



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

**Strachur Primary School
Handbook
Academic Year 2018/2019**



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

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GENERAL SCHOOL INFORMATION

Contact Details

Mrs Julie McKellar
Head Teacher
Strachur Primary School
Cairndow, Strachur, Argyll, PA27 8DH
01369 860 293

www.strachur.argyll-bute.sch.uk

enquiries-strachur@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 35 primary pupils, 12 pre-5 children

Class Stages: Pre 5 – Primary 7

The school is Co-educational and Non-denominational

School Staff

Parents and carers should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. The number of teaching staff in school is adjusted each session according to the size of the school roll.

Head Teacher Mrs Julie McKellar

Class Teachers Mrs Linda Leyland (P1-3)

Ms Gail McCorquodale (P4-7)

Mrs Christine Hamilton (Tuesdays in P1-3 and P4-7)

Ancillary Staff

Additional Support Needs Assistant Mrs Gillian Judd

Additional Support Needs Assistant Mrs Michelle King

Additional Support Needs Assistant Mrs Susan Adrian

Clerical / ASN Mrs Catriona Wilson

Janitor / Cleaner Mr John Moore

Catering Staff Mrs Ann Speirs and Mrs Mhairi Cairney

Visiting Staff

P.E.	Mrs Fiona MacLean (Wednesday mornings)
Piping (Chanter)	Mr Craig Campbell
Fiddle	Miss Catriona Ward
Educational Psychologist	Mr Stuart Craig

School Day

School Opens	9.00 am
Interval	10.45 am - 11 am
Lunchtime	12.30 pm - 1.15 pm
Dismissal	3.00 pm

Details of school holidays can be found on page 37.

The school building comprises of a Pre-5 unit and three classrooms. School Lets are available from the community education department.

Early Learning and Childcare Provision

All three and four year olds are entitled to 600 hours (pro rata) of free Early Learning and Childcare (ELC) and, for the first time, some two year olds will be eligible. This will help young children gain vital language and learning skills, improve their social development and help them do better at school when it comes. It will also support parents to work, train or study.

Our Early Learning and Childcare Unit operates from 9am – 3pm Monday to Friday. Children can attend all day or in the mornings only – morning sessions finish at 12.10pm.

Pre 5 Staff: Mrs Angela Henderson (Childcare and Educational Worker)
 Miss Caroline Liddell (Childcare and Educational Worker)

Please see <https://www.argyll-bute.gov.uk/early-years> for further information and for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/Carers

Parents and carers who wish to enrol a child in Strachur Primary or Pre-5 should make an appointment with the Head Teacher. Notice of Primary 1 enrolment dates will appear in the local press during the month of January each year. When you come to the school to enrol you should bring your child's birth certificate with you. There is a simple form to complete which requires a few minutes of your time and there will also be an opportunity for you and your child to see round the school and meet the staff.

Once your child has been allocated a place 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.

Please see 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 Strachur Primary School, the suggested uniform is as follows:

White school polo shirt / white shirt and school tie with burgundy/grey sweatshirt / cardigan and grey/black skirt/trousers.

School sweatshirts/ polo shirts with our squirrel logo may be purchased through the school. Ties can also be purchased.

PE Kit: T-shirt and gym shoes in a bag with pupil's name. It is requested that children have gym shoes for the classroom and P.E. in the hall.

Pupils should keep their PE kit in a bag in school all week taking it home on Friday afternoon and returning it on Monday.

We ask that parents and carers ensure children have adequate sensible clothing and footwear to suit the prevailing weather conditions, and enable them to take part in any other outdoor learning. Waterproof suits are provided for pre-school and Primary 1-3.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)
- Universal Credit (monthly take home pay must be under £610)

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 for more information on School Clothing Grants.

Please note that the above eligibility criteria is correct at time of publishing, December 2017.

Parental Concerns

The Head Teacher and staff are always willing to discuss concerns or suggestions with parents and carers. You are requested to telephone to arrange a suitable time to visit as the Head Teacher may have teaching commitments.

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

If a child does not arrive at school and there is no notice of absence, every effort will be made to contact the home before 10 'o'clock to establish reason for absence.

Early Learning and Childcare Attendance

A child's entitlement to free ELC will be 1140 hours generally arranged as 5 x 6 hour sessions per week, 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 a regular pattern settle well into the early learning and childcare 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 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:

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

Strachur Primary school strives to involve all parents/carers in their child's education. Information, support and advice is regularly sent home or shared at parents' evenings and open days to help them support pupils.

Becoming Involved in School

Staff at Strachur Primary value parent/carer input in curriculum development and policy creation.

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 Pre-5
- 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
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities e.g. board games, art and craft in small groups
- 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
- Extra-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.

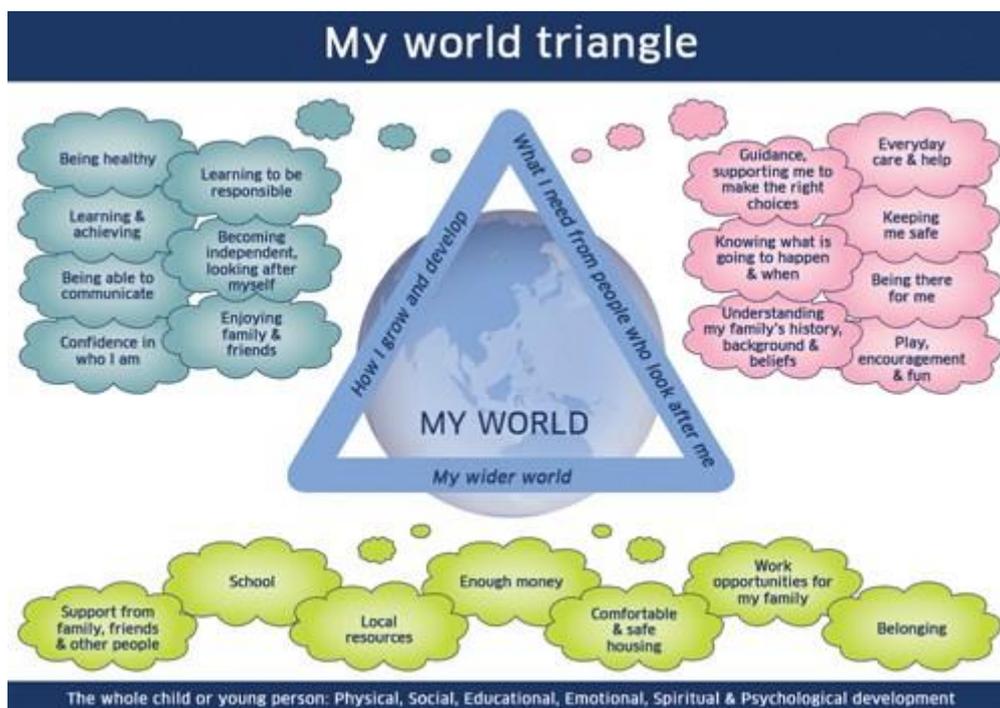
The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

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 or the chair of our parent council (Strachur Parent Partnership Group – SPPG) Gill MacLellan.

SCHOOL ETHOS

Our ethos and values are based on the GIRFEC triangle and focus on skills.



Strachur Primary: A school where children have an active and healthy lifestyle, developing physical, emotional and mental well-being, and enquiring minds.

AIMS OF THE SCHOOL

Our aims are:

- To create successful learners by providing all pupils with equal opportunities for maximum learning and development.
- To create confident individuals by encouraging respect for every child's individuality and dignity.
- To create responsible citizens by developing and fostering positive attitudes and skills for all pupils which prepare them for life in society.
- To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills.
- To develop an open, welcoming and caring school in which there is fair treatment, security and safety for everybody.

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/carers and will take account of the individual needs of pupils and the views of parents/carers.

Our school welcomes and encourages diversity and individuality, while emphasizing 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.

School and Community Links

Local people and organisations make a tremendous contribution to the life of the school, and we have received great support for school activities.

We are grateful for this support and our aim is to continue and increase the good relations the school has with the local community. We contribute regularly to the local newspaper and we enjoy contact with various organisations, such as the British Legion, the Friendship Club, the History Society, the Rural, the Gardening Club, the Piping Association, Shinty club and the local Drama/Youth Club.

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/carers and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Strachur Primary School expects all children to be well-mannered and obedient to all the staff of the school, including non-teaching personnel. Pupils must clearly understand the manner in which they are expected to behave both inside and out with the school. We work to develop a positive attitude to discipline, which demonstrates trust and understanding between pupils, parents and staff and is based on rewards rather than punishment. The children follow a progressive learning programme in Personal and Social Behaviour, Safety and aspects of Citizenship.

Our aims are:

- To enable the children to learn in a happy and harmonious atmosphere.
- To help children become responsible, rational, independent decision makers.
- To encourage children to develop insight and understanding of the rights and feelings of others.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker. House points can be given and certificates can be awarded at house assembly.

The whole school celebrates achievement in a variety of ways which are refreshed e.g. by giving certificates to award pupils for good work, effort or kindness shown to others.

Strachur Primary School has high aspirations for pupils and celebrates their achievements at assemblies and in school learning logs. News articles often appear in the community newsletter, the local newspaper and school Facebook page. We also send home news via email and post on the school Twitter page.

Wider-Curricular Activities

There are a variety of after school clubs, some of which vary each year. The focus of clubs has ranged from yoga to a homework club. A football club is well established. We are working on adding more active clubs to our programme. We have a weekly chess club and we are hoping to have a 'code club' this year too.

Pupil Council

Pupils from P1-7 are elected by their class as representatives on the council each year. Meetings take place at least once per month and the minutes of the meetings are read out at Monday assemblies/posted on the Pupil Council board.

House Groups

The school is divided into four house groups – Glenbranter, Glendaruel, Glenfyne and Glensluain. Pupils elect house captains and at least once per term undertake a variety of challenges.

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.

Curriculum Levels

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

- Early Level – early learning and childcare 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

Opportunities are provided for pupils to develop skills for learning, life and work, including literacy, numeracy, and health and well-being in and out of the classroom.

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 and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime through their child's homework diary.

The Curriculum at School, Local and National Level

Information on school Facebook page:

- Strachur Primary and Pre-5

General information about Scottish Schools.

- <https://blogs.glowscotland.org.uk/ab/SAL/>
- <http://www.educationscotland.gov.uk/parentzone>

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.

Financial Guidance

Pupils are often involved in enterprising projects where they learn about the issues around finance and dealing with money.

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.

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.

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.

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.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help

plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

REPORTING

Reporting informs parents/carers of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, etc.

Each term, parents/carers will receive a copy of their child's curriculum bulletin, outlining the learning outcomes for that term. There will be an opportunity for them to add any learning from home and add any objectives they wish to be addressed at school.

Each year, an overall report will be issued from the child's class teacher – this is usually in June. Parents' meetings take place in November and March.

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.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

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 Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare 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 early learning and childcare 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 1st March 2018 and 28th February 2019 should start school in August 2018. 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 Strachur Primary is:

Dunoon Grammar School,
Ardenstrate Road,

Dunoon
PA23 8LU.

Tel; 01369705010

Head Teacher: Mr D. Mitchell

enquiries@dunnongrammar.argyll-bute.gov.uk

You will be contacted by letter and offered a place for your child at Dunoon Grammar 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 Dunoon Grammar 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 20th 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 early learning and childcare 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 (www.education.gov.scot/) 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.

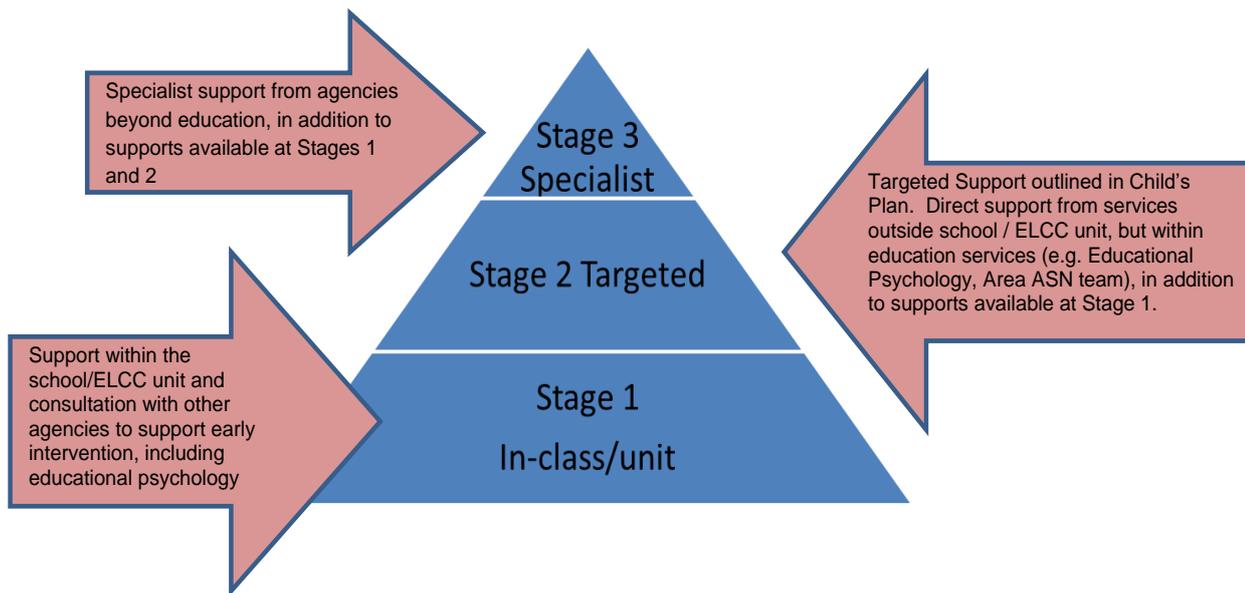
Stage 3 – Specialist input.

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/carers have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher, or head teacher as the child's named person in the primary school. Please contact the school office to arrange an appointment.

It is our aim to ensure that every child, regardless of individual ability, can become an independent and confident learner. We have a policy of Staged Intervention which ensures that children who need help are recognised as early as possible. Children needing extra help may be children with specific learning need or they may be very able children requiring challenging work due to enhanced abilities.

Arrangements for help with Additional Support Needs within the school are as follows:

- Pupils are encouraged to work at their own individual level and extra help is given from class teachers for any child who needs it.
- Pupils are encouraged to progress and all children, including the more able, will be given work sufficiently stimulating and challenging.
- Certain children may be targeted for additional extra help given by the Head Teacher when staffing permits.
- Help may be sought from Area Learning Support Team, Speech Therapist or Psychological Services as and if need arises. (Parents are always involved in the discussion process, which would lead to such a referral).
- Classroom assessments and screening procedures are used to identify children with learning needs. Diagnostic tests are implemented to pinpoint precise areas of difficulty and the teacher then plans an appropriate programme.
- Pupils produce Learning Logs which record snapshots of their learning, show progress towards agreed targets and celebrate wider achievement.

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.
- ◆ 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
- ◆ 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) 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

The school session 2017/18 was busy and successful. This is a selection of the events and achievements that took place:

- Participation in Strachur Flower Show – numerous prizes!
- Parental consultation on subject of ‘our vision’
- ‘The Great Strachur Bake Off’
- McMillan Coffee Morning
- Working towards School Sports Award with our Active Schools Co-ordinator
- Scholastic Bookfair October 2017
- ‘Smoke Free Me’ anti-smoking topic and theatre trip at DGS
- Whole school trip to Kings Theatre for panto December 2017
- Bring and Buy Sale to raise funds for Children in Need
- Trip to cinema for P1-4 for Dunoon Film Festival
- Involvement in WW2 exhibition at the Burgh Hall
- Authors Live sessions for Pre-5 to Primary 7
- Young Leader training for Primary 6
- Digital Leader training for Primary 6
- Poppies sold for Poppy Scotland
- Stall at the Creggans Christmas Fayre
- Movie club, supported by the Strachur Parent Partnership Group
- Christmas Jumper Day – money raised for Save the Children.

Improving Standards

Staff at Strachur Primary School work as a team and make every effort to keep abreast of educational development and initiative.

They attend courses run by the Educational Development and Support Unit and others, and meet regularly to plan and implement school development. Each member of staff also follows his/her own Continuing Professional Development programme.

Argyll and Bute Council, as part of their Educational Development Service, have initiated co-operatives which group smaller schools into a reasonably sized forum to establish sound working relationships in curricular management and staff development and to help counter the professional isolation of working in a rural environment. We are working with Dunoon, Kirn, Tighnabruaich, Kilmodan, Strone, Sandbank, Toward, Innellan and Lochgoilhead Primary and Dunoon Grammar School, pooling resources and ideas.

Taking into account the priorities of the Scottish Executive, Argyll and Bute Council, the Co-operative and the school, priorities are set and a School Improvement Plan is produced annually.

School Improvement Plan

	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	Revisit the school's vision, values and aims with all members of the wider school community.	J. Henry	December 17
		Develop opportunities for pupils' to lead the learning in a range of different contexts.	G. McCorquodale	June 18
2	Learning Provision	Develop the existing tracking and monitoring system	J. Henry	October 17
		Working collegiately review curriculum progression planners to ensure consistency with CfE benchmarks.	L. Leyland	June 18
		Review planning approaches to ensure reference to CfE benchmarks	L. Leyland	June18
3	Successes and Achievements	Improvement knowledge and awareness of issues relating to children's rights, equality, diversity and issues relating to discrimination	J. Henry	December 17
		Ensure staff and pupils are aware of GIRFEC.	G. McCorquodale	June 18
		Continue to develop and embed approach to supporting individual pupils' needs	G. McCorquodale	June 18
		Raise attainment in numeracy in the lower stages using new resources and strategies	L. Leyland	June18
		Improve mental maths through focused approaches and resources.	G. McCorquodale	December 17
		Introduce new reading material to raise attainment.	J. Henry	June 18

Attendance and Exclusion

Temporary Exclusion (Temp.Excl.): Possible (Possible Attendance): Authorised Absence (Auth. Absence): Unauthorised Absence (Unauth. Abs.)

Year	Temp. Excl.	Possible	All Absence	Auth. Absence	Unauth. Abs.
2012-2013	0	25146	948 3.77%	800 3.18%	148 0.59%
2013-2014	0	20676	663 3.21%	455 2.20%	208 1.01%
2014-2015	0	17672	492 2.78%	339 1.92%	153 0.87%
2015-2016	0	16582	572 3.45%	364 2.20%	208 1.25%
2016-2017	0	16210	640 3.95%	319 1.97%	321 1.98%

SCHOOL POLICIES AND PRACTICAL INFORMATION

Snack Provision (Early Learning and Childcare only)

There are no charges for the 5 sessions of early learning and childcare education provided each week for eligible children. Healthy snacks are provided by staff at a cost of 50p per session.

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 Strachur Primary we encourage healthy eating. 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 classroom 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

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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Child Tax Credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay must be under £610)

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

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above.

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 for more information on Free School Meals.

Please note that the above eligibility criteria is correct at time of publishing, December 2017.

Special Dietary Requirements

Parents and carers are asked to record any special dietary requirements or allergies when their child is enrolled. These requirements are communicated to kitchen staff and all teaching and auxiliary staff.

Health Care

You can contact your school health staff at: -
Community Child Health, Cowal Community Hospital, 360 Argyll Street Dunoon
PA23 7RL

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 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.

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk

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, piping and fiddle lessons are provided from Primary 4 onwards.

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 for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Personal Internet Enabled Devices

As part of the school's Information and Communications Technology (ICT) programme, the School offers pupils' access to the Internet. Before the School allows pupils to use the Internet, it requires parental permission. Both pupil and parent must sign and return the enclosed form as evidence of your approval and their acceptance of the rules on this matter. A copy of our guidelines are available on request.

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. 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 website or the use of text messaging may be utilised.

SCHOOL TERMS AND HOLIDAYS – ACADEMIC SESSION 2018/2019

TERM	BREAK	DATES OF ATTENDANCE		PUPIL DAYS	WORKING DAYS
First			10 & 13 August 2018 Teachers' In-service Days		
		Open	14 August 2018 Pupils Return		
	October	Close	5 October 2018	39 (39)	41 (41)
		Open	22 October 2018		
		Close	23 November 2018	25 (64)	
			26 November 2018 Teachers In-service Day		
		Open	27 November 2018		
	Christmas	Close	21 December 2018	19 (83)	45 (86)
Second		Open	7 January 2019		
		Close	8 February 2019	25 (108)	25 (111)
			14 & 15 February 2019 Teachers' In-service Days		
		Open	18 February 2019		
	Spring	Close	29 March 2019	30 (138)	32 (143)
Third		Open	15 April 2019		
		Close	18 April 2019	4 (142)	4 (147)
		Open	23 April 2019		
	May	Close	24 May 2019	24 (166)	24 (171)
		Open	28 May 2019		
		Close	28 June 2019	24 (190)	24 (195)

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at December 2017:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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>

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>

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 –

<https://education.gov.scot/parentzone/>

Education Scotland's Communication Toolkit for engaging with parents/carers –

<https://education.gov.scot/improvement/Pages/par2engagingparentstoolkit.aspx>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Journey to Excellence - provides guidance and advice about culture and ethos –

<https://prezi.com/pinge66owybn/copy-of-journey-to-excellence/>

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 Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and
<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -
<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -
<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –
<http://www.sqa.org.uk/sqa/63101.html>

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.gov.scot/Publications/2011/02/16145741/20>

Information about how progress is assessed –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –

<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –

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

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.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

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 – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

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>

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>

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/>

Equality and Inclusion -

<http://www.gov.scot/Publications/2012/02/7679/3>

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

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

<https://education.gov.scot/>

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>