



COMHAIRLE NAN EILEAN SIAR



# SGOIL LOCH NAM MADADH

Lochmaddy

North Uist

HS6 5AA

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## SCHOOL HANDBOOK DECEMBER 2013

A' Coileanadh Sàr - Mhaitheas Còmhla-  
Achieving Excellence Together

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## Welcome from the Head Teacher

*This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.*

*If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.*

*To make our handbook easy to use, we have divided the information up into five different sections.*



## **Section One – Practical Information about the School**

This section provides you with some background information on our school. It deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- the school day and school year
- how to contact the school if your child is ill
- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunch time
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something
- an overview of school policies.

## **Section Two – Parental Involvement in the School**

This section contains information about how parents can be involved in supporting learning at home as part of a home - school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

## **Section Three – School Curriculum**

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subjects your child will be learning. It also includes information on how pupils develop skills for learning, life and work including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious education and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

## **Section Four – Support for Pupils**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the secondary high school to which our pupils normally transfer. There are also details about making a placing request to another school.

## **Section Five – School Improvement**

This section gives you an overview of the main achievements of the school within the last twelve months and performance information relating to literacy, numeracy and health and wellbeing.

While Comhairle nan Eilean Siar is happy to provide this information, we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

We hope you find all of the information helpful and self explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact the school.

Rachel Macdonald  
Acting Head Teacher  
Lochmaddy School

Please note that the information in this school handbook is considered to be correct at the time of publication (December 2013), however, it is possible that there may be some inaccuracy by the start of the school term in August 2014.

## SECTION ONE – PRACTICAL INFORMATION ABOUT THE SCHOOL

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### Contact Details

Name of Acting Head Teacher: Rachel Macdonald

Name of School: Lochmaddy School

Address: Lochmaddy Isle of North Uist

Telephone Number: 01870604892

Email Address: lochmaddyschool@gnes.net

Parent Council Email Address: info@lochmaddyhotel.co.uk

### About the School

Stages of Education provided for: Primary 1 to 7

Present Roll: 23

At present there is no Gaelic Medium provision.

### Organisation of the School Day

Start Time: 0900

Morning Break: 1030 – 1045

Lunch Time: 1215 - 1300

Finish Time: 1500

PE Days for Pupils are: THURSDAY and FRIDAY for the whole school

- ✚ Parents are asked not to send their children to school before **8.45am** when the School Assistant arrives to open the school and provide supervision for pupils.

## Agreed Term Dates for Session 2014-15

### SPRING 2014

Open	Teachers/[Pupils	Tuesday 07 January 2014
Closed	Teachers/Pupils	Friday 14 February 2014
Closed	Teachers/Pupils	Monday 17 February 2014
Close	Teachers/Pupils	Thursday 28 March 2014

### SUMMER 2014

Open	Teachers/Pupils	Monday 14 April 2014
Closed	Teachers/Pupils	Friday 18 April 2014
Closed	Teachers/pupils	Monday 21 April 2014
Closed	Teachers/Pupils	Monday 05 May 2014
Close	Teachers/Pupils	Friday 27 June 2014

### AUTUMN 2014

Open	Teachers Pupils	Monday 11 August 2014 Thursday 14 August 2014
Close	Teachers/Pupils	Wednesday 8 October 2014

### WINTER 2014

Open	Teachers	Tuesday 21 October 2014
Open	Pupils	Thursday 23 October 2014
Closed	Teachers/Pupils	Friday 28 November 2014
		Monday 1 December 2014
Close	Teachers/Pupils	Friday 19 December 2014

### SPRING 2015

Open	Teachers/Pupils	Tuesday 6 January 2015
Closed	Teachers/Pupils	Thursday 19 February 2015
		Friday 20 February 2015
Closed	Teachers/Pupils	Monday 23 February 2015
Close	Teachers/Pupils	Friday 27 March 2015

### SUMMER 2015

Open	Teachers/Pupils	Monday 13 April 2015
Closed	Teachers/Pupils	Friday 1 May 2015
Close	Teachers/Pupils	Friday 26 June 2015

### Local Holidays

09 October 2014      10 October 2014  
28 November 2014   01 December 2014  
19, 20 & 23 February 2015  
04 May 2015

## Attendance and Absence

The Education Act 1980 states that parents have a duty to ensure their child attends school regularly.

A pupil register is taken every morning and it is the responsibility of the school to make sure that any absences are authorised by letter.

Parents are requested to telephone the school before **9.15 a.m.** on the morning the child is absent from school and each morning until their return. Should there be no contact from parents by 9.15 a.m. the school assistant will phone the parents.

Parents have been issued with proformas for requesting planned absence. Further copies are available from the school office.

Sickness/Absence forms have also been issued which a pupil should bring with them on their first day back at school after absence.

Family holidays taken outwith normal school holidays, unless accompanied by an employer's note, will be designated an unauthorised absence. See Appendix 1 & 2

Parents will be informed when a pupil's attendance falls below **90%** even when the reason for absence is known, a report will be sent to the Inclusion Team.

## School Uniform

We encourage the wearing of school uniform and pupils are requested to follow the School Dress Code at all times. The wearing of school uniform we believe helps pupils to feel a sense of pride in their school and also fosters a feeling of "belonging". This goes a long way to maintaining school standards and general morale.

Our uniform consists of:-

For formal occasions e.g. Assemblies, Open Sessions etc

- white shirt/blouse
- dark trousers/skirt
- school tie
- school sweatshirt or cardigan

For everyday wear and less formal occasions:-

- school sweatshirt or cardigan
- dark trousers/skirt
- school polo shirt or T-shirt with school logo

For PE:-

- school T-shirt with logo
- sports shorts
- ankle socks
- trainers



There are forms of dress which are unsuitable in school, such as items of clothing which:-

- could cause offence
  - carry advertising e.g. sports logos
  - could cause health and safety difficulties e.g. rings, neck chains, dangling earrings etc
  - potentially encourage faction e.g. football strips
- 
- It is important that clothing is clearly labelled to avoid items getting mixed up or lost.

### **Footwear and Clothing Grants**

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants are available from the Department of Education and Children's Services, Sandwick Road, Stornoway, Tel 01851 703773.

### **School Meals**

Primary and Secondary School Menus offer healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches. Children of parents in receipt of Income Support are entitled to free meals.

School meals are served daily in the school canteen. Children with packed lunches use the canteen and provision is made for this. Parents should let the school know in advance if their child has any special dietary requirements. School meals cost £1.90 per day and children are asked to pay on **Monday** of each week. Menu choices are given to children each week to allow them, in consultation with parents, to choose a meal for each day. Parents are reminded that menus must be handed in by **Friday**. We try to ensure that healthy eating is actively promoted in the school. Free fruit is provided at playtime at least twice a week and pupils are encouraged to have a bottle of water on their desk. Parents are asked to ensure that pupils do not take sweets, biscuits or drinks to school as water and milk are provided. Toast and fruit is available at morning break. A copy of the menu is distributed to parents on a regular basis.

Children of parents in receipt of Income Support are entitled to a free midday meal. Further information and application forms can be obtained from the School, or from:

Department of Education and Children's Services Department, Sandwick Road,  
Stornoway, HS1 2BW Tel : 01851 709546

## **Travel to and from School**

Primary School Children living two miles or more from school in their catchment area and Secondary School Children living three miles or more from school are entitled to free transport. Children who are not eligible for free transport will have to pay a contribution towards the cost of transport if they make use of it. It will be possible for parents to:

- buy weekly books of tickets or
- purchase a termly pass or
- purchase a session pass.

Payment for the above can be made by direct debit if parents wish. The overall price is the same regardless of which method parents choose – in other words, there is no cost penalty for choosing to pay weekly or monthly.

There is also a system of stepped discounts for families with more than one child travelling to school.

It is the parent's responsibility to make sure their child arrives at the pick up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

## **Communication with Home**

As per School Policy

e.g. From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for the communications. We also encourage communication by telephone, e-mail or homework diaries.

## **Unexpected Closures**

It may be necessary, occasionally, to close the school at short notice and send the pupils home, for example, in exceptionally bad weather or if the electricity or heating faults. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school will ask each parent at the point of enrolment to provide the address and/or telephone number of a person who can be contacted in these circumstances. Please ensure this information is kept updated and notify the school of any changes.

Parents should also feel free to contact the school if they are concerned about the safety of the children because of severe weather conditions and are free to call for them at any time.

Mobile Phones – The policy on the use of mobile phones in school is attached in Appendix 3

## **Complaints, Comments and Suggestions Procedure**

We are keen that you should be completely satisfied about your child's education and we encourage feedback from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right. There are some things which you should take note of in relation to making a complaint:

- please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- if you are unhappy with the service or with our response then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to: Director of Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW.
- if you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.

## **Medical & Health Information**

Parents should inform the school without fail of any relevant medical history e.g. asthma, epilepsy, allergies, diabetes etc. of which teachers should be aware.

Any pupil who feels unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. In some cases it may be necessary to send your child home but this will only be done after contact has been made with the parent/guardian/emergency contact to make arrangements, including suitable transport. **Staff are not permitted to administer medication to children. Where a child has been prescribed medication by the GP parents must inform the school in writing and fill in a form detailing prescription of medicine. A form is available from the school office.** Parents are advised to ask the GP when given prescribed medication, such as anti-biotics, to ask for medicines which need only be prescribed at six hourly intervals. Children's eyes and ears are tested periodically.

## **WITH THE CONSENT OF THEIR PARENTS CHILDREN CAN BE IMMUNISED AGAINST CERTAIN DISEASES**

## **Other School Policies**

Parents are issued with Homework Policy and Care and Welfare Guidelines. Should parents wish for a full copy of any policy please ask at the School Office

## **SECTION TWO – PARENTAL INVOLVEMENT IN THE SCHOOL**

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### **Parents Welcome**

Our school welcomes parental involvement as research has shown that when parents are involved children do better in school.

We endeavour to pursue an open door policy where our communication with parents is involved. Parents are welcome to visit the school or phone if they wish to discuss any issues with us. Should we not be able to deal with the issues immediately we hope to respond within twenty four hours of an issue being raised. During the school day if parents contact the school they are asked to leave a message with the school assistant and we will respond before the end of the school day.

Our parental involvement activities can include two parents evenings a year, and termly school assemblies. We also, communicate with parents via letters, e-mails, phone calls, newsletters and radio.

Through the use of homework diaries we can continue to maintain daily dialogue with parents regarding their child's/children's learning and school activities.

### **Parental Involvement**

The school values parental partnership, co-operation and support for their child's educational, moral, social and emotional development. We also value active parental support for promotion of healthy lifestyles in and out of school.

We welcome contact with parents of current or prospective pupils. In addition to parents evenings on pupil progress, letters, newsletters and homework diaries are all used as a means of involving and informing parents of their child's learning activities and progress.

Through questionnaires and evaluation response sheets we gather parent's opinion and their views on the service we provide.

The role of the Parent Council is to:

- Support the school in its work with parents
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre school groups and the wider community
- Report back to the Parent Forum (all parents are members of the Parent Forum).

Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council. The Parent Council meets 4 times per school year. All meetings are open and parents are welcome to attend.

Chairperson: Lorna Docherty – Email address: [info@lochmaddyhotel.co.uk](mailto:info@lochmaddyhotel.co.uk)  
Secretary: Elaine D MacKenzie – Email address: [ding\\_mactdh@yahoo.co.uk](mailto:ding_mactdh@yahoo.co.uk)

## **Pupil Council**

The Pupil Council meets once a term to discuss issues which affect pupils' lives in the school. Pupil Council members consult with pupils on ideas\suggestions to be discussed at the meetings. They also take forward activities which include parents e.g. baking competition and a photograph competition.

## **School Ethos**

We maintain a caring, inclusive ethos by getting it right for every child, promoting and developing best quality relationships with parents, all others in the school and in the wider community, setting high standards of care and welfare. High standards of behaviour and personal achievement are encouraged in order to prepare pupils for their lives now and in the future so that they maintain healthy lifestyles, learn to achieve, care for the global environment, succeed and excel. We acknowledge positive things that have happened both academically, socially and in any extra-curricular activities through a photographic display in our school foyer.

We make every effort to use the community as a resource and to encourage members of the community to contribute to the life of the school e.g. School Chaplain, Police, Health Nurse, Active School and Sustainable Uist. We also visit establishments and businesses in our community which develop and strengthen our community links.

Spiritual, Moral, Social and Cultural Values permeate and enrich the life and work of the school. The diversity of belief and tradition provides an ideal context in which pupils can learn what is important in the lives of others.

## **Pupil Conduct**

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and other property.

## **GOLDEN RULES**

We respect our school by:

1. Being Polite
2. Being Tidy
3. Working Hard
4. Being Thoughtful and Kind
5. Being Responsible



### **Reward**

- |                           |                      |
|---------------------------|----------------------|
| 1. Positive reinforcement | 4. Pupil of the Week |
| 2. Reward Stickers        | 5. Star Pupil        |
| 3. Certificates           | 6. Choosing Time     |

## **Bullying**

Parents should inform the School immediately if they become aware of any incidents of bullying. The child should be encouraged to discuss any worries or problems of this nature with the class teacher as soon as possible. A Suggestions Box is also available for pupil comments.

Parents/Staff should keep a written record of any incidents including the date, the child(ren) involved, and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school.

A copy of the school bullying policy is available on request from the school office.

## **SCHOOL RULES AND DISCIPLINE**

Our aim is to promote positive behaviour so that children can feel good about themselves and their school.

The whole ethos of the school is based on the assumption that all who work in the school, whether children or adults, are human beings, endowed with both rights and responsibilities. All are entitled to courtesy and to appropriate recognition of their dignity.

## SECTION THREE – THE SCHOOL CURRICULUM

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Curriculum for Excellence guidelines set out what children should learn in Primary School.

The 3-18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

- **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

- **Interdisciplinary learning**

How the curriculum should include space for learning beyond subject boundaries.

- **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

- **Opportunities for personal achievement**

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all of their experiences - in the family and community, mother and toddler, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

It is the responsibility of schools and their partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.

Curriculum for Excellence is based on 7 principles: Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance. There are also 6 learner entitlements: a broad general education, a coherent curriculum, support, positive and sustained destinations, a senior phase, skills for learning, life and work. There are 8 curricular areas:

The main areas of the curriculum are:-

**Languages** – English concentrating on Reading, Writing, Talking and Listening. Gaelic with main emphasis on Talking and Listening. French concentrating on Talking and Listening with Reading and Writing being introduced gradually.

**Mathematics** – focusing on Number, Money and Measure, Shape, Position and Movement, Information Handling and Problem Solving and Enquiry.

**Religious and Moral Education** – main focus on Christianity. Some Other World Religion will be studied.

**Sciences** – focusing on five organisers:- Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

**Social Studies** – there are three main organisers: People, past events and societies, People, place and environment, People in society, economy and business.

**Expressive Arts** – concentrating on Art and Design, Dance, Drama and Music

**Health and Wellbeing** – focusing on the following organisers: Mental, emotional, social and physical wellbeing, Planning for choices and changes, Physical Educational, physical activity and sport, Food and health, Substance misuse and relationships, Sexual health and parenthood.

**Technologies** – there are six organisers, namely: Technological developments in society,

ICT to enhance learning, Business, Computing Science, Food and Textiles, and Craft, design, engineering and graphics.

All Staff have a responsibility for the following curricular areas:  
Health and Wellbeing across Learning  
Literacy across Learning  
Numeracy across Learning.

In addition to the entitlements of CfE our education provision will reflect local needs and circumstances. Therefore, at different stages of their education pupils will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Develop collaborative, social and leadership skill
- Access learning experiences designed or delivered by relevant partners
- Reflect upon and be pro-active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture

Teachers and practitioners will share information to plan a pupil's "learning journey" helping their transition from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure pupils continue to work at a pace they can cope with and with challenge they can thrive on.

CfE brings real life into the classroom, making learning relevant and helping pupils apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable pupils to think for themselves, make sound judgements, challenge, enquire and find solutions.

To ensure that our curriculum 'works' there has to be a focus on:

- high quality planning
- high quality interaction between staff and children
- allowing children to be fully involved in their learning

From P1 to P7 children will progress through each curriculum level of experiences and outcomes from Early to Second and possibly beyond, appropriate to their stage of development

## **ACTIVE LEARNING**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years pupils will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges pupil's thinking using real life and imaginary situations. As pupils progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning. Active literacy plays a major role in developing pupils' communication skills.

Further information about CfE can be found on the Education Scotland Web Site:  
<http://www.educationscotland.gov.uk/>  
<http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/>

## Homework

The purpose of homework is to allow children to become independent learners. Homework typically reinforces skills previously taught and may also include research using reference books, internet etc. Pupils are encouraged to read for enjoyment daily. Parents are encouraged to be actively involved in developing their children's reading skills. Homework tasks can include a combination of both formal and informal activities taken from the eight curricular areas and in a format appropriate to the task.

## Learning at Home

Learning doesn't always take place in the classroom. Much of children's learning takes place at home, through interacting with family, friends and the wider community.

### What can I do as a parent?

Parents, cares and families can make a positive difference to a child's learning. Your support can play a vital role at all stages of your child's education.

**Listen, talk, and encourage** – this can have a big influence on children's learning

**Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that

**Talk** to your child about their strengths and interests and how they are progressing

**Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this

**Ask for help** if you think your child needs it for any reason.

**Praise** your child if he/she is working hard at something or has achieved something within or out of school

### **Encourage any reading**

**Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information

**Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills

**Help them work on tasks on their own** and then talk about it with you afterwards

**Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.

**Help prepare for change** particularly at [key transitions](#) – talk about the change together.

**Talk** to them about how they are feeling

**Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

## **Sensitive Aspects of Learning**

The School Health Nurse delivers lessons to pupils on P6 and P7 on sensitive aspects of learning such as drug awareness and puberty. Parents will be informed as to when this will take place and will be given information to the lesson content. They will also have an opportunity to view material and discuss them with the Health Nurse at a Parents' Evening.

## **Religious & Moral Education & Religious Observance**

Parents who wish to execute their right to withdraw their child from RME or Religious Observance should put their request in writing to the Head Teacher

## **Active Schools**

Active Schools work with schools and communities to help make sure children start active and stay active. The fundamental aim is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. Our Active Schools Co-ordinator is Christine MacQuarrie and she works with the school to develop an action plan of work they can support through the school year. Here are some examples of the activities which took place in the last year:

Athletics    Basketball Coaching    Club Golf    Football    Shinty Festival

## **ASSESSMENT**

**ASSESSMENT IS AN INTEGRAL PART OF LEARNING AND TEACHING. IT HELPS TO PROVIDE A PICTURE OF A PUPIL'S PROGRESS AND ACHIEVEMENTS AND TO IDENTIFY NEXT STEPS IN LEARNING.**

At Lochmaddy School, learners experience a range of approaches to assessment. Assessment by staff, peers and the learners themselves is the main means of assessing each pupil's achievements. Staff use a wide range of approaches to assessment developed through Assessment is for Learning (AifL). Learners at all stages are also involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning/target setting.

At all times, staff endeavour to provide all learners with timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify next steps in learning.

The central purpose of assessment is to support learning and this is best achieved by a combination of formative and summative assessment. This means assessing learning both in an on-going way and by 'stepping back' at regular intervals to take stock of learners' progress and achievements. It is important to recognise and support children and young people's achievements to develop their confidence, motivation and help them reflect on their learning.

## **Reporting to Parents**

Parents will get regular information about their children's strengths, progress and achievements. A written report will be issued once a year. The written report describes progress made in all curricular areas and is distributed prior to the Parents Evening in May. A verbal report is given at a Parents Evening usually in November. Parents are welcome to visit the school at any time to discuss progress or concerns. We would like parents to discuss and comment on their child's learning with us so that we can work in partnership to make sure that each pupil achieves his/her potential.

## SECTION FOUR – SUPPORT FOR PUPILS

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We aim as far as is possible to educate pupils who have additional support needs alongside their peer group. When necessary, extra help is provided. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or class.

The Additional Support Needs of the Children are identified through a process of Staged Assessment and Intervention. The process of Staged Assessment and Intervention provides a structured system for identification, assessment, planning, review and record keeping for individual children who receive additional support of any kind. The Getting it Right Approach for Children and Young People (GIRFEC) in the Western Isles puts in place a network to promote wellbeing so that children and young people get the right help at the right time.

All Looked After Children and Young People are considered to have additional support needs. This is the case unless the school establishes they do not have additional support needs. The Local Authority must consider whether each looked after child requires a Co-ordinated Support Plan (CSP). The CSP is used to ensure a co-ordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the difficulties the Authority will take to support the pupil's needs. An assessment service is also provided by the teacher of children with visual and hearing impairment. The Speech Therapist also visits the schools to help any pupils who require support.

In addition, an Educational Psychologist advises on the varied behavioural and learning difficulties which all pupils can experience. He can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not allowed to discriminate against disabled pupils.

Mediation is provided by Resolve in the Western Isles. It is a non judgemental voluntary process which seems to resolve misunderstandings in the early stages to prevent them escalating. Parents also have the right to have an advocate present at Mediation and this is available through Advocacy Western Isles.

Parents should also be aware of the following organisations which provide advice and further information.

- Children in Scotland: Working for Children and their Families, trading as Enquire – a charitable body registered in Scotland under registration number SC003527.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Further information locally can be obtained from the School or Area Principal Teacher of Learning Support.

## **Transitions**

### **Sgoil Araich/Nursery**

Pre School Education enrolment usually takes place in February on a date notified to parents by local press advertisement. Children aged 2½ can be enrolled at the group if there is sufficient space and that their birthday falls before the 28<sup>th</sup> of February of the current academic year. If demand for places outweighs supply, priority will be given to children eligible for their pre school funded place. Children securing a funded place are entitled to 475 hours over 38 weeks and a maximum of 12½ hours pre school education will be provided in any one week. Children who enrol in the nursery will be invited into the nursery before they begin to experience a little of the nursery atmosphere and to meet the nursery staff.

More information can be obtained from the Nursery Manager Chrissie MacKay at Saoghal Beag or Margaret MacLean at Croileagan Dhunsgealair.

### **Transfer from Nursery to Primary**

Before leaving nursery, a profile and transition record for each child will be prepared by nursery staff to hand over to Primary School staff to ensure a smooth transition and continuity of education for the child transferring to Primary. There will also be a number of visits to the Primary Class in the lead up to the child commencing in P1.

### **Primary School Admissions**

Children who will be four years of age by 28<sup>th</sup> February 2014 are eligible for infant enrolment in August 2014. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

At the time of enrolment, parents should bring their child's Medical Certificate and should inform the school of any medical problems or special needs which their child may have. New entrants are invited into the school in June prior to entry to sample some typical P1 activities.

Other children, whose families have just moved into our catchment area, should be accompanied by a parent or guardian on their first day of reporting to school if they have not already been in contact with the school.

Parents who wish to apply for a place at a school other than the local Primary School for new enrolments should apply in writing to the Head of Education and Resources, Education and Children's Services Department, Sandwick Road, Stornoway, HS1 2BW, indicating the name of the school that they wish their child to attend

## Primary to Secondary Transfer

When pupils complete Primary 7 they will transfer to Sgoil Lionacleit (Liniclate School), Benbecula, (Head Teacher: Mr Miller Mac Donald: (01870) 603690) All progress reports, etc are transferred by the end of the summer term, prior to admission to Lionacleit. We also have meetings with Sgoil Lionacleit staff prior to transfer. During Primary 7, pupils spend several days throughout the year in Sgoil Lionacleit sampling learning in the Secondary School and taking part in some planned transitional projects.

As a parent, you have the right to make a Placing Request to be educated in a school other than the local school. Every effort will be made to try to meet parental wishes but you should note that it is not always possible to grant every Placing Request to a particular school.

If you wish to make a Placing Request, you should complete the appropriate form (available from school) and return it to Louise Smith, Principal Officer, Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway HS1 2BW. If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



## SECTION FIVE – SCHOOL IMPROVEMENT

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### Standards & Quality Report

Each year the school publishes a Standards and Quality Report. This report is part of the commitment of Lochmaddy School to provide a quality service which will ensure continuous improvement. Through a culture of self evaluation staff are encouraged to be reflective and to regularly review and discuss the effectiveness of different aspects of learning and teaching. We continue to aim for excellence in our practice, maintaining a strong focus on learning and teaching.

We have improved standards in relation to literacy, numeracy and health and wellbeing through the following initiatives:

- Target setting with pupils and parents
- Pupils folios where pupils assess their own work and insert the best piece into their folios
- Health week each year which includes a range of activities and information sessions about healthy living. A range of partners visit the school from a variety of sectors to help us do this.

Other notable achievements in the year 2012-2013:

- ❖ Three girls attended basketball coaching at Lionacleit
- ❖ Two of the girls attended national basketball coaching events on the mainland
- ❖ P5&6 girls attended North of Scotland Cross Country Championships
- ❖ Some pupils attended Feis Tir an Eorna or Feis OG
- ❖ Some pupils attend Highland Dancing Classes
- ❖ Most pupils attend Athletics Club
- ❖ Two pupils take piano lessons
- ❖ All pupils took part in and donated towards UNICEF Day for Change
- ❖ All Pupils took part in the Enterprise Ceilidh arranged by the Pupil Council to raise funds for Sense Scotland
- ❖ Pupils took part in the Ben Lee Hill Race, Berneray Week activities and the Highland Games
- ❖ All pupils took part in our Assemblies/ School Nativity
- ❖ Some pupils attend swimming lessons
- ❖ A few pupil attended Story Lab activities

A full copy of our Standards & Quality report is available to parents and other interested parties on request.

## **SCHOOL IMPROVEMENT PLAN**

The Scottish Executive Education Department requires all schools to produce an Improvement Plan each year setting out targets for the improvement of the educational services offered. The process of formulating our improvement plan involved the following procedures:

- An audit of the Key Areas of the school's working using HMI Quality Indicators to identify our strengths and weaknesses and how well the school is performing in relation to our aims.
- A review of national and local authority development initiatives included the Scottish Executive Department's five national priorities for education and Curriculum for Excellence guidelines.
- Consultation with staff, pupils, Parent Council and parents to ascertain their views on what our priorities should be in the forthcoming school year

The outcome of this process is that we were able to identify targets which we intend to achieve by the end of the session 2013 – 14. We believe this will improve educational provision in the school and provide long-term benefits for all our pupils.

A full copy of our improvement plan is available to parents and other interested parties on request.

## **Transferring Education Facts about Pupils**

### ***Data Protection Act 1998***

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact school.

### ***Freedom of Information (Scotland) Act 2002***

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including Scottish Government and its agencies, Scottish Parliament, Local Authorities, NHS Scotland, Universities and further education colleges and the Police.

Public authorities have to allow access to the following information:

- the provision, cost and standard of service
- factual information or decision-making
- the reasons for decisions made for it

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

**December 10<sup>th</sup> 2013**

**INTENTION TO WITHDRAW CHILD/REN FROM SCHOOL**

I wish to withdraw my child/ren (pupil/s name/s) .....

.....

Class/es .....from school on (dates) from ..... to .....

For the following reason: .....

.....

.....

Signed (Parent): ..... Date: .....

**For School use only:**

- a) This absence will be recorded in Phoenix as **\*Authorised / \*Not Authorised** <sup>1</sup>
- b) Work **\*will / \*will not** be provided for the duration of the pupil's withdrawal.

*(\*Delete as appropriate)*

Signed (Headteacher): ..... Date: .....

✂.....

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*To be returned to Parent:*

**ACKNOWLEDGEMENT OF INTENTION TO  
WITHDRAW YOUR CHILD/ REN FROM SCHOOL**

I acknowledge receipt of your notice to withdraw your child/ren –

Pupil's name/s: .....Class/es:  
.....

On the following dates: (from) .....(to)  
.....

Headteacher's Signature: .....Date: .....

This absence will be categorised as \*authorised/\*unauthorised absence from school.  
Work will/ will not be provided.

### *Notes:*

<sup>1</sup>Headteachers' decisions on authorising pupil withdrawals from school are informed by guidelines from the Scottish Executive Education Department, eg Circular No 5/03, 'Family Holiday During Term Time':

The majority of family holidays taken during term time should be categorised as unauthorised absence.

Exceptions to this include where a family holiday is deemed to be in the best interests of the family, ie after serious trauma or bereavement.

Otherwise, holidays during term-time will not be authorised if the reason is, eg: availability of cheap holidays, availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulties obtaining leave, etc.

All pupil withdrawals from school that have not previously been notified to the Headteacher will be categorised as unauthorised absence.

**INTENTION TO WITHDRAW CHILD/REN FROM SCHOOL FOR A FAMILY HOLIDAY**

I wish to withdraw my child/ren (pupil/s name/s) .....

Class/es .....from school on (dates) from ..... to .....

For the following reason: .....

Signed (Parent): ..... Date: .....

**For School use only:**

c) This absence will be recorded in Phoenix as **\*Authorised / \*Not Authorised** <sup>1</sup>

d) Work **\*will / \*will not** be provided for the duration of the pupil's withdrawal.

*(\*Delete as appropriate)*

Signed (Headteacher): ..... Date: .....

✂.....

*To be returned to Parent:*

**ACKNOWLEDGEMENT OF INTENTION TO  
WITHDRAW YOUR CHILD/ REN FROM SCHOOL FOR A FAMILY HOLIDAY**

I acknowledge receipt of your notice to withdraw your child/ren –

Pupil's name/s: .....Class/es:  
.....

On the following dates: (from) .....(to)  
.....

Headteacher's Signature: .....Date:  
.....

This absence will be categorised as \*authorised/\*unauthorised absence from school.  
Work will/will not be provided.

### *Notes:*

<sup>1</sup>Headteachers' decisions on authorising pupil withdrawals from school are informed by guidelines from the Scottish Executive Education Department, eg Circular No 5/03, 'Family Holiday During Term Time':

The majority of family holidays taken during term time should be categorised as unauthorised absence.

Exceptions to this include where a family holiday is deemed to be in the best interests of the family, ie after serious trauma or bereavement.

Otherwise, holidays during term-time will not be authorised if the reason is, eg: availability of cheap holidays, availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulties obtaining leave, etc.

All pupil withdrawals from school that have not previously been notified to the Headteacher will be categorised as unauthorised absence.

### **POLICY ON THE USE OF MOBILE PHONES BY PUPILS IN LOCHMADDY SCHOOL**

1. Lochmaddy School generally discourages parents and pupils from bringing mobile phones or other valuable items to the school on the grounds that they may get lost or stolen. If a phone or other valuable item is brought to the school, parents are advised that, where possible, the items should be marked in some way to aid future identification if lost and subsequently found.
2. If a pupil does bring a mobile phone to school, the phone must remain off during the school day and may not be used on school premises, grounds or during off-site school curricular activities (such as swimming or other sports activities). The only exceptions to this will be on school trips, where the school will have discretion to allow pupils to carry and use phones express If they wish (eg during planned solo activities), in emergencies or with
3. If a pupil is found by a member of staff to be using a mobile phone for any purpose, without authorisation, the phone will be confiscated from the pupil and will generally only be returned to the pupil's parent. However, the phone may be returned directly to the pupil:
  - a) on a first breach, if it is clear that the pupil did not understand the school's policy on the use of mobile phones; or
  - b) in a situation where there is genuine concern that the pupil requires the phone directly after the school day on security, health and safety or similar grounds; or
  - c) on receipt of a signed authorisation from the parent, where travel or other issues make it difficult for the parent to attend the school to receive the phone.