



ARGYLL AND BUTE COUNCIL
Customer Services: Education

Campbeltown Grammar School
Handbook
Academic Year 2021/2022



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

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GENERAL SCHOOL INFORMATION

Contact Details

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Head Teacher
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Campbeltown
Argyll
PA28 6JS
Telephone Number - 01586 553773

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

Email Address enquiries@campbeltown.argyll-bute.sch.uk

School Roll and Stages

Present Roll:	369
Class Stages:	First (S1) to Sixth Year (S6)
Denominational Status	Non-Denominational (co-educational) Secondary Comprehensive
Is there a Gaelic Medium Unit?	No Provision

School Staff

Senior Management Team

Mr D Fyfe	Head Teacher
Mrs B Campbell	Depute Head Teacher
Mrs K Fletcher	Depute Head Teacher
Mrs E McGeachy	Depute Head Teacher

Art and Technical Department	
Mr G Cosgrove	Principal Teacher
Mr J Gilmour	Teacher (Technical)
Mr P Lewis	Teacher (Art)
Ms M Wrightson	Teacher (Art)

Business Studies Department	
Mrs E McGeachy	Depute Head Teacher

English Department	
Mrs J MacGregor	Principal Teacher
Mrs H Bombart	Teacher
Ms A Jewell	Teacher
Ms A Murray	Teacher (Transitions + PT Guidance)

Enterprise	
Mr R Wilson	Principal Teacher

Geography Department	
Mrs L Watson	Teacher
Mr M Osborne	Teacher

History Department	
Miss L Rigney	Principal Teacher Social Subjects
Mr R Wilson	Teacher
Mr M Jimenez	Teacher

Health and Food Technology Department	
Mrs A Woodrow	Principal Teacher
Miss E Baird	Teacher
Mrs L Millar	Teacher (PT Guidance)

Maths and Computing Department	
Mr D Hamilton	Principal Teacher
Mr P Currie	Teacher (Computing + Maths)
Mr J Farren	Teacher (Maths + PT Guidance)
Mr D MacDonald	Teacher (Maths)
Mr A Adedigba	Teacher (Maths)
Ms A Murray	Teacher (Maths, Transitions + PT Guidance)

Modern Languages Department	
Ms G McAnerney	Principal Teacher
Ms A Garrido	Teacher (<i>Currently on MAT Leave</i>)
Mr M Jimenez	Teacher
Mrs B Campbell	Teacher (Depute Head Teacher)

Modern Studies	
Miss L Rigney	Principal Teacher Social Subjects

Music Department	
Mr J Murdoch	Principal Teacher
Mr D Cosgrove	Teacher

Outdoor Education	
Mr M Osborne	Teacher

Physical Education Department	
Mr S McQuaker	Principal Teacher
Mr C Doxsey	Teacher
Miss C McLean	Teacher + PT Guidance

Pupil Support Department:	
<i>Guidance Team</i>	
Mr J Farren	Principal Teacher
Mrs L Millar	Principal Teacher
Miss A Murray	Principal Teacher
Miss C McLean	Teacher
<i>Support for Learning Team</i>	
Mrs M Walker	Principal Teacher
Mrs M Cosgrove	Teacher
Ms S Donaldson	Teacher
Mr A Fletcher	Teacher
Mr J Ives	Teacher
Mrs B Anderson	ASN Assistant
Miss L Anderson	ASN Assistant
Mrs K Cox	ASN Assistant
Ms W Galbraith	ASN Assistant
Mrs J Kolibska	ASN Assistant
Mr J McCallum	ASN Assistant
Mrs L McKinven	ASN Assistant
Miss A Stewart	ASN Assistant
Mrs L Law	ASN Assistant
Mrs L MacPhail	ASN Assistant

Mrs M McMillan	ASN Assistant
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Religious Education Department	
Mr R Wilson	Teacher (PT Enterprise)
Mr D Fyfe	Head Teacher

Science Department	
Mr J Watson	Principal Teacher
Mr J Anderson	Teacher
Mr G Walker	Teacher
Mr M Foley	Teacher

Technicians	
Mr L Colville	Science Technician
Mr R Egan	IT Technician
Mrs M Fyfe	Technical Technician

Office Team	
Mrs A Armour	Senior Clerical Assistant
Mrs K Coffield	Clerical Assistant
Miss S Brodie	Clerical Assistant

Classroom Assistants	
Mrs K Cox	
Mrs H Scally	
Mrs H Stalker	
Miss R McGuire	

School Day

Monday to Friday

BGE S1-S3

Personal Support	9.00 – 9.15
Period 1	09.15 – 10.00
Period 2	10.00 – 10.45
Interval	10.45 – 11.00
Period 3	11.00 – 11.45
Period 4	11.45 – 12.30
Lunch	12.30 – 13.15
Period 5	13.15 – 14.05
Period 6	14.05 – 14.50
Period 7	14.50 – 15.35

Senior Phase S4-S6

Personal Support	09.00 - 09.15
Period 1	09.15 – 10.00
Period 2	10.00 – 10.45
Interval	10.45 – 11.00
Period 3	11.00 – 11.45
Period 4	11.45 – 12.30
Period 5	12.30 – 13.15
Lunch	13.15 – 14.05
Period 6	14.05 – 14.50
Period 7	14.50 – 15.35

Details of school holidays can be found on page 51.

Visits of Prospective Parents/Carers

In the case of children moving into the area rather than transferring from an associated primary school, parents are invited to contact the Head Teacher, who will be happy to make arrangements for them to visit the school and discuss curriculum and other transfer arrangements with the appropriate members of staff.

This introductory meeting will give parents and the prospective student the opportunity to have a tour of the school and its facilities, and to discuss a possible future transfer to Campbeltown Grammar. If your child is to transfer to Campbeltown Grammar, then a further meeting with members of staff will take place to gather the relevant information about your child to ensure a smooth transition to the school.

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 Campbeltown Grammar School, the suggested uniform is as follows:

- Black shoes
- Black trousers (no jeans) or skirt
- White shirt
- Black cardigan or V-necked jumper
- Dark blue and gold striped tie (clip-on ties are also available)
- Blazers look very smart and we know members of the community enjoy seeing our young people wearing them. Blazers are very practical and represent value for money. Wearing the full school uniform also demonstrates your pride in belonging our school. Unlike jackets and hoodies, you can also wear them throughout the day inside the school.

NO Denims

NO Leggings (jeggings)

NO outdoor jackets to be worn above the ground floor or in classrooms. No hoodies to be worn inside the school building at any time.

Texts will be sent home in the event of failure to adhere to the dress code in order to seek the support of parents to ensure all pupils are appropriately dressed for school. Parental support is appreciated.

Kit for Physical Education

Pupils will need the following PE kit:-

- a plain T-shirt (not a football club top or fashion T-shirt).
- appropriate shorts or 'jogging bottoms'.
- trainers and appropriate footwear for synthetic surface.

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

Grants of £100 are available for any child who will attend an Argyll and Bute Council school and whose parent(s) receive:

- Income Support
- Income Based Job Seekers Allowance
- Income related element of employment and Support allowance
- 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 £7,330)
- Universal Credit (monthly take home pay for period must be under £610)

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

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Parental Concerns

We will welcome phone calls, letters or emails from you about any matter and we will do our best to respond quickly.

Campbeltown Grammar School has a Pupil Support structure which is managed by the Depute Head Teacher (Pupil Support) assisted by three Principal Teachers of Pupil Support. Each pupil, on joining the school, is placed in one of the three school houses. Each house is under the direction of a House Head supported by a member of the Pupil Support staff. All members of the same family would normally be placed under the same Pupil Support teacher so that the parent has one point of contact. If you have any concerns about your child, then the initial contact should be made with your child's Pupil Support Teacher. These teachers are the main link between home and school.

The three school houses are:

House	House Head	Pupil Support
Bengullion	Mrs E McGeachy	Mrs L Millar
Kilbrannan	Mrs B Campbell	Mrs A Murray and Miss C McLean
Knockscalbert	Mrs K Fletcher	Mr J Farren

Pupils should not hesitate to ask for advice or discuss a problem with their Pupil Support teacher. Parents also are encouraged to consult with them. Indeed, it is essential that they do not delay in consulting them if a problem or concern arises. Early and frank discussion often brings about speedy resolution of problems, while delay may compound difficulties. Mr Fyfe can be e-mailed directly at david.fyfe@argyll-bute.gov.uk.

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.

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:

Please telephone the school on the first day of any unforeseen absence. If no such call is received a text message will be made from the school to the child's home to establish that the parent is aware of the absence. If no contact can be made in this way, a letter will be sent.

All requests for a pupil to be excused temporarily from taking part in any school subject must be made in writing and should normally be for medical reasons.

The Pupil Support Teacher will investigate unexplained absences. A pupil whose attendance is poor may be referred to the local Attendance Council which has the power to interview and even prosecute parents and to refer pupils to the Reporter to the Children's Panel.

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.

Parent / Carer 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

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

Opportunities for Parental Involvement

During the school day:

- 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.
- Organising and or assisting lunchtime and after school activities/clubs.
- Sports activities.
- Supporting educational visits/trips.
- School concerts – making costumes, props, supervision of children.

Out with the school day:

- Fundraising events.
- Trips e.g. sporting events, concerts.
- Extra-curricular activities e.g. coaching, sports/art clubs/school grounds – maintenance of school gardens.

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

Argyll & Bute's Parental Engagement Strategy may be viewed at:

https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf

Parental Communications

We aim to have good communications with all parents. The main means of communication is through our constantly updated school website.

School website – www.campbeltowngrammar.com
School Facebook Page - www.facebook.com/campbeltowngrammarschool

The school website hosts all the information that parents require. Letters from school to parent/carers are published here.

The School Year Calendar listing all the main school events and other important dates is available through the school website.

From time to time we will send you progress reports, updates on your child's attendance, merits or demerits awarded, etc. Any newsletter that is issued will be available from the school website.

In addition the school uses a messenger service to issue information to parents. For example, that a pupil progress report card has been issued that day. If you make sure we have your email address, we will send emails to tell you when a letter is on the web, or has been given to pupils to take home or to give you other important or urgent information.

To assist pupils to gain the maximum benefit from their school experience we seek to support them in a variety of ways.

Curricular Support

- To ensure that pupils are aware of the various curricular choices they have to make.
- To assist and advise pupils in selecting courses.
- To monitor their progress and advise if they experience difficulty.

Personal Support

- To know the strengths and weaknesses of each individual pupil.
- To make pupils aware of some aspects of adult life by contributing to a social and moral education programme.
- To help pupils address personal problems.

Vocational Support

- To make pupils aware of the range of career opportunities available.
- To guide pupils towards sources of information about careers.
- To help pupils make a realistic assessment of their abilities and of suitable careers.
- To assist pupils, once a career has been chosen, to follow the most suitable path towards that goal.

Learning Support

- To support all pupils with their learning.
- To identify individual learning needs and devise strategies to overcome any short- or long-term barriers to learning.

Peer Support

During their first year in the school, pupils will have the support of senior pupils to advise and guide them, drawing on their own experience as new pupils. For the purpose of this "Peer Support" or 'Buddy' system, first year pupils are linked to sixth year pupils in groups of about six to eight. They have the opportunity to meet with the senior pupils regularly at Social Education periods, but they can also seek out the senior pupil at other times for informal advice or support. The senior pupils are given special training in the best ways of helping the younger pupils and will always be able to call on a member of the Pupil Support staff if a particularly serious or difficult issue is raised.

Homework

Homework is important. It helps to complete, consolidate and extend classwork and to develop the habit of study at home which is vital to the achievement of success. It is therefore the policy of the school to set homework and to expect it to be done.

The amount of homework expected of a pupil will vary as he or she moves from S1 to the senior school. There will also be variations from time to time during the school year, and indeed times when pupils in the same class will have different types or amounts of homework according to their own individual needs and circumstances. Homework can take a number of different forms and need not necessarily be written work. It may include reading notes or texts, research or fact-finding exercises, or some practical activity.

Google Guardian is used to keep parents and carers in touch with assignments issued. **Please ensure you provide consent in order to benefit from this service.**

<https://blogs.glowscotland.org.uk/ab/campbeltowngs/2020/08/30/google-guardian>

Becoming Involved in School

Parents are always welcome to let us know if they would like to play a role in enhancing our young people's learning opportunities. If you have a particular skill or interest that you would like to share, please contact the school office and we will be happy to hear from you.

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

Examples of opportunities for parental involvement are as follows:

During the school day:

- 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
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:

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

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

Parent Councils

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


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


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

You can find out more about your Parent Council by contacting the Head Teacher.

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.




 **Parentzone**
SCOTLAND

Information and advice on education
and learning for parents in Scotland

Be at the heart of your child's learning . . .

Sign up to receive our Parents and Carers e-bulletins
for the latest developments in Scottish education.
edscot.org.uk/p/LQE-391/subscribe
Email: enquiries@educationscotland.gsi.gov.uk

education.gov.scot/parentzone



SCHOOL ETHOS

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.

Inspiring Achievement

Campbeltown Grammar School aspires to be at the heart of the South Kintyre community, providing consistent, high quality learning opportunities for all our young people and inspiring them to achieve their full potential.

A key priority in our School Improvement Plan 2018-19 was to ensure that all our stakeholders were actively involved in reviewing our vision, values and aims. We consulted with young people, parents and carers, staff and partners to produce a vision and values statement that reflected Campbeltown Grammar School's place within the South Kintyre community. Online survey results identified the key words that stakeholders believe are important to CGS. The results were shared with our Rights Respecting Steering Group, who produced a school charter to illustrate these.

This illustrates what stakeholders have identified as important to CGS. This is displayed throughout the school and is referred to at all assemblies. We are determined to ensure that our values and what we consider important to CGS are reflected in our everyday life and work in the school.

We also asked stakeholders to help formulate a short statement that captured our vision and values and sense of direction.

A more detailed statement of aims were distilled from our stakeholders' contributions.



- To welcome and encourage diversity and individuality and foster a shared commitment to respect for all, inclusion, honesty, equity, compassion and justice.
- To provide for the health and wellbeing of every member of our school community through effective engagement with parents and partners, ensuring our young people feel happy, safe, equal, valued and inspired to achieve their best.
- To develop resilience and determination in times of increasing pace and challenge through inspirational teaching, a supportive environment and an intrinsic desire for knowledge.
- To fully prepare our young people academically, socially and emotionally to ensure everyone leaves Campbeltown Grammar as responsible citizens, successful learners, effective contributors and confident individuals who are ready and eager to take on the next exciting steps of their lives in employment, training, college and university.

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

Campbeltown Grammar School has close links with the local community. It receives outstanding support from local industries, businesses and other organisations, especially in connection with its work experience programmes, and enterprise and health promotion activities. Members of the community also help in delivering aspects of the curriculum in a number of subject departments.

For its part, the school's facilities are available to local organisations and members of staff provide assistance with local events wherever possible. Material assistance is given to local businesses, Argyll FM, the Scottish Community Drama Association, Homestart, the Kintyre Crime Prevention Panel and the Kintyre Music Festival. The school bands regularly provide music at local events and on special occasions. Local groups and organisations benefit from the school's charitable fund-raising activities.

Our Partnerships

The school continues to work alongside a number of agencies and groups to deliver additional course and opportunities for the students. The school extends its thanks for the work and support that the agencies offer. Some examples are:

- **Argyll College** for delivering the Skills for Work courses (please refer to attainment section for details).
- **Skills Development Scotland** who work alongside our Pupil Support staff to deliver Careers information and advice of a high quality to our senior students.
- Partnership with **SCHOLAR** to deliver additional support for Higher and Advanced Higher students in a number of subjects – French, Computing, Chemistry, Physics, Biology and Mathematics.
- **NHS Highland** and other agencies who continue to contribute to the school's Curriculum for Excellence Health and Well-being activities.
- **Associated Primary Schools** – there continues to be a very successful partnership with our associated primary schools in delivering a highly effective primary-secondary liaison programme for all Primary 7 pupils.
- **Stuart Ivory Foundation** – the school continues to have a beneficial link with the Foundation to assist in the delivery of financial aspects of applying to College and University courses, and dealing with the aspect of living away from home and money management.
- **Police Scotland** – contributes to the curriculum by promoting pupil safety.

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.

- **READY** to learn
- **RESPECTFUL** to all
- **SAFE** in all we do
- **Visual Consistencies**
Calm, Consistent, Kind
Meet & Greet
Praise in public, reprimand in private

Discipline

Our expectation is for all members of the school community to follow our three rules at all times and to reflect our values in our everyday life and work.

Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at: https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf

Campbeltown Grammar School aims to create a welcoming, orderly and disciplined environment in which the core activities of teaching and learning take place positively, pleasantly and productively. We are committed to ensuring that all pupils and staff feel safe, included and respected and that bullying behaviours are not tolerated.

For this to be achieved:

- each pupil and teacher must be valued;
- each pupil and teacher must be safe from harassment or intimidation by others; and
- pupils, parents and teachers must treat each other with tolerance, respect, and sensitivity.

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.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

A full range of pupil and school achievements are listed in Campbeltown Grammar School's Standards and Quality Report. Achievements are recognised through our school bulletin and website.

The school also celebrates achievement by giving citizenship awards to award pupils for good work, effort or kindness shown to others.

Wider-Curricular Activities

Campbeltown Grammar School offers a very good range of wider-curricular clubs and activities. There are also regular excursions to theatres, concerts and other events. Foreign trips are organised from time to time. These out-of-hours activities are an important part of the wider life of the school, allowing pupils to see the school as a community in which they not only work but also relax and enjoy social and leisure activities. Please note that certain activities have particular requirements, for example that Canoe Club cannot be taken up by non-swimmers or that certain activities require parental approval. These requirements will be intimated to students and parents as necessary. The range of activities available varies from year to year. The following gives a flavour of what is currently offered.

Athletics	Cross Country	Archery
Rugby	Canoe Club	Badminton
Table Tennis	Powerhoop	Gymnastics
Swimming Club	Land-based Swimming Training	Games Club
Boys' Football	Girls' Football	
Kintyre Schools Pipe Bands	Inter-house competitions and activities	

Check the pupil bulletin on the school website for more information.

Information on activities can be found in the School Bulletin on our website.

Pupil Council

The Student Council consists of elected members representing each of the school Houses and registration classes (one representative for each class) and the learning centre. Unelected members will include the two school Captains, two co-opted staff members and the Head Teacher or Deputy Head Teacher as an honorary member.

Elections to the student council take place by ballot annually in October/November. Following the elections a Chairperson, Vice-Chairperson, Secretary and Assistant Secretary are elected by the Council Members at the first meeting following an election.

Decisions of the Council shall be referred to the school's Senior Leadership Team for consideration as appropriate.

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

Curriculum for Excellence - Broad General Education

The Grammar School's curriculum for the first three years of secondary education is based on the Curriculum for Excellence which is now operating across Scotland for all 3-18 year olds. It aims to raise standards, prepare our children for a future they do not yet know and equip them with knowledge and skills for future employment in a fast changing world.

The Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. The Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making 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 understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy, taken in S3. .

There will be personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure. Ultimately, the Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Grammar School has developed a staged approach to implementing a Curriculum for Excellence. This will result in changes to the curriculum pattern shown below as pupil's progress through the school. These changes are likely to include more 'blocking' of courses so that pupils see a smaller number of teachers in a given week, and more inter-disciplinary work.

The new curriculum will cover S3 as well as S1 and S2. This will mean that pupils will not make subject choices until the end of S3, though some choices may be developed in S3.

The first and second year curriculum is currently arranged as follows:-

Curriculum Areas	Subject	No. of periods per week
Languages	English	5
	French	4
Mathematics	Maths	5
Sciences	Sciences	3
Expressive Arts	Art	2
	Music	2
Technologies	Technical	1
	Information Technology	2
Social studies	Geography	2
	History	2
Religious and moral education	R.E.	1
Health and Well-being	Social Education	1
	P.E.	2
	Home Economics	2
	Personal Support	1

Broad General Education - The Third Year

As they move into the third year, pupils will continue with their broad general education but there will be increasing opportunity to refine their choice of subjects within the 8 curricular areas.

This allows them to give greater emphasis to their strengths and aptitudes, but still ensure a broad and balanced course developed from the eight curricular areas within CfE

In S3 all pupils will have the opportunity to study:-

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

All young people will, by the end of Third Year, have developed an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January to April), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications in the Senior Phase.

Each school will design a senior phase that best meets learners' needs, whether that's 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 and carers to discuss and decide the subject choices that best suit them for the Senior Phase.

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.

Senior Phase Curriculum Model

The Senior Phase:

- Is planned within an S4-S6 framework, with mixed stage classes.
- Has students in courses according to ability rather than age.
- Allows College links to be built in to provide full day or half day options.
- Continues to provide the opportunity for development of the four capacities through personal achievement in such areas as Leadership Skills, Duke of Edinburgh, Sport Leaders Award, and Work Experience.
- Students choose a minimum of 5 courses ranging from Advanced Higher (National Level 7) to Access based on their level of ability/prior accreditation.
- The structure of the school week will contain a "Core" as part of the Friday timetable.
- English and Maths are not compulsory.
- All Subject Choice Columns to comprise two doubles and a single period. This will allow for morning or afternoon release to College courses in Columns A and/or B; and
- In any one year, a maximum of 3 Advanced Highers would be recommended.

When pupils first enter the senior phase in S4, the curriculum will be based on a course choice from six subject choice columns. Instead of subject choices determining the timetabling structure, the subject choice form provides the framework within which school courses, access to college opportunities, personal achievement are provided. This creates a more flexible system, offering greater choice in the senior phase.

Skills for Learning, Life and Work

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

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

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

16+ Learning Choices

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

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

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic 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 any time through their child's homework diary.

The Curriculum at School, Local and National Level

Details of the curriculum offered within each subject area can be found through the school website

www.campbeltown.argyll-bute.sch.uk

Argyll and Bute curriculum information is available from

www.argyll-bute.gov.uk/education-and-learning

National information is available from the

www.educationscotland.gov.uk/index.asp

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.

Pupils are offered guidance in relation to future career choices at appropriate points in the Social Education programme. Some of this relates to their subject choices and there is a further input in fourth year when pupils undertake work experience. There is a careers section in the school library and access to an on-line computer database of careers information. Pupils are taught how to use these resources effectively.

In addition to the provision made for careers guidance within the school, pupils and parents may consult at any time the area Skills Development Scotland staff, whose office is located at Castlehill, Campbeltown (tel. 01586 552795).

Skills Development Scotland has a responsibility to help pupils make decisions about their future employment, training, or college/university education. Help and advice are also given to unemployed young people or to young people in employment who may be considering a change of career. The Careers Officers work closely with the school's Pupil Support department in providing a careers education programme from S1 to S6 and also attend relevant parents' evenings.

In S4 all pupils are invited to have an individual interview with a Careers Officer to help them evaluate the careers opportunities available and their own aptitudes and capabilities. Pupils are encouraged to arrange further interviews in the course of S5 and S6. The S4 interviews are normally held in the school, but older pupils may prefer to use the Castlehill office and its facilities.

The Skills Development Scotland Office welcomes pupils, parents and teachers and is open from Monday to Fridays from 9.00 am until 5.00 p.m. It offers a wide range of careers information, most of which is on computer, allowing direct access as well as information to print out. Electronic mailing enables university or college materials to be ordered and places on selected courses reserved.

Financial Guidance

This is offered throughout areas of the CfE curriculum but additional advice is delivered through the optional core Personal Finance programme in S5. In addition the school has had over a number of years a strong partnership with the Stewart Ivory Trust. Representatives from this organisation visit the school on an annual basis to give financial advice to student and parents on a number of key financial issues such:

- Budgeting and Saving
- Managing Debt
- Student Loans
- Sources of student finance – bursaries, scholarships, additional support grants
- Tax and National Insurance
- Mortgages
- Credit cards

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.

Drugs Education is part of Health and Well-being. This is delivered by Personal and Social Education teachers and by partner agencies.

Our Code of Conduct and CGS Charter prohibit smoking, use of alcohol or the taking of dangerous/illegal substances.

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 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. Please note that some pupils will not access SNSA due to their specific additional support needs.

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 in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form.

During Broad General Education, teachers update Tracking and Monitoring reports monthly for all pupils in S1-S3. These are sent home to parent every second month. There is also a full report to parents/carers on each pupil.

During Senior Phase, teachers complete an interim report/s on each pupil for parents/carers and one full report.

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

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.

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.

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

Secondary: Our school maintains close links with local primary schools. 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 Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a 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 recorded on the Well Being App within SEEMIS. 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 (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) 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 Child's Plan may 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. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

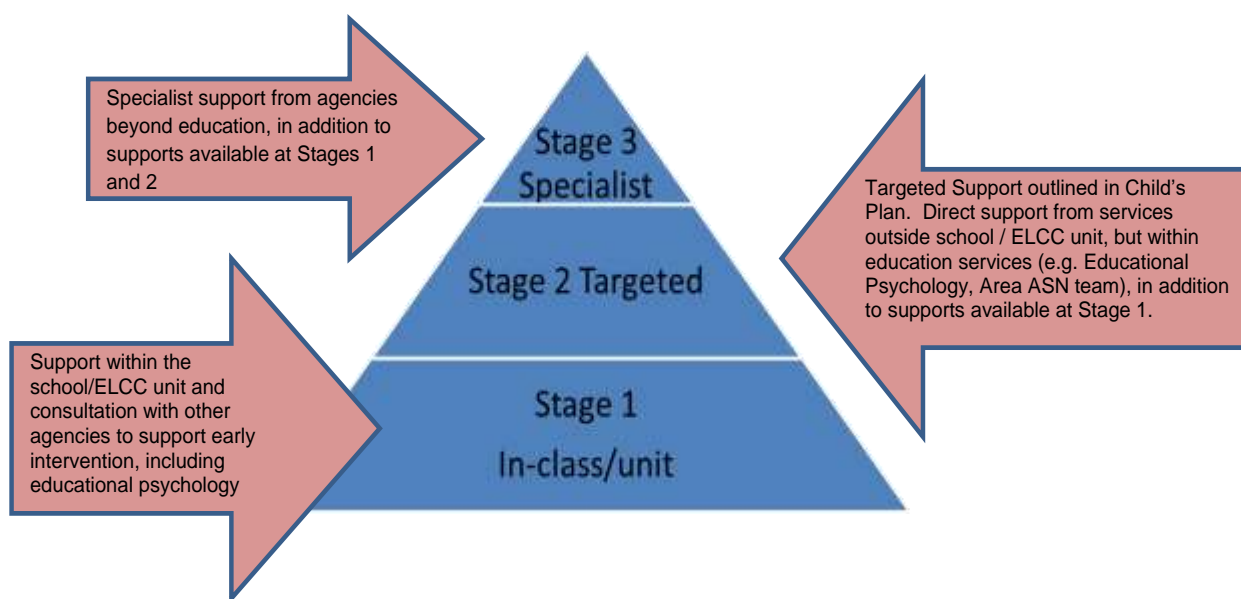
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

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.



Whole school support needs spreadsheet: colour coding

No stage (0) = Universal = White

The entitlement which all learners have to receive appropriate support for their learning.

'Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide' BTC3

'Children and young people are entitled to personal support to enable them to:

- *review their learning and plan for next steps;*
- *gain access to learning activities which will meet their needs;*
- *plan for opportunities for personal achievement; and*
- *prepare for changes and choices and be supported through changes and choices.'* LTS: Learner Entitlement.

In class this means that pupils need support to:

- *review their learning and plan for next steps;*
- *gain access to learning activities which will meet their needs;*
- *plan for opportunities for personal achievement; and*
- *prepare for changes and choices and be supported through changes and choices.*

(See LTS, Learner Entitlement.)

All pupils receive regular tracking and monitoring and/or Full Reports and there is one formal Parental Consultation session each year although parents are encouraged to communicate with Pupil Support staff and Senior Staff as often as possible. CGS is also looking at a Profiling system to consolidate pupil-teacher communication about learning.

Moving beyond the stage 0/white stage

When concerns arise these can be addressed through departmental referrals, referrals to Pupil Support staff and House Heads and consultation with parents. Referrals may also be made to Support for Learning for screening and assessment, to the Educational Psychologist, School Nurse, Mental Health Nurse, Speech and Language Therapist and Occupational Therapist.

It is very important to note the view of the Child/Young person at all stages of assessment. To harvest these views, systems such as Viewpoint', 'My World Triangle' and Lanarkshire Council's 'What I think'.

Stage 1 = Profile = Green

Needs can be addressed just within the classroom. There is no significant input from another agency. There no timetable modification.

A profile with strategies for teachers is required. Named Person/Key worker manage planning.

Stage 2 Universal Child's Plan with no on-going input from another statutory agency = Amber

There might be a limited modification of the pupil's curriculum.

Third Sector agencies may be involved or other agencies (such as Speech and Language or OT) might be involved in assessment.

Involves mostly school-based planning and review. Planning is managed by Named Person (usually Guidance Teacher) or in more complex cases by House Head.

A Universal Plan is required.

Stage 3 = Universal Child's Plan with on-going input in any outcome from at least one other statutory agency = Red.

Involves both school- based and multi-agency assessment.

Could relate to Co-ordinated Support Plan or a Child who has been assessed disabled (i.e. comes under 'Children with Disabilities') or pupil with an alternative curricular structure.

Led by Lead Professional who is usually the Depute Pupil Support in the School.

A Universal Plan is required.

Stage 4 = Looked after Children or children and young people whose needs are in danger of not being met =Purple

For LAC pupils the lead is always Social Work. For other pupils the lead will be agreed according to the agency which has greatest input – could be Social Work, NHS, Education or Police.

Transitions post 16 (see 'A&B's 'Getting it Right for every child at post-school transition)

All Pupils in the Red and Purple categories must be referred to SDS (Careers) and other relevant agencies for support to achieve participation in transition from school to work or training. A referral should be made to the Local Opportunities for All Forum. Those in the white, green and amber categories may also be referred when it is considered necessary that additional support for transition is required.

Depending on their level of need, Young Carers could fall into the Amber, Red or Purple Categories.

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 their child's Pupil Support Teacher. Please contact the school office to arrange an appointment.

We believe that all members of school staff have a responsibility to contribute to a caring school community and to identify and respond to the educational and welfare requirements of our pupils.

We also recognise that **all** teachers have responsibility for helping pupils to overcome barriers to their learning and that all teachers will therefore have a role in the provision and evaluation of support for learning.

In carrying out this responsibility they should receive appropriate support and advice from specialist support staff who are part of the wider integrated Pupil Support Team.

Within the team, the aims of **Personal Support (Guidance Teachers)** are:

- To ensure that each pupil is known and valued as a person in their own right (All stages white to purple);
- To be the 'Named Person' who has the responsibility of 'making sure that the child has the right help in place to support his or her development and well-being' (Argyll and Bute's Children: GIRFEC Joint Assessment and Planning Guidance (2010), p4) (all stages white to purple);
- Chair Child's Plans at stage green (1) and amber (2);
- To assist the Lead Professional for multi-agency Child's Plans (Red (3) and purple (4)).
- To identify and respond appropriately to the specific needs of the individual; (all stages white to purple);

- To develop the full potential of every pupil by helping them to achieve the highest possible standards in class work and all other school-related activities (all stages white to purple)
- To help pupils develop personally and socially through the acquisition of self-discipline, positive attitudes, and citizenship (all stages white to purple);
- To provide advice on appropriate choice of subjects, courses of study and career routes (all stages white to purple).
- To liaise effectively with other agencies in accordance with Argyll and Bute GIRFEC procedures(all stages white to purple); and
- To promote good relationships within the School, Home and wider Community (all stages white to purple);

In order to meet these objectives, responsibility has been given to Personal Support teachers to provide support and advice in the areas of Personal Guidance and Pastoral Care, Curriculum and Careers Guidance. This role is established through regular and meaningful contact with pupils and through the development and delivery of PSHE programmes.

The aims of **Support for learning** specialist staff are to:

- Monitor the learning progress of all pupils through the use of assessment resources such as the Suffolk Reading Test and spelling test (all stages white to purple);
- Identify, assess and monitor needs using in-school resources or by referring to partner agencies such as the Educational Psychological Services, CAMHS (Child and Adolescent Mental Health), Occupational Therapy, Physiotherapy and Speech and Language (green (2), amber (3), red (4) and purple (5)
- Devise, implement and review the long- and short-term outcomes of Child's Plans where those outcomes relate primarily to learning needs in consultation with pupils, parents, teachers and other relevant agencies and contribute to the maintenance and review of Co-ordinated Support Plans (Red (3));
- Consult and advise by helping colleagues to devise alternative strategies, providing information on individual pupils, recommending appropriate materials, identifying areas of development within course materials (green (2), amber (3), red (4) and purple (5));
- Work closely with other members of the Pupil Support Team to implement and review strategies for supporting pupils who have needs arising from their learning environment, family circumstances, health (including disability), social and emotional well-being (green (2), amber (3), red (4) and purple (5));
- Provide in-class support for pupils by working in close partnership with subject teachers(green (2), amber (3), red (4) and purple (5)) ; and
- Provide direct tuition individually or through small group contact (green (2), amber (3), red (4) and purple (5)).

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 Louise Connor, Head of Learning and Teaching/Chief Education Officer, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Louise.Connor@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 <https://govanlawcentre.org/education-law-unit/>

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 main achievements of the school over the last 12 months can be obtained in our Standards and Quality Report on request from the school or on the school website.

Improving Standards

Information regarding how the school has improved standards for pupils in relation to literacy, numeracy and health and well-being is available in school Standards and Quality Report.

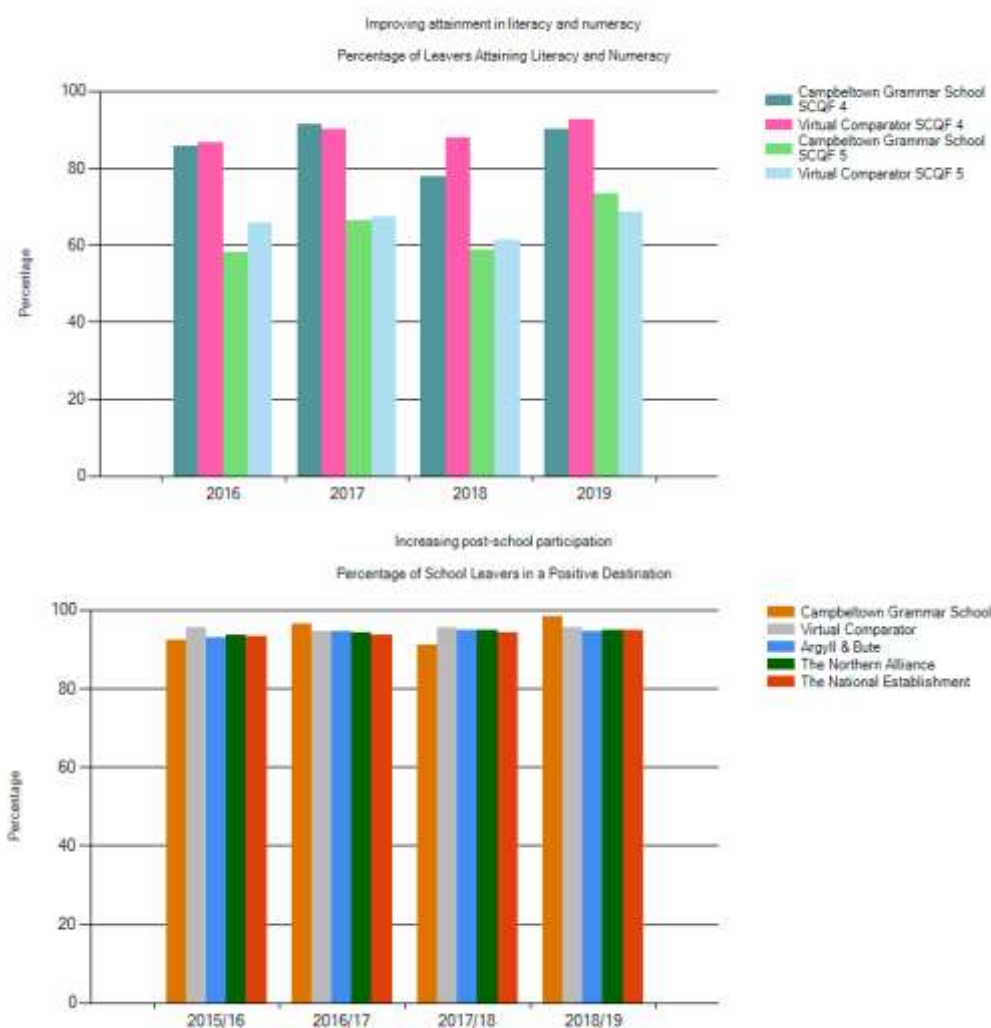
School Improvement Plan

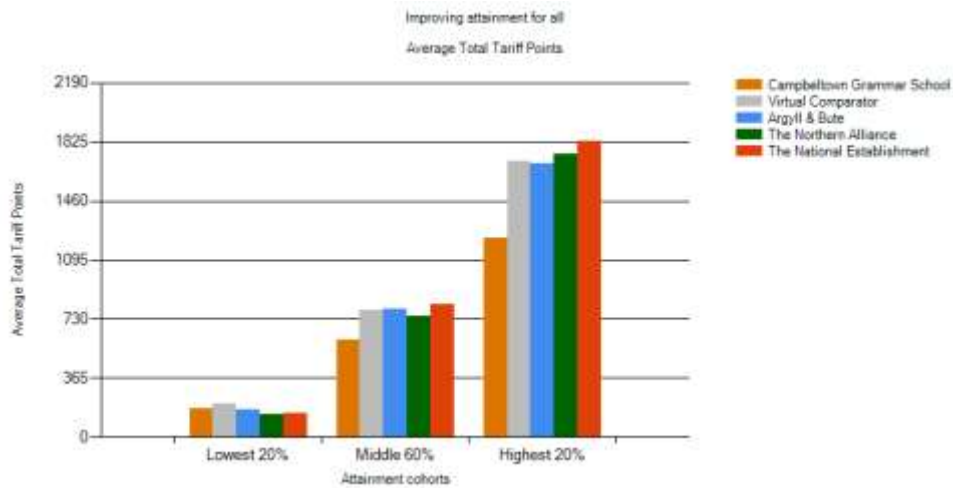
The school improvement plan is part of the Standards and Quality report available on request.

School Performance

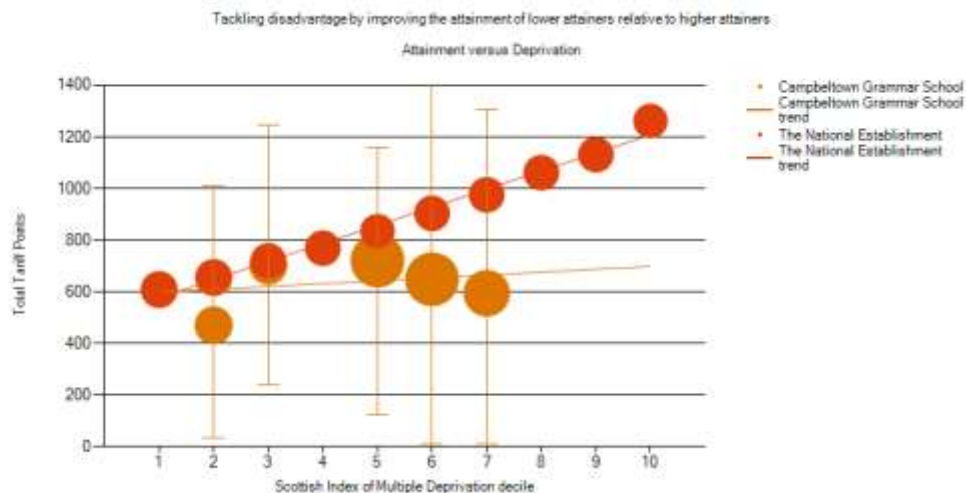
Further information on school performance is available at

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Secondary/Introduction>





The selected year is 2018/19



Attendance and Exclusion



Our exclusion rates last session were 0.05%. We follow a code of conduct that expects everyone to be Ready to Learn, Respectful of All and Safe in all we do. We use all the resources available to us to avoid the ultimate sanction of exclusion.

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and 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. All of our menus comply with the Scottish Government's [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and with [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#).

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 the section on free school meals for information for pupils from P4 and beyond.

Allergy information for our school menus is available online and in each school kitchen. You can find out the allergens contained in every dish, and by clicking on the links for each meal you can also find out the recipe used, full ingredients and nutritional information. These are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

A vegetarian meal option is available every day, and many dishes can be altered to accommodate other special diets where this is required. Where possible, other non-medical special diets may be accommodated; please contact the Food and Nutrition Officer for more information.

Across our secondary schools, pupils can opt for a two course set meal, which costs £2.40. In addition, secondary schools offer a range of hot and cold snacks and meal deals at lunch time. A selection of hot and cold items are also available at mid-morning interval. Secondary meals can be pre-ordered, to minimise queuing at lunchtime.

Menus are designed specifically for each individual secondary school. A copy of the menu can be obtained from the school and may also be available on the school's website.

Packed Lunches

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required. 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 also available, via an application process, to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related element of employment and Support allowance
- 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 £7,330)
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay for period must be under £610)

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

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Our cashless catering system means that pupils entitled to free school meals pay for their meals in exactly the same way as all other pupils.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Special Dietary Requirements

If a pupil requires a special diet for medical or other reasons, parents should request the Special Diet form from the school office. This form is issued along with the data check each year.

Pupils must not bring any items containing peanuts or nut extracts in packed lunches as some pupils may suffer a severe allergic reaction to these. Only water may be brought to school to

drink. Fizzy, coloured drinks such as colas, Irn Bru, etc., or high energy drinks containing caffeine, must not be brought to school under any circumstances.

Health Care

You can contact your school health staff at: -

The school nurse, Mrs C MacTaggart, can be contacted at the following telephone number – 01586 555830

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.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

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 or telephoning 01369 708548.

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

The Grammar School offers tuition in brass and woodwind instruments, drumming/percussion and the Scottish bagpipes, with pupils being extracted from classes on a carefully arranged timetable which avoids excessive loss of time in any one subject. The Wind Bands and Pipe Band are important features of the School's extra-curricular activities. Pupils also have the opportunity to take part in the Argyll and Bute Schools Concert Band.

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. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

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/abcp 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 / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;

- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school’s name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don’t know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland’s nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

If you have any concerns regarding any of the above you should contact your school directly to discuss individual circumstances.

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 YEAR 2021/2022

School holidays for all areas of Argyll and Bute – August 2021 to July 2022:

Holiday dates for subsequent years, where already set, may be found via <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

SCHOOL HOLIDAYS – 2021/22		
BREAK	DATES OF ATTENDANCE	
Start of term	Open	Thursday 12 August and Friday 13 th August 2021 Teacher In-service Days
	Open	Monday 16 th August 2021 Pupils Return
October	Close	Friday 8 th October 2021
	Open	Monday 25 th October 2021
November	Close	Friday 26 th November 2021 Monday 29th November 2021 - Teacher In-service Day
	Open	Tuesday 30 th November 2021
Christmas	Close	Wednesday 22 nd December 2021
	Open	Thursday 6 th January 2022
February Week	Close	Friday 4 th February 2022
	Open	Monday 14th February 2022 – Teacher In-service Day Tuesday 15 th February 2022 – Pupils Return
April	Close	Friday 1 st April 2022
	Open	Tuesday 19 th April 2022
May	Close	Thursday 26 th May 2022 Friday 27th May 2022 – Teacher In-service Day
	Open	Tuesday 31 st May 2022
	Close	Friday 1 st July 2022

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at October 2020:

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 toolkit for parental engagement and family learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

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

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

Developing a positive whole school ethos and culture–

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

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/CfEbrieftingforparents.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 –

<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opportunities%20for%20All%20by%20phoning%200800%20917%208000.>

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 – <https://www.education.gov.scot/Documents/btc5-framework.pdf>

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 - <https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#:~:text=Equalities%20legislation%20has%20been%20put%20in%20place%20relating,or%20young%20person%20needs%20support%20for%20whatever%20reason>.

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>