, not just the ones that include their own child. This could be with Forest School; reading practice; numeracy practice; photographing the local area; Crofting or Kenyan Connections; fundraising events and after school clubs.

We hold Curriculum Evenings throughout the school year to explain to parents how we teach aspects of the curriculum and give the opportunity to learn more about how they can support their child with homework or life skills. Parents and carers are also directly involved in their child's learning journey by participating in the discussion work related to the information about their current learning recorded in their Learning Record.

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

## Opportunities for Parental Involvement

During the school day:

- Helping in the classes
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Supporting enterprise activities
- Supporting group work at whole school activities on Fridays
- Reading stories to groups of children, playing reading/phonics games
- Teaching playground games
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

## **Parent Councils**

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher and/or our Parent Council chairperson, Jessica Smeaton. There is also a section on the school website with information about our Parent Council and they have a closed group Facebook page which you can ask to be added to once your child is a pupil in our school. There is also a noticeboard at the main entrance of the school where information about the work of the Parent Council can be accessed.

## **SCHOOL ETHOS**

Our aim, at Inveraray Primary School, is to prepare our young people for tomorrow's challenges. We do this by providing a learning environment that stimulates challenges and supports pupils learning and provides a variety of opportunities to develop skills and abilities as well as knowledge and understanding.

In Inveraray we aim to provide children with a broad and balanced general education appropriate to age, ability and aptitude. This we strive to do regardless of gender, race, religion, ability/disability and circumstances. This is also true of our extra-curricular activities.

We encourage a co-operative and motivated attitude, both in the child's own learning development and towards their fellow pupils and staff. We often play host to and visit our local groups, encouraging our children to become responsible citizens, able to contribute positively in their own community. As children grow, so does their widening experience of visits, & residential, educational, artistic and sporting opportunities.

Throughout the school we encourage children to develop desirable values morally, spiritually, culturally, aesthetically and intellectually, realising their potential in as safe and caring an environment as is possible for us to provide. With a very wide range of enjoyable activities, both in and out of school, we aim to make Primary education a happy experience for our children. We encourage positive attitudes and respect towards each other and our environment.

We place a high value on outdoor learning and use our extensive school grounds, which we have developed for teaching and learning over the last fourteen years, to its best effect as often as possible. This also provides a real life context for learning. We provide a balance of discreet subject learning and learning in a context, both in the classroom and outdoors.

Parents and community members are welcome to become involved in the life of the school, supporting learning in class and outdoors as well as at home. We recognise that children are learning all the time and are always keen to celebrate achievements from outside school in our classes, at assemblies and on our 'Star' wall.

Inveraray Primary School is situated in the Avenue, central to the town and has links to a variety of community activities such as the Community Council, Inveraray Burns Association and the Neil Munro Society as well as having strong ties with our senior citizens. We also have links with Inveraray Parish Church and All Saints Church despite being non-denominational. Local organisations and Further Education may also use our facilities including the school hall in the evening.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

We hope that parents and carers will look on their children's education as a partnership between the home and school, and participate as fully as possible. Please do not hesitate to contact us if we can help in any way.

### **School and Community Links**

Inveraray Primary School is a focal point in the community. The community are encouraged to visit school and take part in the school life. The school also takes part in the community e.g. visits to and from the Senior Citizens Club and liaising with the Community Council with regard to preparing for and taking part in the lantern parade. The Community is also involved in the School Grounds project, Crofting and Kenyan Connections and Eco Schools projects and are invited to significant events and open days.

Senior pupils also take part in recitation and writing competitions organised by Inveraray Burns Society and the Neil Munro Society.

### **Promoting Positive Behaviour**

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. Assertive Discipline techniques are used throughout the school which encourage pupils to take part in creating school and class rules, and deciding on the rewards and sanctions that are implemented. Although some sanctions are necessary, we seek to encourage good behaviour choices through a system of rewards e.g. The 'House System', with points being awarded for all signs of positive behaviour and effort; thereby not only increasing self-worth but also peer-group approval. In the event of a serious breach of discipline the co-operation of parents and carers will be sought.

Our current school rules are based around:

- Listening
- Manners
- Greetings
- Moving Around the School
- Supporting Each Other

<http://www.inveraray.argyll-bute.sch.uk/rules.html>

## Celebrating Achievement

Children work to the best of their abilities when they know their work will be appreciated and praised. All staff members encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally with praise or non-verbally with a smiley face drawn in their book, receiving a sticker or just a thumbs-up.

Points charts as well as rewards charts linked to Assertive Discipline are used in all classes. Points can be received for good work, effort, manners, helpfulness, supporting each other and having a positive attitude amongst a range of other things. These points are gathered centrally once a term in the house groups all pupils are grouped in throughout the school. The house with the most points get to sit at the 'special table' and be served lunch by staff.

Pupils who are judged by a staff member to have done very well may be sent to the Head Teacher for a 'Brain Box'. The pupil can choose an item from the box as well as receiving a sticker and certificate. The certificate is stuck into their Learning Record along with the piece of work or a photograph so that parents are aware of their achievement. They also stand up at assembly and tell the school what they got a Brain Box for and are applauded. The achievements are also listed on our school Facebook page to help reach the wider community. Their picture and award are also displayed on the 'Star Wall' at the main door, so that all parents and pupils can see. These displays are then transferred to a display book as a record of achievement for the year. We also celebrate achievements out of school on our star wall and at assemblies.



## Wider-Curricular Activities

During the school year your child will have the opportunity to participate in various outings which may involve the theatre, museums, local sites and other places of interest which are connected to their work. For the older pupils, this can include residential stays. Plays, concerts and a variety of sports activities also take place. Teachers and Parent/Carers run keep fit and dance club, Kids on the Run club, movie club, construction club and garden maintenance clubs. Inveraray Shinty Club also runs an after school First Shinty club for all ages of pupils. All adults involved with after schools clubs must have an up to date PVG membership. This can be arranged through the school.

The co-operation of parents and carers in many of these activities is greatly appreciated, for example, in running the Gaelic Choir and the Kids on the Run club. Parents wishing to run an after school club should contact the head teacher.



Fund raising and social events during the year are a well supported and part of wider-curricular life involving all staff, parents and carers and pupils, many of them also raising money for charities such as UNICEF, Save the Children, WWF-UK, McMillan Cancer Care and Pelandaba Orphans Fund.



This photo shows us on our recent Dress Christmassy Day to support Save the Children. We dressed up and brought a donation for the charity.

## Pupil Council

Our Pupil Council is made up of Primary 7 pupils and representatives from each of the other classes (P1-P6). The class groups vote for their preferred candidates to ensure they get the best person to put forward their ideas and report back. The Pupil Council have been involved in rewriting our rules for using our Peace Building, creating a new playground games rota and revamping the Play Box as well as taking charge of the Snack Shack, healthy tuck trolley. Representatives of this Council attend the Mid Argyll Schools Joint Pupil Council who, this year, are working on an Internet Safety project to share with all pupils and parents.

We also have an Eco Committee who work alongside the Pupil Council. Their focus is more on environmental, school grounds and Eco Schools activities, including the UN Sustainability Goals. They have reminded everyone about the need to save energy and

have explained what effect using fossil fuels is having on our environment. They have encouraged all pupils and their families to take part in the 'Switch Off Fortnight activities to take the energy saving message home. They have organised for the hot composting to begin again and set up a rota for eco tasks to be undertaken at breaks and lunchtimes. They have also set up a walk to school week once a month to encourage walking to school all year round. They are currently revamping our recycling activities in light of Argyll and Bute Council' commitment to more recycling including a bigger range of waste as well as undertaking an Environmental Review and keeping in touch with our Kenyan partner school Lomayana linked to our Crofting Connections work. We recently retained our Green Flag status through our Kenyan Connections project focussing on sustainability and global citizenship.

At the end of January these Councils can switch over so that everyone gets a chance to take initiatives forward.



## **CURRICULUM FOR EXCELLENCE (CfE)**

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

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

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

### **Learning Opportunities**

Your child will learn in a variety of different contexts and groups including ability, co-operative and social. Each Friday afternoon we group the school into mixed age and ability 'house' groups for a variety of themed activities with a variety of different curricular focus over the school session. This gives the opportunity for the development of personal and social skills as well as academic skills and knowledge. Our Crofting Connections project also gives lots of opportunity for cross age and ability working as does our Kenyan Connections project.

The curriculum is taught in a variety of ways with stand alone short courses, continuous courses, cross curricular topic backdrops and interdisciplinary studies. Children and their parents and carers are consulted on the choice and content of the topic backdrops.

## **Curriculum Levels**

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

## **The Senior Phase**

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

## **Skills for Learning, Life and Work**

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

## **16+ Learning Choices**

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

## **The Pupils' and Parents' Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic or section of work in a specific subject, and plan together the areas of specific focus e.g. World War 2 – The Home Front. This will be shared with parents through the homework diary or curriculum letter, which is issued at the start of each term, and parents or other family members will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk.

Parents will be invited to share comments regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary and Learning Record. Success Criteria for a variety of pieces of work will be shared with parents via the Learning Record. Although pupils may be studying the same topic, their targets and success criteria may be different.

## **The Curriculum at School, Local and National Level**

The following pages of this handbook give a flavour of the learning that takes place across the curriculum at Inveraray.

Curriculum workshops for parents are arranged throughout the year to inform parents about the activities their children take part in; explain the teaching methods we use and showcase developments across the curriculum. Pupils are included as 'experts' at these workshops to lead the learning.

Further information about Curriculum for Excellence nationally can be found by following this link: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## Curriculum

The curriculum is “The totality of learning experiences, irrespective of where the learning takes place.” It covers both academic and aesthetic disciplines.

At Early Level the curriculum is taught through a series of learning backdrops to focus teaching and learning of new skills, investigations and experiences. Some areas are specific to the one skill while most areas are multi skilled learning opportunities. The backdrop can take account of weather, a season, a festival or part of the child’s world, e.g. People Who Help Us.



The backdrop is a useful vehicle that ensures that each area of the curriculum is being covered over the school session. Your children are involved in planning the theme and saying what they would like to learn about. You will also be asked to give ideas about the backdrops. Our floorbook is available at all times.

There are three aspects of the curriculum which are cross-cutting themes, these are literacy, numeracy and health and wellbeing. This means that they are a constant in everything the children do and experience.

The emphasis at all stages is on active learning – pupils of all ages engaged in the task, learning new skills, both social and academic and learning through doing. Pupils are taught new skills in a variety of ways; they consolidate the learning by using the skills in similar situations to that in which they were learned and then transfer these skills to other situations ensuring the problem solving, thinking processes and the social and academic skills are developed and used in new situations.

## Language and Literacy in Early Years

This includes reading, writing, listening and talking. We develop language and literacy every day in play situations. Pre reading skills are developed through the sharing of a variety of texts – fiction and non fiction; in learning and saying nursery rhymes and singing songs; in looking at their environment; recognising the daily helper’s name on the chart and recognition of letter sounds when they are ready. Pre writing activities can include the opportunity to ‘mark make’ with a variety of media and in role play situations.



The fine motor skills necessary for holding pencils, paint brushes etc are developed through threading activities, use of peg boards and small construction activities. The gross motor skills necessary are developed through indoor and outdoor play.



## Language and Literacy throughout the school

This includes reading, writing, talking and listening. The reading programme utilises a variety of fiction and non fiction texts which are relevant to the children's interest and abilities. A wide variety of reading skills are developed in activities to support the understanding of the texts. Reciprocal Reading strategies are used in P4-5 to develop skills such as prediction, discussion, analysis of the text and summarising. A Literature Circle or 'book club' approach is operating in P6/7, giving pupils an opportunity to take greater responsibility for their own learning in reading and extending the skills learned using the reciprocal reading strategies. 'Real' books are used in all classes and language activities can centre round a featured author each term.



The language materials related to the reading programme and resources such as Fast Phonics First, Jolly Phonics and Nelson Grammar are essential components for planning the literacy activities.

Fiction topics (the study of a novel) are in regular use, and we encourage children to develop the "reading habit" through positive co-operation from both home and school, starting at the pre-reading stage of being read to, through to choosing their own books, combining the aims of literacy with enjoyment. We are also members of a book club giving pupils the opportunity to buy their own books. The school has a well-stocked reference library and each class has their own fiction library which is regularly added to. We also take part in World Book Day, National Poetry Day and Book Week Scotland and customise the resources available to suit the needs and abilities of our pupils.

Children under 5 years old and their parents and carers are encouraged to attend Book Bug sessions led by trained members of staff. These sessions support listening to, talking about and sharing picture books – the beginning of reading – using a variety of talking, singing and literacy games including nursery rhymes.

We use the Cambridge 'Pen Pals' resource as a basis to teach handwriting, which is developed progressively from P1-P7. The 'Speed-Up Writing' programme is also implemented at P4-5 to develop speed and fluency of joined script. Fast Phonics First materials in the Early Level Class help children to make a good start on their own writing. Mark making and writing in a context are encouraged. Other literacy materials are selected by teachers as appropriate from a wide range of school based and teacher devised resources, with language and literacy activities occurring frequently across the curriculum.



Full information is given to parents and carers via curriculum workshops and newsletters.

Writing skills are developed across the curriculum and are based around a 'Big Writing' approach focussing on Vocabulary, Connectives, Openers and Punctuation. The use of dictionaries and thesaurus are encouraged to ensure a wide range of vocabulary is being used and that pupils understand when and where to use the most appropriate words.

The spelling scheme has been adapted from the Nelson Spelling programme with additional resources having been identified and created by staff to enhance the programme. Teaching styles have also been varied to support a variety of learning styles. ICT skills and software are valuable teaching resources. Pupils are encouraged to use the words they are learning to spell in their writing to improve the quality of vocabulary, not just learn spelling patterns.

Language and Literacy also includes other languages. French is taught at all stages in school and we include 'tasters' of other languages, including them in cross curricular work. The Scottish Government has made a commitment to the learning of additional languages in school, English + 2 other languages by P7. Gaelic taster sessions are also included throughout the year from Big Class through to P7.

The French programme content has been developed and is available online for all staff across Argyll. Other languages will come on line next session. The Small Talk resources for French are also being used by teachers to plan lessons.

All aspects of literacy are also developed outdoors; taking part in activities often gives a stimulus for reading, writing, listening and talking.



## Mathematics and Numeracy at Early Level

This includes the practice of number rhymes and games, counting activities, sorting and matching activities as well as water, sand and mud based play. Access to a number line introduces the shape of numerals and the opportunity to order number. Taking turns and board games also help with numeracy especially with the use of dice.



Comparing activities such as height charts support measure and the nursery schedule supports the concept of time and the language



of maths such as before and after. Baking and cooking activities also provide excellent opportunities for measure and snack can support counting and sharing.

## Mathematics and Numeracy throughout the school

Inveraray Primary teaches maths and numeracy as far as possible in a real context and utilises the school grounds and our Crofting Connections project as a basis for practicing a wide range of skills. This approach has been integral to raising attainment. Its main text resources are Scottish Heinemann Maths at P1-3 and Heinemann Active Maths and TJ Maths at P4-7. Those schemes help us to teach Number, Money and Measure, Shape, Position and Movement and Information Handling in the classroom environment. Problem Solving and Enquiry are developed across the curriculum and are integral to developing skills for learning, skills for life and skills for work. Mental Maths is also given a high priority at all stages from Pre 5 to P7 and we have found this an appropriate strategy to raise attainment



Health

and Wellbeing in

## Early Years

Within this we aim to provide quality experiences for our children to develop physically, make good choices about healthy eating and healthy lifestyles; make friends and develop social skills working with adults and their peers. We also support them to mental and emotional wellbeing through a variety of experiences both indoors and outdoors including Forest School.



## Health and Wellbeing throughout the school

We have a holistic approach to promoting health and wellbeing in our Pre 5 Unit and the School, and we aim to develop the knowledge and understanding, skills, capabilities and attributes which our young people will need for mental, emotional, social and physical wellbeing now and in the future. A programme of whole school and class based activities integrated into the curriculum cover the Curriculum for Excellence outcomes in mental, emotional, social and physical wellbeing, Planning for choices and changes, Physical Education, physical activity and sport, food and health, substance misuse and relationships, sexual health and parenthood. Forest School develops skills in all areas of wellbeing.



## **Physical Education**

The core curriculum based on resources sourced with the support of the PE Development Officer, and takes in current thinking on Better Movers, Better Thinkers and Bi-Lateral Integration. Class teachers provide the two taught hours of PE each class has each week. Over the year these take in gymnastics, active health, games and dance. We also offer swimming lessons to P6-7 pupils utilising Mid Argyll Community Pool in Lochgilphead. The other classes receive swimming lessons at the Loch Fyne Hotel pool, here in Inveraray. Pupils are involved in the decisions around which aspects of PE they would like to develop further and designed our potted sport activities for Sports Day last year.

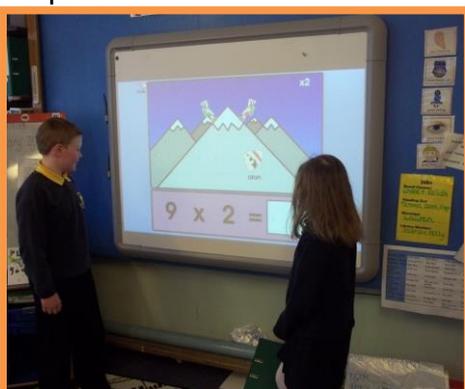
Sports clubs are offered as after school activities and are staffed by teaching and non teaching school staff, parents and volunteers from the community. The pupils have the opportunity to select from a 'menu' of clubs each term. Sports clubs offered include Badminton, First Shinty, Kids on the Run and Touch Rugby.

Our Active Schools Co-ordinator has also offered training for pupils in Playground Games and the Young Leader Award scheme and has supported us to access visiting specialists for football, shinty and rugby. Active Schools has also run a valuable summer school programme offering a variety of sports.



## Learning Technologies

All pupils from Early level Class to P7 are taught computer skills when they need them using a variety of software on Apple & PC. Each class has a PC desktop computer and has access to a suite of PC laptops and iBooks. All these computers are wireless linked to the photocopier for printing and to the internet. Each class has a wall mounted interactive whiteboard and ceiling mounted projector. We have an additional portable SmartBoard. The computers are used across many curricular areas and all have access to the internet and e-mail. The software available is regularly reviewed and updated as required.



We have extended our work looking at the use of Apple TV in the Early Years to throughout the school. Staff have undertaken training and the pupils have enjoyed the real time aspect of using the iPads linked to the Apple TV for photographs and videos which has promoted listening and talking. The iPads are also used over a variety of curricular areas with teachers selecting appropriate Apps for classroom use.

All pupils have cyber safety lessons and P4-7 pupils have specific training using the ThinkUknow materials.

The pupils are involved in adding content to the school website. They also produce a biannual 'School Squeak' newsletter. Inveraray Primary School is committed to our pupils having opportunities to develop expertise in ICT and has highly skilled teachers who use ICT in their daily classroom practice.

This school has its own website. The address is:

<http://www.inveraray.argyll-bute.sch.uk>

Our school website is a source of information about the school and also has a news section that is updated regularly so that parent, carers and pupils can view pupils' work and activities, read the school newsletter, find out the date and time of events, send e-mails to the school and learn more about the community as well as access statutory documents such as the handbook.

When learners are involved in web publishing they not only learn to work creatively with text, graphics and sound, but also develop their ICT skills in a meaningful, collaborative context. It enables learners to demonstrate understanding of a topic by presenting it in an accessible and creative way.

Increasingly, young learners will be assessed on their progress through blogs, videos and other internet based projects such as the programming tool Kodu. Learners consolidate and deepen their learning when they have to produce a product to help them process their learning and to communicate it to others. These skills will be premium life and work skills.

### **Sciences & Social Studies**

These curricular areas are usually taught in the context of a cross curricular or interdisciplinary study with backdrops such as Space, World War 2, Our Street, Our World, Minibeasts, but may be taught discreetly. Researching and recording skills are developed starting with the child's own experiences, progressing from the familiar to the unfamiliar.



Our Scottish Heritage is an important part of the curriculum, but we fully recognise the need to learn about other cultures, developing not only knowledge, but also respect and

tolerance. The issues of equality and inclusion are regularly included. Fieldwork plays an important part in teaching and learning and can incorporate work in the local area and visits in the wider community. The curriculum offered in Inveraray Primary School and ELCC reflects the guidance offered in the Curriculum for Excellence outcomes and experiences helping us to develop Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners. During 2016/2017 Inveraray Primary School and ELCC will continue to develop our School Grounds for teaching and learning and our environmental awareness programme within interdisciplinary and cross curricular class work. Our planning with pupils will reflect the work being undertaken in this area and will have a strong focus on sustainability, global citizenship and biodiversity. We will also continue our Crofting and Kenyan Connections projects which will fortify links with our cluster schools, our partner Kenyan school, local businesses, such as Loch Fyne Oysters, farmers and producers and Auchindrain Township Museum.

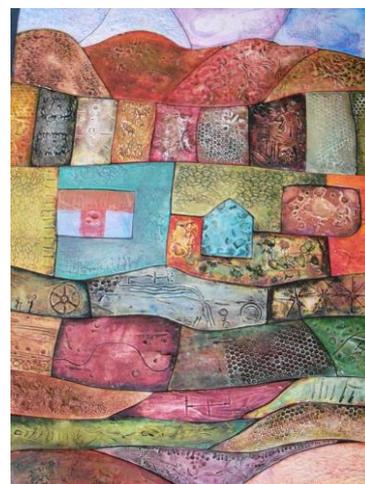
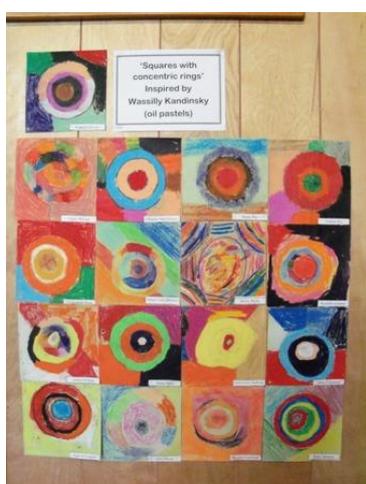


## Expressive Arts

### Art

Children are encouraged to use and experiment with a wide variety of media (paint, clay, textiles etc) and materials often as an integral part of an interdisciplinary project, but sometimes as a separate subject with support from a visiting specialist.

Our pupils learn about different works of Art from many cultures. Visits to galleries and special workshops also take place. Art within our own Environment is also an important feature. Children are given the opportunity to work with artists to develop their artistic interests & talents. Mosaics created through a project involving a local artist can be found in the grounds. We also take part annually in 'The Big Draw'. Crafts such as knitting, weaving and sewing are also included as wider curricular activities.



Parents and carers have also organised an after school art club which includes a wide range of skills and opportunities for expression.

### Music

Music is included in the class teaching at all stages and features in school events such as Harvest, Christmas, St Andrew's Day, concerts and plays. We also utilise the musical expertise of our staff for specific elements of the Curriculum for Excellence outcomes.

Pupils have the opportunity to take part in the Mid Argyll Music Festival. We take part in choirs and action song for Early Level pupils in the non-competitive sections. Pupils also have an opportunity to take part in the competitive sections of this event in verse speaking, instrumental and solo and duet voice performances and Gaelic and Scots choirs.

Chanter tuition is available from P5 onwards from Pipe Major Stuart Liddell. Woodwind and brass tuition is also offered by Mrs MacKay-Tarn to pupils showing an aptitude for this after assessment. The first year's tuition is free, but then charges are in place for pupils wishing to continue with tuition.

We have a visiting specialist Music teacher who teaches class lessons on a weekly basis throughout the school session.

Pupils also have the opportunity to learn to play pitched and percussion instruments throughout the school year.

Mrs Campbell, a volunteer, leads the Gaelic Choir who sing at the Mod and take part in the Mid Argyll Music Festival and she also leads the Scots choir in preparation for the Mid Argyll Music Festival. Last year's choir were very successful at local competitions.



## Drama

Drama is in the curriculum in plays, role-playing, expressive movement and various types of speaking, as part of topic work and for its own sake. The language scheme also includes drama. The school has at least one major production during the year where children experience being on the stage and using lighting and sound. Children in The ELCC and P1-2 usually perform a nativity or Christmas play and P3-7 usually star in a topic related performance in the summer term with P7 pupils taking the lead roles.

P6-7 pupils sometimes have the opportunity to perform with senior pupils from other schools with Scottish Opera's touring shows for schools. We occasionally host Drama groups and Theatre Companies, such as Scottish Youth Theatre and The Walking Theatre Company who perform plays or guide workshops.



## Dance

The dance curriculum is mostly taught by class teachers and there are opportunities throughout the year for pupils to take part in dance sessions, both traditional and contemporary and also creative whilst preparing for events or open days as well as inclusion in plays. There is also the opportunity for taking part in social events such as St Andrew's Day or Burns' Ceilidhs.

## **Careers Information Advice and Guidance**

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom. Through visits from business and visits to local businesses, pupils can identify the skills and abilities as well as qualifications they can gain or need for future careers.

## **Financial Guidance**

Financial education and guidance is incorporated into the Maths and Numeracy Curriculum, but is practiced during a variety of activities related to cross curricular or interdisciplinary studies. Pupils at all levels are encouraged use money in play situations and also in real life situations. At Early Level this may be in the form of a class shop linked to their backdrop at the time.

Pupils in P1-7 also manage their money to make purchases from the Tuck Shop and are encouraged to be responsible for bringing in their own dinner and milk money. Pupils at all ages are also involved in enterprise or fund raising activities which relies on them being able to be responsible for money, count correctly and make change. Pupils are also asked to compare prices at different retailers to ensure best value for money and the element of Fair Trade is also examined.

Pupils in P6-7 have also been involved in profit and loss making activities and have had the support of the school clerical assistant in keeping simple books to show this.

## **Sexual Health and Relationships Education**

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

## Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

To date there has never been a drug related incident at Inveraray Primary School.

We use drug education to bring about an understanding of the drugs with which our pupils may expect to come in contact with. Through drug education we aim to build pupil's self-esteem, their skills and their belief in their own role in preserving their health and welfare. In addition to building our pupils' competence, we aim to build their confidence in using their skills and knowledge to make careful, informed decisions. The ideas of risk danger and harm are all explored progressively throughout the school so that pupils understand the difference between taking risks and courting danger as well as the difference between courage and recklessness.

We are supported in our drug education work by partner agencies such as the school nurse and the police. Workshops and information evenings are also organised for parents.

All medicines brought into school are stored securely and administered, according to the instructions given by parents by means of the medicine authorisation forms, by qualified First Aiders from within the school staff.

If any pupil is thought to be under the influence of a drug, medical help will be sought at once and first aid given if required. In addition, routine enquiries to try to find out what drug is involved, its source and whether any other pupils are involved, will be undertaken. The priority will be the pupil's safety.

If any pupil is found in possession of an unauthorised drug or suspected illegal substance, it will be confiscated and retained in the school office. This will be witnessed by at least two members of staff. If the pupil refuses to hand over the substance, they will be kept isolated from the other pupils and accompanied by two members of staff. The police will be called. Parents will be informed and partner professionals in Universal Services will be informed - eg. Education Authority, Doctor, Social Worker. Detailed records about any incident will be kept securely.

The needs of pupils will be considered following any action and pastoral support or referral to another service will be considered if it is the pupil's best interest.

Further information can be obtained by contacting the Head Teacher or via [www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

A main focus for these activities is the development of a responsible and caring attitude to social and moral issues; and the learning about, understanding and respect for the beliefs of others. A weekly assembly takes place where the school celebrates the week's successes for individuals and groups. End of term assemblies take place at Christmas and Easter in the local Parish Church with the support of the minister or chaplain.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

## ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

Pupils' progress is assessed on a continuous basis by means of classroom observation, assessments and completed projects. Assessments are tailored to the skills and knowledge taught as part of the Curriculum for Excellence Outcomes and Experiences.

Participation in the Argyll & Bute wide Literacy Strategy provides baseline assessment data in Reading for 4year olds to P2 pupils and also at the P4 stage. Additional standardised assessments are conducted with P5-7 pupils in Reading, with P4-7 pupils in Spelling and P3 pupils in phonological awareness. Maths and numeracy assessments are set in the context for learning to ensure skills are able to be transferred to be used for other problem solving tasks. Writing is also formally assessed using a set criteria linked to Curriculum for Excellence.

Success Criteria for every lesson is agreed with pupils at the start of the lesson on sections of work. This supports pupils to self assess as they go along to ensure key skills, strategies or information is included in work to be evaluated by teachers. It is also a useful tool for talking about learning with pupils to aim for the highest improvement particularly in written work.

Parents and carers of pupils with Specific Learning Difficulties or a Record of Needs will be consulted before any formal assessment measures are taken and have the right to withdraw their child from the assessment.

## REPORTING

Reporting informs parents of progress. Pupils' progress is regularly reported to parents and carers both formally and informally: by sending work/assessments and reports home; through open days and parents and carers nights.

Personal Learning Records (Smile Files and Learning Records) have been introduced school wide and are designed to focus each pupil's learning on specific skills and involve them in setting and evaluating personal targets. Class, group or individual targets are set by the class teacher in English Language and Literacy; Mathematics and Numeracy (plus one other curricular area at P4-7) Pupils are encouraged to identify and set their own targets within that framework in consultation with their class teacher. All pupils set Health and Wellbeing targets. Pupils and teachers are encouraged to comment on the learning related to the targets set and share these with Parents and Carers on a monthly basis. The Learning Record forms part of the pupils' yearly report.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

Additional to a report in P7 and S3 your child will create a 'profile', which is a statement that publicly recognises your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

## TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

### **Starting Pre-School**

Once your child has been allocated a place in the pre-school class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the pre-school class with your support as necessary until they have fully settled.

### **Starting Primary One**

Children in Scotland who reach the age of five years between 1<sup>st</sup> March 2017 and 28<sup>th</sup> February 2018 should start school in August 2017. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

### **Transfer to Secondary School**

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Inveraray Primary School is:

Lochgilphead High School  
Lochgilphead Joint Campus  
Kilmory  
Lochgilphead  
PA31 8AA

Tel. No. 01546 602598

[www.lochgilpheadhigh.argyll-bute.sch.uk](http://www.lochgilpheadhigh.argyll-bute.sch.uk)

You will be contacted by letter and offered a place for your child at Lochgilphead High School, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

### **Moving from Stage to Stage**

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

### **Moving Between Schools**

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

### **Liaison with Local Schools**

Our school maintains close links with Lochgilphead High School and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

### **Leaving School**

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

*Opportunities for All* is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20<sup>th</sup> birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

## **SUPPORT FOR PUPILS**

### **Support Arrangements for All Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

### **Identifying and Addressing Additional Support Needs**

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Universal Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

## Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the [Education Scotland](#) website are as follows:

*What is staged intervention?*

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

### Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

#### Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

#### Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

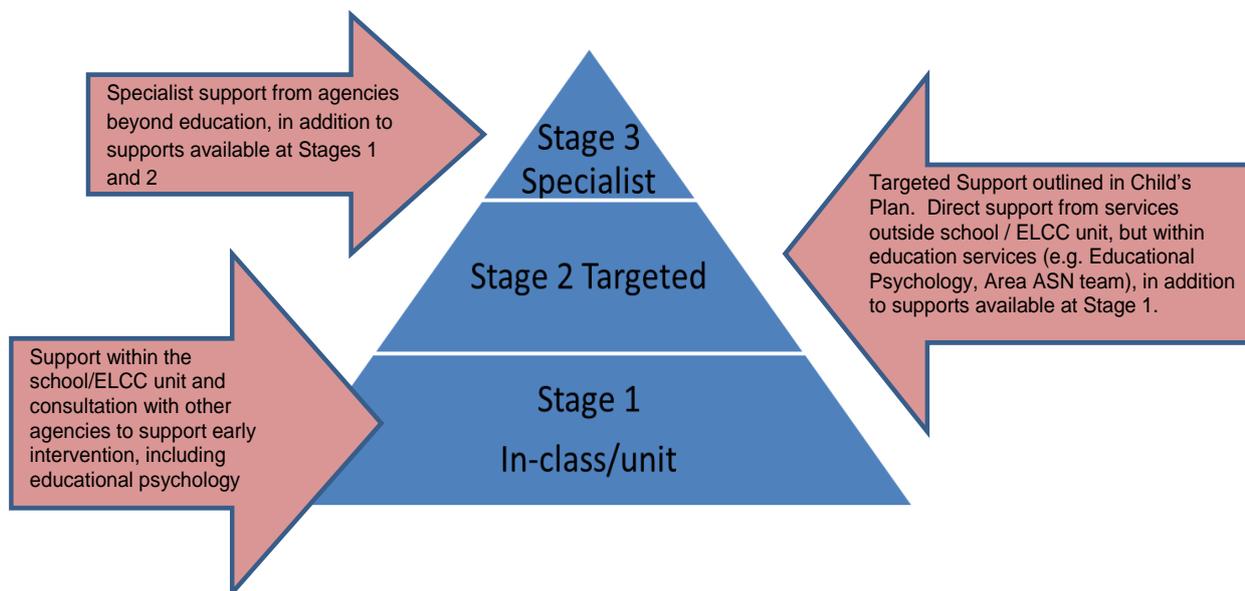
#### Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is

multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



### Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents have any questions about their child's progress or well-being at school, they should discuss these first with the Head Teacher and Class Teacher. Please contact the school office to arrange an appointment.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ◆ Independent Mediation Services  
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ◆ Independent Advocacy  
*Take Note* is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk).
- ◆ Free Dispute Resolution  
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [annmarie.knowles@argyll-bute.gov.uk](mailto:annmarie.knowles@argyll-bute.gov.uk)
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)  
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

# SCHOOL IMPROVEMENT

## Main Achievements

Local, direct support is usually the best way to meet pupils' needs. If parents have any questions about their child's progress or well-being at school, they should discuss these first with the Head Teacher and Class Teacher. Please contact the school office to arrange an appointment.

## MAIN ACHIEVEMENTS

- **Establishing planning and assessment techniques including pupils, linked to Curriculum for Excellence eg success criteria, collegiate planning strategies**
- **Improvement in Early Level Education and practice**
- **Embedding Crofting Connections across the whole school**
- **Establishing Kenyan Connections and beginning partnership work on sustainability and global citizenship**
- **Establishing PATHS as a Health and Wellbeing resource to support pupils' mental and emotional health**
- **Introduction of iPads and Apple TV in all classrooms to support teaching and learning**
- **Extending Pupil Voice and Leadership**
- **Increased Parental and Community involvement**

## Improving Standards

As part of our self evaluation we consider ways in which we could improve. The details of our improvements for last session and our plan for improvement this session are included in our Standards and Quality Report and School Improvement Plan which can be accessed in school.

Over the last three years we have striven to make improvements in relation to Literacy, Numeracy and Health and Wellbeing in the following ways:

**Literacy:** We have introduced Big Writing techniques throughout the school and we have seen benefits for all of our pupils. The structure it gives for writing is especially supportive to pupils who lack confidence in imaginative writing in particular. We have taken part in local moderation exercises as a staff, and across the cluster schools. We have invested in a range of books to augment our reading scheme and have included pupil choices in this. We have introduced paired and shared reading across the whole school to support reading at all stages. We have revisited our spelling programme and included active spelling techniques for learning new patterns. We have also looked at digital literacy with the use of a variety of online material increasing ICT skills at the same time as encouraging literacy online. Participation in the Authority's Literacy Strategy has provided us with a measuring stick for year on year improvement which confirms teachers' professional judgements on the progress of our pupils.

**Numeracy:** Most of our maths and numeracy work is in a context and planned with the children to ensure a development of skills. Active maths is a big part of the Early Level Class' work where they utilise outdoors for learning through play. Active strategies are used throughout the school and in the outdoors too. Mental maths is practiced daily in every class. We also include some of the Big Maths programme, which like Big Writing, supports the learning of numeracy in a variety of ways. Crofting Connections has proved to be an excellent way of setting money in a context with groups of pupils from P4-7 managing virtual farms. Money has also featured in our TASC (Thinking in a Social Context) groups at P6-7 where they had to select enterprise activities and find funding for them.

**Health and Wellbeing:** We believe that mental, emotional, social and physical health are all equally important. We have retained our Eco School Green Flag and have embedded the principles of Eco Schools in our school curriculum. Crofting Connections gives us a physical and cultural link with our wider environment as well as enabling pupils to think about where their food comes from and how they can grow their own. Our pupils' successful management of our raised beds and poly tunnels have given us crops such as peas, beans, carrots, potatoes and kale which we use for cooking, in the school kitchen and to sell the surplus to pay for next year's seeds. Forest School features every session for the Early Level Class and one other class in the school. We have one Level 3 Forest School Leader on our staff as well as support staff and parents who are trained to Level 1 and 2 standards. This work is supported by Argyll Estates who have identified a site for us to use outside the school grounds. We also include PAThS (Promoting Alternative Thinking Strategies) to support all our pupils to talk more about, recognise and express a wide range of emotions, which in turn builds resilience, self-esteem and co-operation. We try to get all pupils outside every day as part of their learning.

## **School Improvement Plan**

Through self-evaluation and in consultation with all our stakeholders we will continue to build on our successes. The targets in our Improvement Plan are set out in four sections – Curriculum, Assessment, Leadership and Pedagogy – whose effects overlap and support each other.

Within the Curriculum section we will be looking at auditing our practice as a whole school and developing our understanding of the entitlements for pupils with regard to the Broad General Education. We will also look at developing our Numeracy and Maths Curriculum using setting for teaching numeracy in P4-7 as well as developing mental maths strategies and making better use of our grounds to develop maths skills. We will also evaluate work done in the past three years across the curriculum to evaluate its effectiveness and impact on teaching and learning.

In the Pedagogy section we will be ensuring that all of our staff have the 'right tools for teaching' and understand the benefits of using specific strategies across the curriculum by sharing good practice.

In the Assessment section we will look at the way we and pupils identify learning targets to make them more person specific and less class based. We hope to do this by involving pupils in criteria setting for some aspects of the curriculum as well as developing an online profile of skills through Skillsbook. This work will also be tied into the entitlements of pupils and the expectations and aspiration we have for our young people across Mid Argyll. It will also include a review of our Health and Wellbeing programme to ensure every child has their needs met effectively.

We also want to promote leadership at all levels amongst the staff and the pupils. We are looking to give more opportunity for staff collegiate planning and assessment. Pupils also have an important role to play with opportunities to take on leadership roles within school councils and their own classes.

The Improvement Plan is a working document and is reviewed regularly to ensure we are developing our school, teaching and learning and aspects of the curriculum effectively. It is written with reference to the National Priorities for Education, the Authority Education Action Plan and the Children and Families Service Plan. Please refer to the current Improvement Plan which is available on the school website for more detail. The Plan will be reviewed extensively in February and an updated Plan will be created in May. Our Priorities until 2016 are outlined in our Improvement Plan and Standards and Quality Report.

## **Attendance and Exclusion**

Over the last five years attendance statistics at Inveraray Primary School has remained high. If one child takes part in a family holiday during term time this can affect the overall percentage for the class considerably as we have small year groups. Holidays during term time are not encouraged.

We have had one exclusion in the last five years.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### Snack Provision (Pre-School only)

There are no charges for the 5 sessions of pre-school education provided each week for eligible children. Pre School pupils do not have a morning break, but do have a snack which always includes a drink of milk or water, fruit or vegetables and another healthy food. This allows a social time for staff and pupils to chat round a table when eating and also gives the opportunity for pupils to try a number of different tastes and textures of food. Parents are asked to make a voluntary contribution to support this.

### School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. In addition, as part of Scottish Government legislation that came into force in January 2015 **free school meals are available to all pupils in P1-P3**. Please see below for details of free school meals for pupils from P4 and beyond.

At Inveraray Primary School we encourage healthy eating. Our school tuck shop which operated twice a week (Tuesdays and Thursdays) has healthy options such as fruit, carrot sticks, smoothies and cereal bars which are sold at reasonable prices. This is organised by our Pupil and Eco Councils.

School lunches are planned so that children can choose a well balanced meal and a good selection of bread; vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm hallway for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

## Free school meals

As above, free school meals are available to all pupils in P1-P3. However, free school meals are also available to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, where household income is less than £16,105
- Child Tax Credit but not Working Tax Credit, where income is less than £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (eligibility under Universal Credit is currently under review and may be amended)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals for pupils from P4 and beyond is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/free-school-meals](http://www.argyll-bute.gov.uk/education-and-learning/free-school-meals) for more information on Free School Meals.

## Special Dietary Requirements

Special dietary requirements can be catered for. Parents and carers are requested to see the head teacher who will arrange this with the catering manager.

## Health Care

You can contact your school health staff at: -  
Mid Argyll Community Hospital and Integrated Care Centre, Lochgilphead, - 01546 462220

## Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

## **Transport**

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport) for further information on school transport.

### Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport).

## **Insurance**

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## **Music Services**

Chanter tuition is available from P5 onwards from Pipe Major Stuart Liddell. Woodwind and brass tuition is also offered by Mrs MacKay-Tarn to pupils showing an aptitude for this after assessment. The first year's tuition is free, but then charges are in place for pupils wishing to continue with tuition.

## **Parental Access to Records**

### *The School Pupil Records (Scotland) Regulations 1990*

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

## **Child Protection**

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see [www.argyll-bute.gov.uk/abcpc](http://www.argyll-bute.gov.uk/abcpc) for more information on child protection.

### **Acceptable Use of Personal Internet Enabled Devices**

Parents are asked to consent to their child accessing the Internet and using email in school on enrolment and at the start of each session. Internet and email access is always supervised and pupils agree to abide by the rules of the Acceptable Use Agreement. Any infringement of these rules, such as accessing content through adverts on web pages will result in pupils losing their Internet and email privileges in school. Safe Internet and email use is incorporated into the curriculum of each class each session. Pupils are not encouraged to bring their own devices to school and most do not connect to our wireless system.

### **Transferring Education Data about Pupils**

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally enrol and plan for these pupils. All pupil transfers are monitored and tracked by Scottish Government School to School department to ensure pupils are not missing in education. It is crucial that the correct leaving details are entered for pupils, i.e. date, reason for leaving and destination. The SEEMiS system allows for the enrolment of pupils transferring from non-SEEMiS schools.

### **Emergency Closures**

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions). You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions) website or the use of text messaging may be utilised.

## School Terms and Holidays – Academic Session 2017/2018

### Staff Development Days

Monday	14 <sup>th</sup> August 2017
Tuesday	15 <sup>th</sup> August 2017
Monday	27 <sup>th</sup> November 2017
Thursday	15 <sup>th</sup> February 2018
Friday	16 <sup>th</sup> February 2018

### PUPILS RETURN WEDNESDAY 16<sup>TH</sup> AUGUST 2017

Close	Friday 6 <sup>th</sup> October 2017
Reopen	Thursday 23 <sup>rd</sup> October 2017
Close	Friday 24 <sup>th</sup> November 2017
Reopen	Tuesday 28 <sup>th</sup> November 2017
Close	Friday 22 <sup>nd</sup> December 2017
Reopen	Monday 8 <sup>th</sup> January 2018
Close	Friday 9 <sup>th</sup> February 2018
Reopen	Monday 19 <sup>th</sup> February 2018
Close	Thursday 29 <sup>th</sup> March 2018
Reopen	Monday 16 <sup>th</sup> April 2018
Close	Friday 25 <sup>th</sup> May 2018
Reopen	Tuesday 29 <sup>th</sup> May 2018
Close	Friday 29 <sup>th</sup> June 2018

## Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents/carers – <http://www.educationscotland.gov.uk/learningandteaching/partnerships/engagingparents/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities – <http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

### School Ethos

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

## Curriculum

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/parentzone/learningathome/supportinghwb/choicesandchanges/about.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

## Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatcanlearnersexpect/support.asp>

<http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

## School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –  
<http://www.legislation.gov.uk/asp/2000/6/contents>