

Kinlochbervie
Primary
School

*INFORMATION
BOOKLET*

2017 - 2018

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Welcome

Welcome to Kinlochbervie Primary School. Kinlochbervie is situated in the north west of the Scottish mainland. Kinlochbervie is made up of several townships and the main areas of employment here are tourism, local services, fishing and crofting.

We are fortunate to live amongst some of the most beautiful scenery in the country and the children at the school have this as a backdrop to their education. We have the outdoor classroom on our doorstep and make full use of this to enhance the children's learning experiences.

The school has three classrooms, one of which is a dedicated music and art room, a Learning Support room and a general purpose room. It is surrounded by an interesting playground with features such as a garden area, a rocky hill, painted games and much more. There are currently 24 pupils. The school is fortunate in being able to make use of the gym hall in the adjoining High School for P. Ed. and any events which require a large indoor space. In addition, we have a modern village hall just along the road where we put on school plays, workshops, etc.

Although Kinlochbervie is a place where traditional values are very much appreciated and valued, we aim to provide an education for the 21st century. Our school is well resourced and our staff are keen to provide an education that is varied, stimulating and aims to help all the pupils achieve their best.

Education is a partnership between home and school, and we aim to provide a safe, happy environment which will help your child to face the challenges of the future.

Graeme Smart
Acting Head Teacher

Address:	Kinlochbervie Primary School Manse Road Kinlochbervie Lairg Sutherland IV27 4RG
Acting HT e-mail:	graeme.smart@highland.gov.uk
School email:	kinlochbervie.primary@highland.gov.uk
School website:	http://kinlochbervieprimaryschool.weebly.com/
Telephone:	01971 521223
Staff:	
Acting Head Teacher:	Mr Graeme Smart
Acting Deputy Head Teacher:	Ms Katy Lee
Teachers:	Mrs Elaine Anderson Miss Krysha Gounden (currently on Maternity Leave) Mrs Nicola Poole
Art:	Mrs Gail Ross
Support for Learning:	Mr Sandy Wregg
Chanter Instructor:	Mrs Carol Forbes
Clerical Assistants:	Mrs Jane Stevenson
Pupil Support Assistant:	Mrs Shona Allison
School Cleaner:	Miss Laurie Harris
School Chaplain:	Reverend Deon Oelofse
School Times:	
9.20 am	Classes Begin
10:40-11:00 am	Upper Primary Interval
11.00 - 11.15 am	Lower Primary Interval
12.15 - 1.00 pm	Lunch
2.50 pm	End of infant school day
3.20 pm	End of school day
Term Dates 2017-18:	
Autumn Term	15 August 2017 – 6 October 2017
Winter Term	23 October 2017 – 22 December 2017
Spring Term	8 January 2018 – 28 March 2018
Summer Term	16 April 2018 – 29 June 2018
Other school closures:	
February long weekend:	Monday 19/Tuesday 20 February 2018
May Day:	7 May 2018
In-service Days (teachers only):	Monday 14 August 2017 Thursday 21/Friday 22 September 2017 Wednesday 21 February 2018 Monday 4 June 2018
School Roll:	24 pupils (as at 1 st September 2016)

School Meals

School Meals are provided by Highland Catering and Cleaning Contract Services and are cooked on the premises. From January 2015, free school meals will be provided for all pupils in Primary 1 -3 classes. The cost of a school meal for P4 -7 is currently £2.30 and money for the week should be paid to the cook on a Monday morning. The children can bring along the money in an envelope or a wallet/purse and they take it along to the kitchen. Children choose from menus issued in advance and these include vegetarian options. Children are encouraged to try all meals and to leave an empty plate. Menus are varied and conform to a healthy diet. Yoghurt and fruit are available as an alternative to a hot pudding.

Should your child wish to have a packed lunch, a table is available in the dining room. Regulations governing packed lunches can be had on request. Pupils are eligible for free school meals if their parents are in receipt of Income Support. Application forms are available in the school office/website or on the Highland Council website at the following link:

http://www.highland.gov.uk/info/899/schools-grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Issue and return of these forms is confidential, as is the number and names of those receiving free school meals.

Getting to School

Transport is provided according to statutory requirements. Pupils aged eight living more than two miles, or more than three miles if over eight, from the school by the shortest route available are entitled to transport.

If there are spare seats on the bus, these will be made available to children not entitled to transport and who live on the route. Pupils are expected to wait patiently for the bus and to behave in an orderly fashion when on it.

Advice on travelling to school in adverse weather is issued at the onset of each winter. Please see page 26-27 for more information.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school before 9.00 am on the first day of absence, on 01971 521223. When returning to school after an absence, pupils must bring a note dated and signed by a parent or guardian giving the reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment, etc, pupils need to bring with them a note from a parent or guardian. If pupils fall ill during the day, parents are contacted for them to collect their child,

therefore it is essential that we have up-to-date daytime contact numbers and emergency contact numbers for all pupils.

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

Nursery

Nursery education is provided by the Care and Learning Alliance in a separate building on Manse Road, next to the Village Hall.

Please contact Mrs Joanne Barnes at the nursery on 01971 521080 for more details.

Complaints And Requests For Service

If a parent has any concerns, they should contact their child's class teacher or the Head Teacher in the first instance, or the Senior Management Team for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

ParentLine Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year. The number is: **08000 28 22 33** or email: parentlinescotland@children1st.org.uk

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

PLACING REQUESTS - PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager. Placing request forms can be obtained from: http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live outwith the school catchment area and their parents wish them to attend Kinlochbervie Primary School, they can contact the Acting Head Teacher, Mr Graeme Smart, to arrange a visit.

School Aims

The broad aim of this school is to make children feel confident in their abilities and valued as an individual both within the school and the wider community. More specifically we aim to raise standards across the curriculum, but especially in language and mathematics.

In the subject areas, which are taught in an accessible and challenging way to all pupils, we aim to:

- **Language** - develop skills and knowledge so a pupil can understand English to the best of his or her ability and to support the pupil's personal development through Language and Literacy
- **Mathematics** - provide the skills required for the understanding and confident use of mathematical processes and applications
- **Expressive Arts** - develop a child's self expression through the enjoyment of participation in the wide range of challenging skills, ideas and techniques found in music, art, drama and physical education.
- **Environmental Studies** - have pupils achieve a broad knowledge and understanding of the environment through the acquisition of appropriate skills so they can develop positive attitudes towards it.
- **Religious and Moral** - help pupils know about and understand the place of religion in our society and to develop positive beliefs, attitudes and moral values.
- **Personal and Social Development** - motivate children to feel responsibility and regard for the school and the wider community and to develop confidence, self-esteem, ambition and self-discipline.

We also endeavour to:

- make pupils, parents and staff feel welcomed, safe and valued as individuals
- work closely with parents for the benefit of the pupils
- develop professionalism, planning and teamwork among staff
- develop an environment where quality is valued.

Discipline

The school's policy on discipline is aimed at generating a secure, friendly atmosphere with an effective and safe learning environment. This is achieved through a variety of means from teaching styles, constructive relationships between staff and pupils, the structure of the curriculum and adherence to the 'Golden Rules' philosophy of encouraging positive behaviour. Children are expected to behave at all times with good manners and follow the common sense school rules. When needed, sanctions are verbal reprimand, following a course of positive behaviour rewards, detention during interval and withdrawal of privileges. In extreme cases suspension would be considered.

The school has an anti-bullying policy that is issued to parents at the time of enrolment. Parents will be informed and their support welcomed in cases of protracted or severe indiscipline.

School Uniform

We have a school uniform that consists of a red, navy or green sweatshirt and a white, red or navy polo shirt all with the KLB boat motif. A navy blue fleece jacket is an optional extra. A bulk school order is placed in the summer term at favourable terms but at other times parents can order from the school supplier direct at www.schoolwearmadeeasy.com 0141 889 7206. Current 'order direct' prices are fleece £12.95, Sweatshirt £9.95, Polo shirt £8.95. Along with this pupils are expected to wear black, dark grey or navy blue trousers or skirts. Footwear should be dark, self-coloured shoes or trainers. Children should change into suitable indoor footwear in school. All footwear and clothing should be clearly marked with your child's name. Earrings, if they must be worn, should be studs only. Gym kit is T-shirt, shorts, socks, gym shoes and, for outdoor activities, a track suit. This can be kept in a bag in school and taken home periodically for washing. Children are expected to change fully for PE.

Contact between Home and School

The school runs a very open policy on contact between parents and teachers and you are welcome to come along at any time to discuss your child's progress. Indeed you are welcome to come and have a look round just to see what is going on. There are two open afternoon/evenings a year when you can come to school with your child to see his/her work and discuss it with the staff. Should you require a more formal contact, an appointment can be made. If we have any concerns, we will get in touch with you.

Parents are also encouraged to help when specialised skills are required in connection with project work, e.g. craft skills and for transport and supervision on outings.

The school website and newsletters, which are issued fairly frequently, keep you up-to-date with events, dates, schoolwork, changes to or reminders of school policy, etc.

Health Care

We are a Health Promoting School achieved through various means ranging from offering a varied, healthy diet at lunchtime, healthy playtime snacks, promoting personal hygiene and teeth cleaning to creating a progressive attitude and environment in which pupils can learn positively about themselves and their life style.

Parents are encouraged to make sure their children have adequate sleep and arrive clean and tidy. Regular checking for head lice is a parental responsibility. The school has regular visits from the school dentist and doctor. Parents are entitled to attend such

examinations if they so wish. The dental hygienist visits occasionally. The Speech Therapist visits when the need arises.

Admission Arrangements

Dates for enrolling children in P1, usually in February, are posted in the press and in the nursery. Parents wishing to enrol a child in the school should do so on the given date. They will be issued with guidance regarding placement of a child in a school, the choice of school and information regarding this school. Parents of prospective pupils are welcome to view the school at any mutually convenient time.

First Day at School

Hopefully your child will have attended on a regular basis the nursery run by Highland Pre-School Services. He or she will be familiar to some extent with the school building, the toilets, other pupils and staff and will have most of the skills necessary for attending school. He or she will also have visited the infant classroom on several occasions and met the various members of staff. This means that the first day of school should not have any fears of the unknown.

Any worries you may have about how well your child will settle into school should be discussed with the staff beforehand. To help your child have a smooth, trouble free start, study the following section and pass on the appropriate information.

Does the Teacher Know?

- Her ability, interests, fears, like and dislikes?
- Can he tie his shoelaces?
- Will she ask to go to the toilet?
- Must he be encouraged to eat his lunch?
- Are there foods she will not eat?
- Are there any health or social problems?
-

This is the type of information we would like to know, but if there is anything else we should know about, please tell us.

Receiver Secondary School: Kinlochbervie High School

The local secondary school for pupils to attend is Kinlochbervie High School. Close liaison has been built upon between the feeder primary schools and the High School ensuring a smooth transition between P7 and S1.

Details regarding the High School can be had from:

Mr Graeme Smart
Acting Head Teacher
Kinlochbervie High School
Manse Road, Kinlochbervie, Lairg, Sutherland, IV27 4RG

Tel: 01971 521767

email: graeme.smart@highland.gov.uk

The High School's brochure is published in January each year.

Parental Assistance and Support

Parents have many responsibilities, but the following could be summed up as those directly linked to school:

- 1 To show by their example that they support the school in striving for a high standard in all that it does.
- 2 To ensure that their children come to school regularly, on time, refreshed, alert and correctly dressed for work.
- 3 To take an active and supportive interest in their children's work and progress.
- 4 To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
- 5 To control the development of their children's leisure time.

In practical pursuit of the above, parents could:

- spend time talking to their children, discussing homework and schoolwork, emphasising their commitment to education.
- encourage their children to read.
- promote good home study habits: find a place away from TV and computers, use a work surface not the floor, concentrate and try not to daydream.
- provide materials to stimulate interest - books and magazines, paint, paper, musical instruments, construction toys.
- develop their children's practical skills - shopping, counting change, writing letters, making telephone calls, helping at household chores.
- encourage their children to join local clubs and take part in local events.
- encourage their children to come to school prepared.

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

Extra Curricular Activities

At various times throughout the year, we may run science clubs, gardening clubs, after school clubs, dancing, etc depending on teachers/tutors available. Details are given when dates have been arranged.

Out of School Activities

Throughout the year, we have sports activities (badminton, athletics, cross-country, etc) run by the Active Schools Co-ordinator, Mr Murdoch Jamieson, plus other activities. Again, details will be given when dates have been decided.

Parent Council and Forum

The Parent Council and Forum was formed in 2007 following the introduction of Government legislation to replace Parent Teacher Associations and School Boards. Broadly speaking, the Parent Forum replaced the PTA and the Parent Council replaced

the School Board. In reality they will both operate as one unless there are issues whereby the nominated members of the Council will deal with the situation. Co-opted members from the wider community and members of the school staff also serve on the Council. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair or other Office Bearers as below.

Office Bearers

<i>Chair:</i>	Anne Morrison, tel. 521772
<i>Vice-Chair:</i>	Stefanie Breckenridge, tel. 521478
<i>Secretary:</i>	Christina Mackay, tel. 521178
<i>Treasurer:</i>	Denise Mackay, tel. 521038

Parents will be notified of Council meetings. Minutes are posted to the school website. Correspondence and other information pertaining to the Council is available in the School.

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. More information about Child Protection Procedures within Highland can be obtained from:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection
<http://www.forhighlandschildren.org/2-childprotection/>

Equal Opportunities

Kinlochbervie Primary School is an Equal Opportunities School and:

- has an Equal Opportunities Policy.
- is opposed to all forms of prejudice and discrimination.
- provides equality of opportunity through its ethos and working practices.
- promotes understanding and respect of other people's cultural identity and beliefs.
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997).

Please also see:

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

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

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected

characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Support for Learning

At present, we have one Pupil Support Assistant, plus an additional Support for Learning teacher one day a week. Our Support for Learning team supports all the pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas of curriculum. The SFL teacher also assists the Class Teachers in designing and obtaining appropriate materials/resources for use in the classroom. Where a child has specific needs, the most appropriate help is given through negotiation and consultation between Head Teacher, Class Teacher, Support for Learning Staff, parents, and where appropriate, pupils. We hold inter-agency meetings involving all the above plus other agencies such as School Doctor, Nurse, Social Workers, Support Specialists, etc when required. If necessary a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher 01971 521767. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

If a child's needs are such that further guidance is necessary, then it may be necessary to refer the child to specialists, e.g. Educational Psychologist, Speech Therapist, English as an Additional Language Teacher, Occupational Therapists, Outreach Workers. Their

expertise lies in assessing how the child is learning and where difficulties lie. As with any learning problem, the parents/guardians would be involved at every step of the way. Pupils with identified needs are monitored and reviewed regularly and Individual Education Programmes (IEPs) are set for pupils with specific needs.

Further advice and information for parents of children with additional support needs is available from:

- Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk>
- Scottish Independent Advocacy Alliance SC033576 www.siaa.org.uk/
- Scottish Child Law Centre SC012741 www.sclc.org.uk
- Information about the 2009 Additional Support for Learning Act can be found in the Appendix at the end of the Handbook.

School Improvement

The main achievements of the school over the last 12 months are found on our website <http://kinlochbervieprimaryschool.weebly.com/> which is regularly updated and this includes our [Standards & Quality Report](#).

The latest HMIE report can be found at the following link:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KinlochberviePrimarySchoolHighland.asp>

Data Protection

Access to Pupil Records

The School Pupil Records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are

keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

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

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

sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Curriculum

The curriculum in Kinlochbervie Primary School follows Scottish national guidelines with Curriculum for Excellence. We aim to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens with the young person at the centre of learning.

The curriculum is planned and delivered to ensure that the children receive a meaningful set of experiences and entitlements that prepare them for the 21st century.

All children receive personal support to help them to fulfil their potential and make the most of their opportunities. Our staff has a responsibility to look after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Children have access to new technologies to support creativity and learning.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. Every child is entitled to a broad and deep general education, whatever their level and ability. All staff will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

A Curriculum for Excellence aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum for 3-18, firmly focussed on the needs of the child and designed to enable them to develop the four capacities, which are:

- Successful Learner
- Confident Individual
- Effective Contributor
- Responsible Citizen

More information on Primary School Curriculum can be found at <http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

The Highland Council

Primary Curriculum Rationale

THE SEVEN PRINCIPLES

In constructing our curriculum we take full account of the seven principles of curriculum design identified in BtC3. These apply at all stages of learning, with different emphases at different stages. They also apply to the curriculum at a strategic level, in the classroom and in other settings where children and young people are learners.

When planning learning experiences our teaching staff ensure that the curriculum accords with the seven principles:

Challenge and Enjoyment

Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their effort.

We plan for challenge and enjoyment by:

- setting learners challenging goals
- making learners think hard about their learning
- ensuring that learning is active and engaging to motivate all learners.

Breadth

All learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life

We plan for breadth by:

- using a variety of contexts through which to develop and demonstrate learning
- giving all pupils the opportunity to be involved in all aspects of school life.

NB: The final outcomes and experiences by design are intended to provide the overall breadth of the curriculum across all curricular areas.

Progression

Learners and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

We plan for progression by:

- ensuring that all learners have the opportunity to achieve appropriate success
- sharing expectations and standards with learners
- reviewing and evaluating learners' progress
- providing timely, accurate verbal and written feedback on learning.

Depth

There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

We plan for depth by:

- giving learners the opportunity to develop and apply greater intellectual rigour
- giving learners the opportunity to develop secure understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

We plan for personalisation and choice by:

- taking account of their prior learning
- ensuring that all learners have ownership of the learning
- taking account of different learning styles.

Coherence

Taken as a whole, learners' learning activities should combine to form a coherent experience. There should be clear links between the different aspects of learners' learning, including opportunities for extended activities which draw different strands of learning together.

We plan for coherence by:

- helping learners see the links between different aspects of learning
- providing opportunities for learners to transfer and apply learning in different contexts.

Relevance

Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

We plan for relevance by:

- ensuring learners understand the purpose of the activity
- making links with learners' experiences, learning and interests within and beyond the school.

The following are the eight curricular areas, although it is worth remembering that the curriculum is more than a sum of subjects and that much of the work in school is carried out across several curricular areas:

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

Curriculum for Excellence details expectations of learning and progression through a series of levels - Early to Fourth. Within these levels the children are experiencing ways of developing their skills and attributes, to enhance their knowledge and understanding.

Level	Stage
Early	The pre-school years and Pr. 1 or later for some
First	To the end of Pr. 4, but earlier or later for some
Second	To the end of Pr. 7, but earlier or later for some
Third and Fourth	S.1 to S.3, but earlier for some and the fourth level broadly equates to SCQF level 4

Languages

This curricular area consists of:

- Literacy and English - listening and talking, reading and writing
- Modern languages - French

Language is a key aspect of our culture and literacy, and is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities through all aspects of life. Our school provides a broad range of learning opportunities which will contribute to the development of literacy and English. Literacy is taught through all subjects, not just during English lessons.

We teach Literacy and English through relevant, real-life, enjoyable contexts often building on the children's own experiences. It may be taught through play and other planned activities. Children are encouraged to work collaboratively - with partners, as well as on their own. Pupils often communicate their work to others e.g. online, to other schools and classes, to a wider audience. ICT is widely used throughout all Literacy and English work. Throughout all the levels teachers plan to enable their learners to develop their skills with increasing depth.

Scots language studies are very much included in their English work. Scottish texts are used to help develop an appreciation of Scotland's vibrant literary heritage. There are some lessons which encourage an understanding of our **Gaelic** heritage. **French** is taught to Pr. 4-7. Learning other languages enables children to make connections with different people and their cultures. Much of this learning is through songs and games and children are encouraged to join in and have fun and learn at the same time.

Mathematics

Mathematics consists of studies in:

- Number, money and measure
- Shape, position and movement
- Information Handling

We recognise that maths is important in our everyday life. It allows us to make sense of the world around us and to manage our lives. Maths plays an important role in other subject areas like science or technologies. We aim to make all our maths lessons rich and stimulating and to engage all our learners from Pr. 1 to Pr. 7.

All children are encouraged, through experiencing success in maths, to develop their confidence in taking risks, asking questions and exploring alternative solutions to problems without fear of being wrong. They will work collaboratively - with partners - to help them to reason logically and creatively through discussion of maths ideas and concepts.

Teachers use active learning situations in the class to provide opportunities for all the children to observe, explore, investigate, experiment, play, discuss and reflect. Children are helped to develop their mental agility. There is appropriate use of technology.

Expressive Arts

The areas of the curriculum which we describe as the Expressive Arts include music, art and design, drama, PE, dance and movement. The sharing of expertise between the specialist teacher and the class teacher gives rise throughout the year to a great deal of lively work.

The Expressive Arts is an essential part of the pupil's curriculum and develops and provides an outlet for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, our specialist teachers ensure that a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Expressive Arts aims to promote pupils' development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity. The children's artwork is constantly on display inside and outside the school. We have original mosaic murals decorating our entrance and an art gallery in our link corridor to the High School.

Chanter instruction is available as an option, usually from P5. The instructor comes weekly. This normally leads on to bagpipe playing in secondary school.

The school stages a major production every Christmas. This varies from a straightforward nativity to a well-known musical show. Consequently we have built up a considerable wardrobe of properties and costumes. If further items are required, a note will be sent home.

Health and Wellbeing

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions. We have a comprehensive Health Programme that considers the above three dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, to develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks, providing drinking water, sporting activities and promoting citizenship and achieved our award as a Health Promoting School at Level 4 in October 2005.

The children receive swimming lessons at Ullapool, which is the nearest pool (50 miles).

All children, both boys and girls, participate in all aspects of PE. We use the first class P.Ed facilities in our adjoining High School, which includes the Astro turf pitch for outdoor sports. The major sporting event of the year is the North-west Schools Sports, held in May, either in Durness, Scourie or Kinlochbervie. We participate in a number of events, both at local and county level, throughout the year, as well as award schemes in swimming, gymnastics and athletics.

The pupils are lucky enough to have kayaking and sailing lessons in the summer. These are held on Loch Innis, which is beside the school. Golf lessons are available at Durness Golf Course and run throughout the summer.

Our school works closely with the local Countryside Ranger, who is involved in various outdoor activities.

Religious and Moral Education

Religious Education in Kinlochbervie Primary School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories from the Bible, the moral values and attitudes they impart and an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes. We have weekly assemblies which are conducted by the local Church of Scotland minister or the Head Teacher.

Moral issues are dealt with in a sensitive way in the classroom or at assemblies. We have Personal and Social Development Policy in which our aims are:

- To help the pupils have an appropriately positive regard for self, and for others and their needs.
- To develop life skills to enable them to participate effectively and safely in society.
- To identify values held by pupils and society and how they affect thoughts and actions, and to encourage increasing responsibility for their own lives.

We also have a programme for developing Citizenship.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present, that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.

- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a whole variety of tasks which allow them to develop important skills to become creative, inventive and enterprising adults.

Learning in science is organised in the following areas:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science
-

Through teaching science our school aims to:

- Develop a curiosity and understanding of their environment and their place in the world.
- Help them to demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life and work.
- Develop skills of scientific enquiry and investigation using practical techniques.

We have science fieldwork days throughout the year when we can fully make use of our environment as an outdoor classroom. We link with the other three local primary schools and study a variety of topics. Examples of these have been Think of an Eel, Crab's Claw and Fishy Tales.

Technologies

The technologies curriculum aims to provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Children will have experiences which can be applied in business, computing science, food, textiles, craft and design.

We have excellent Information Communication Technology resources including PC computers with access to the internet, scanners, digital cameras, flip cameras and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils' curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

The children have opportunities for cooking and baking. We have very good resources to enable them to design and make items using textiles and other craft materials.

Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support life long learning.

Purposes:

- It allows consolidation of work done in school.
- It allows for children to prepare for the work to come.
- It develops research skills such as using libraries and other resources which may not be available in the classroom.
- It provides opportunities for individualised work.
- It provides structured opportunities for parental involvement and support.
- It provides information for parents about the on-going work of the class.
- It encourages the children to develop a sense of ownership and responsibility for learning.
- It develops good habits of independence and self-discipline in learning.
- It trains pupils in planning and organising their time.

If pupils or parents have any problems with homework/instructions given or with expectations, then please contact the class teacher immediately so that the problem can be discussed and sorted out.

All children from Primary 4 to 7 may be asked to complete a short personal project and/or prepare a personal talk during the course of the school year. Homework tasks may often include a practical activity if it has links to their class projects, e.g. making an eco-house or a 3D scene from a favourite book.

Assessment and Reporting

Pupils' progress is continuously monitored and tracked in line with HC guidance. A range of assessments are used to inform this process. We use Assessment for Excellence and the Scottish Criterion for this:

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

Parents are invited in for an appointment with the class teacher every term to discuss progress and next steps. There are also numerous and regular opportunities when parents are invited in to school to share the learning of pupils from P1-P7. Pupils are always keen to take their parents or any visitors to the school on a 'learning walk' to discuss their learning.

APPENDIX

USEFUL INFORMATION/LINKS:

Education Scotland - Building Your Curriculum:

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/index.asp>

Highland Council Policies regarding:

- Curriculum, teaching and learning
- Health and safety
- Child wellbeing and safety
- School management
- Staff management and responsibilities
- Child health and nutrition

http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

Primary Schools curriculum

<http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

Support for Learning

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will

also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.

- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on

info@enquire.org.uk

Highland Curriculum Design GLOW Group:

<http://highlandcfeassessmentblog.wordpress.com/>

Highland CfE Assessment Blog:

<https://portal.glowscotland.org.uk/establishments/thehighlandcouncil/CfE%20Curriculum%20Design/default.aspx>

Highland Council Care and Learning - Guidelines for parents Travelling to school during adverse weather:

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. . A telephone service **0800 564 2272** will be updated for parents to access. The website <https://www.highland.gov.uk/schoolclosures> will also be updated with information for individual schools.

When weather conditions are poor:

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

Broadcast times:

BBC Radio Highland

6.54 am - 7.00 am
7.54 am - 8.00 am

12.54 pm - 1.00 pm
4.54 pm - 5.00 pm

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions usually on the hour, to carry emergency bulletins. Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am and Lochbroom FM at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal

programmes will be interrupted more frequently to carry emergency bulletins.

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

For pupils using school transport

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

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