

Carinish School



Handbook

2013/2014

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Welcome to Carinish School

Dear Parents,

I would like to welcome you and your child to Carinish Primary School.

In Carinish Primary we aim to provide a happy, stimulating and secure learning environment that encourages positive working attitudes in all our pupils.

We believe that, to enable each child to achieve his/her full potential, it is important to develop and maintain a positive partnership between home and school. We strive to keep you fully informed of developments and seek your views whenever possible.

We look forward to having you and your child with us at Carinish Primary and hope this will be the start of a partnership that will continue throughout your child's school career.

The aim of this handbook is to provide you with information that we think will be useful to you and is correct at the time of publication. Please do not hesitate to contact me if you wish to discuss any matters which may be of concern or interest to you.

Yours sincerely

Selina MacKay

Acting Head Teacher

Carinish Primary School

Our handbook is arranged in 5 sections:

| | |
|----------------------|-----------------------------------------------|
| <i>Section One</i> | <i>Practical Information about the school</i> |
| <i>Section Two</i> | <i>Parental Involvement in the School</i> |
| <i>Section Three</i> | <i>School Curriculum</i> |
| <i>Section Four</i> | <i>Support for Pupils</i> |
| <i>Section Five</i> | <i>School Improvement</i> |

Section One

Our Vision, Values and Aims

Our vision is that our pupils will understand their rights and appreciate their responsibilities as Scottish citizens of the world, confident and knowledgeable about:

- *Who they are as safe, happy, responsible individuals achieving their full potential*
- *Their right to be respected and their responsibility to respect others*
- *Their place in the world and the value of their cultural heritage, their faith and beliefs*
- *The wide range of opportunities that are available to them as lifelong learners*
- *What they have to contribute to their local and global communities*

At Carinish School we aim to:

- *Create a stimulating, safe and secure environment where children, parents and staff can work to their full potential, feel valued and respected.*
- *Deliver a broad, balanced curriculum in line with local and national guidelines.*
- *Ensure that children achieve their full potential.*
- *Motivate children to develop lifelong learning skills in an environment which is stimulating and challenging.*
- *Give support to pupils by encompassing education and social needs in a supportive learning environment.*
- *Foster partnership between home and school and to welcome parental involvement.*
- *Make efficient use of resources and accommodation provided.*
- *Encourage all staff to make use of all opportunities for professional and personal development supported by the Head Teacher at all times.*

School Information

School Address: Carinish, North Uist, Outer Hebrides, HS6 5EJ

Telephone: 01876580222 or 01870 604888

e-mail carinishschool@gnes.net

Carinish Primary School is a non-denominational school situated in the village of Carinish in the south of North Uist.

The school serves the villages of Carinish, Clachan, Lochport, Claddach Carinish, Claddach Baleshare and the islands of Baleshare and Grimsay.

The school caters for boys and girls from P.1. to P.7. The school offers a choice between bi-lingual and Gaelic Medium education. In Gaelic Medium education the whole curriculum is delivered through the medium of Gaelic for the first two years with English introduced as a second language in the third year.

School Timetables can be viewed on GLOW and copies can be requested from the school office.

School Hours

Opens - 9.00 am
 Interval - 10.30 am until 10.45 am
 Lunch break - 12.30 pm until 1.15 pm
 Closes - 3.00 pm

School Roll and Staffing**School Roll**

| | | | |
|--------------|-----------|----|---|
| P1 | 0 | P5 | 5 |
| P2 | 2 | P6 | 2 |
| P3 | 3 | P7 | 5 |
| P4 | 0 | | |
| TOTAL | 17 | | |

Class Teachers:

Mrs F Steele/Mrs A Maclean P 6 & 7
 Mrs S MacKay Gaelic Medium P2,3 and 5

Non - Resident Teaching Staff

Mrs S Stewart Covering for HT Admin Day
 Ms M Levack P.E.
 Mr Melnyczuk Art (P4,5,6 & 7)
 Mrs J MacMillan Music
 Mrs C MacLeod Support for Learning Teacher
 Mrs E MacDonald Piping Instructor
 Mrs P Burgess Gaelic Singing
 Suzanne Simpson Fiddle Tutor

Non - Teaching Staff

Mrs D Haxby School Assistant
 Mrs M A MacIsaac School Auxiliary (Monday all day)
 Mrs C MacInnes School Cleaner
 Ms C Major Kitchen Assistant
 Mr A MacAulay School Handyman

SCHOOL HOLIDAY ARRANGEMENTS 2013-2014

| TERMS | | |
|--------------------|---------------------------------------------|----------------------------------------------------------------------------------------|
| SPRING 2013 | 7 January 2013 | School opens (Teachers & Pupils) |
| | 21, 22 & 25 February 2013 | School Closed (Teachers and Pupils) |
| | 28 March 2013 | School Closes (Teachers & Pupils) |
| | | |
| SUMMER 2013 | 15 April 2013 | School Opens (Teachers and Pupils) |
| | 6 May 2013 | School Closed (Teachers and Pupils) |
| | 28 June 2013 | School Closes (Teachers & Pupils) |
| | | |
| AUTUMN 2013 | 12 August 2013 | School Opens (Teachers) |
| | 15 August 2013 | School Opens (Pupils) |
| | 10 October 2013 | School Closes (Teachers & Pupils) |
| | | |
| WINTER 2013 | 22 October 2013 | School Opens (Teachers) |
| | 24 October 2013 | School Opens (Pupils) |
| | 29 November 2013 2 December 2013 | School Closed (Teachers & Pupils) School Closed (Teachers & Pupils) |
| | 20 December 2013 | School Closes (Teachers and Pupils) |
| | | |
| SPRING 2014 | 7 January 2014 | School Opens (Teachers and Pupils) |
| | 14, 15 & 17 February 2014 | School Closed (Teachers & Pupils) |
| | 28 March 2014 | School Closes (Teachers & Pupils) |
| | | |
| SUMMER 2014 | 14 April 2014 | School Opens (Teachers and Pupils) |
| | 18 & 21 April 2014 | School Closed (Teachers & Pupils) |
| | 5 May 2014 | School Closed (Teachers & Pupils) |
| | 27 June 2014 | School Closes (Teachers & Pupils) |

All holiday dates and information is available on the council website. www.cne-siar.gov.uk

Emergency Closure

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 system fails. 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 to provide the address and/or telephone number of a person who can be contacted in these circumstances. Parents should also feel free to contact the school if they are concerned about the safety of their children because of severe weather conditions, and are free to call for them at any time. School closures are usually announced on Radio Nan Gaidheal's morning news programme and posted on the council website. Bus drivers will also have been informed of school closures prior to collecting children. Families of children who are close enough to the school to walk will be notified directly by the school regarding any closures. In the event of an early closure the school will contact all parents or emergency contacts by telephone to notify them of the closure and the reason.

If any parent is unsure whether the school is open or not they can also contact FAIRE on 01851701702 or 01870602425 before 9am.

Enrolment

Infants join the School in August each year, but enrolment usually takes place at the end of January/beginning of February on a date notified, by press advertisement, to parents of prospective pupils. Children who will be five years old before the last day of the following February are eligible for infant enrolment. At the time of enrolment, parents should bring their child's birth certificate with them to the school and should inform the school of any medical problems or special needs which their child may have. If you are enrolling your child at any other time you will be shown round the school at the time of enrolment, when you and your child will be able to see the classrooms and meet the appropriate teacher.

Placing Requests

Parents of children who live outside our official catchment area and who wish their child(ren) to attend Carinish School must submit a placing request to the Director of Education for approval before their child can be accepted for enrolment to the School. Parents who wish to make a placing request should contact: Ms Catherine MacLennan, Senior Education Officer, Lionacleit Education Centre, Benbecula, Tel. 01870 604880.

Travel to and from School

Primary School Children living two miles or more from school 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 tickets 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.

Mobile Phones

We discourage pupils from bringing mobile phones or other valuable items to school. If for any reason such equipment is taken into school, it should be left in the school office until the end of the school day. The school does not accept any responsibility for such equipment particularly if these rules have not been adhered to.

School Uniform

The council requires that all pupils shall wear school uniform. We feel that it gives us a sense of identity and would ask our parents to encourage your child to follow our dress code:

Burgundy or grey sweatshirt (£9 - £12)

Navy or white polo shirt (£8 - £10)

Navy T-shirts for PE and sports events (£5 - £7)

Shorts and trainers for PE

School uniform is ordered once a year in May/June.

Some forms of dress are unacceptable:

Sports wear carrying advertising - particularly relating to alcohol or tobacco

Football shirts and other team colours

Items not suitable for safety reasons – e.g. dangling earrings, flammable clothing.

All parents in receipt of Income Support, Income Based Job Seekers' Allowance or certain levels of Tax Credit are eligible for a clothing grant from the Education Authority to ensure that their children are able to make full use of educational provision. Application forms for clothing grants are available from the Education and Leisure Services Department, Comhairle nan Eilean, Sandwick Road, Stornoway: Tel. 0845 6007090.

School Meals

Meals are delivered daily from Paible School kitchen. Lunches are £1.85 per day and are paid for in advance on the first day of the school week. Parents should let the school know in advance if their child has any special dietary requirements.

Children are entitled to a free midday meal where they are:

- children of families who receive Income Support*
- children of families who receive Income Based Job Seekers' Allowance*
- children of families who receive support under Part VI of the Immigration and Asylum Act 1999*
- children who receive Income Support or Income Based Job Seekers' Allowance in their own right*
- children of families who receive Child Tax Credit but do not receive a Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £13,230.*

Further information and application forms can be obtained from the school, or from: The Education and Leisure Services Department, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Tel: 0845 6007090.

Free fruit is offered to P1 & 2 pupils 3 days a week (Thursday Friday and Monday). Drinking water is available in school at all times. We aim to promote healthy eating at school; sweets, chocolate and sugary drinks are not normally given to children. We would request that parents support this policy.

For children who bring in a home packed lunch it is just as important to make sure the lunchboxes that children take to school provide a healthy, balanced lunch. A fridge is provided to ensure that lunches are kept chilled.

Communication with Home

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 communications regularly.

Pastoral Support Arrangements

The School is committed to developing a climate of care amongst all members of the community. The central part of that commitment lies in care and support on a personal level for every pupil by the staff. Such care depends upon creating a positive environment in which staff take a personal interest in those pupils with whom they are involved, not only in lessons but also in the variety of activities that the school offers. It also depends upon open communication between staff, but also between staff and parents.

Getting it right for every Child (GIRFEC) is a Scottish Government initiative to provide a consistent way for people to work with all children and young people. The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

For more information please visit: www.scotland.gov.uk/gettingitright

Child Protection

School staff provides support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- *Helping them learn about their personal safety*
- *Being a trusted adult who children and young people may turn to for help, and who will take them seriously*
- *Identifying when children and young people may need help*
- *Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.*

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

Mrs MacKay is our Child Protection Co-ordinator

Administration of Medicines

Teachers, classroom assistants and auxiliaries will not issue medicines to pupils unless they have specific instructions and written consent from parents. In the case of long term or regular medication being taken, clear written instructions are needed in case the regular member of staff is absent and there is a temporary member of staff involved. The appropriate forms are available from the School Office.

Supervision at breaktimes/lunchtime

On dry or damp days the pupils are expected to spend breaks outside. This gives them the opportunity to get some fresh air and use some of their energy running around. The Primary 7 Young Leaders also organise playground games. There is also a ballcourt rota to avoid accidents when older and younger play ball games

together. On very wet days the pupils are allowed to stay in the classrooms at interval but are expected to sit quietly and behave themselves playing with toys and games. The children are supervised both indoors and outdoors by the School Assistant. At lunch times pupils are supervised in the GP room by the School Assistant and Kitchen Assistant.

Section Two

Parental Involvement

Our school recognises that parents play an important part in their children's education. Children do better and achieve more when parents and school work closely together. Carinish School values 'Parental Involvement' as an effective way of enhancing school achievements and promoting better ethos and communication.

We hold two parents' evening a year where we share information with parents about children's progress. We are happy to arrange individual meetings with parents at any other time during the year as the need arises. We also hold child-led Open Evenings giving children the opportunity for children to share their work and experiences with parents. In term 4 parents are given a detailed report on their child's progress. Parents and children are invited to add their own comments to these reports which provide useful feedback to the teachers.



Each child is issued with a homework diary and is used, not only as a diary, but as a means of communication between home and school. We are now beginning to use the diary to record pupil's personal learning targets. Parents are asked to check and sign the diary each time homework is completed. They are also invited to make comments on their child's targets. The diary also includes some details on school events, including dates of visits from the Art, Music and PE visiting specialists. It is therefore a very convenient way for parents to keep up to date with what is happening each term.

We sample parents' views annually and share these with parents. Following consultation with the Parent Council we decide on how best to act on any issues arising and draw up an action plan. We also encourage parents to share views and ideas through our suggestion box which is for all pupils, parents and staff.

We continually try to keep parents updated through regular newsletters, letters and programmes of events through the year. GLOW is used effectively to share information, pictures and documents and minutes of Pupil Council and Parents Council meetings.

Parent Council

Parent Councils were introduced by the Scottish Government in 2007 to replace School Boards and to encourage local communities to work with schools in the education of children and to provide a means for the expression of parents' interest and view. Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council.

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).

Carinish School has always enjoyed the active support of parents and other members of the community in providing the best possible education for our pupils. The Carinish Parent Council forms a particular link between parents and the school and all parents are welcome to attend the regular Parent Council meetings. If you wish to discuss any matter regarding the school, after having spoken to the Head Teacher, you can contact any of the Parent Council members listed below:

| | | |
|-----------------|---------------------------|-------------|
| Alison Biddulph | Chairperson | 01876580781 |
| Anne MacKenzie | Parent Member | 01876580698 |
| Catherine Major | Parent Member | 01876580627 |
| Lisa Palmer | Parent Member | 01870602583 |
| Donalda Haxby | Clerk/Treasurer/Secretary | 01870604888 |

Section Three

The Curriculum

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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. GLOW, Scotland's online network will support learners and teachers in this. 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 challenges on which they can thrive.

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 teacher and practitioner will be responsible for **literacy, numeracy and health and wellbeing** – skills that unlock other subjects and are vital to everyday 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 judgments, challenge, enquire and find solutions.

There are new ways of **assessing progress** and ensuring children achieve their potential. There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional Support** if that's needed. There is 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.

Curriculum for Excellence aims to improve our children's life chances, to nurture **successful learners, confident individuals, effective contributors, and responsible citizens**.

*The areas covered by a curriculum for excellence are: **Languages, Mathematics, Sciences, Social Studies, Expressive Arts, Religious and Moral Education, Technologies, Health and Wellbeing.** These curricular areas may be taught as discreet strands but may also be part of an INTERDISCIPLINARY approach when aspects of many curricular areas are taught within a common theme providing important links in their learning.*

In the Early stages there is an emphasis on learning through play which is a natural way for them to learn. The pupils may think they are playing but the teacher ensures that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way. It encourages the children to co-operate with each other and become independent, imaginative and collaborative learners. Throughout the school teachers apply active learning strategies to deliver the curriculum.



Curriculum for Excellence also encourages extending the learning beyond the classroom and into the local environment. Through a variety of activities pupils are motivated and enjoy work covering all areas of the curriculum. Learning outdoors and visits are planned throughout the year with a focus in Term 4 when the weather is better.



Within classes, children are helped to develop socially and educationally by working in groups. Our pupils may work in ability, mixed ability, friendship and collaborative groups. The groups change according to the area of study being undertaken and teachers use a variety of strategies, i.e. group and individual teaching methods in their work programmes.

LANGUAGE

Learning through the languages area of the curriculum enables children and young people to:

- *develop their ability to communicate their thoughts and feelings and respond to those of other people*
- *develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life*
- *use different media effectively for learning and communication*
- *develop a secure understanding of how language works, and use language well to communicate ideas and information in Gaidhlig and English*

- *exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments*
- *enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language*
- *develop competence in different languages so that they can understand and communicate.*

MATHEMATICS

Learning through mathematics enables children and young people to:

- *develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society.*
- *develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.*
- *have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future.*
- *From early in life, numbers, patterns and shapes intrigue children and often form part of their play. As they develop, they learn to count, measure and calculate, and apply these skills to analyse and solve problems in different contexts. Children can be highly motivated by rewarding and successful experiences in mathematics. Features of learning and teaching in mathematics include:*
- *understanding of the purposes of the mathematical processes they are learning.*
- *learning in depth to ensure development of understanding of the concepts.*
- *development of secure skills in applying processes.*
- *making imaginative, effective use of technologies, resources and teaching approaches.*
- *the placing of the ideas and applications in relevant contexts.*
- *problem solving as an integral part of all learning and teaching in mathematics.*

HEALTH AND WELLBEING

Learning through health and wellbeing enables children and young people to:

- *experience positive aspects of healthy living and activity for themselves*
- *develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives*
- *make informed decisions in order to improve their physical, emotional and social wellbeing*
- *apply their physical, emotional and social skills to pursue a healthy lifestyle*
- *make a successful move to the next stage of education.*

When dealing with sensitive aspects of learning e.g. relationships, sexual health, drug awareness letters will be sent home to parents prior to the activity. The school fosters close links with multi agencies involved with health education. Lessons are delivered by professionals from each specialist field in partnership with the school.

EXPRESSIVE ARTS

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society.

Learning through the expressive arts enables children and young people to:

- *express themselves in different ways and be creative*
- *experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation*
- *develop important skills specific to expressive arts and also transferable skills*
- *develop an appreciation of aesthetic and cultural values and ideas*

SOCIAL STUDIES

Learning through social studies enables children and young people to:

- *broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies.*
- *develop the capacity for critical thinking, through accessing, analysing and using information.*
- *form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures.*
- *establish firm foundations for lifelong learning and, for some, for further specialised study and careers.*

People in the past: *including:*

- *people in societies*
- *people and events in the past*

People in place: *including:*

- *people and landscapes*
- *people and communities*

People and society: *including:*

- *society and the economy*
- *decision-making in a democracy*

TECHNOLOGIES

Learning through technologies enables children and young people to:

- *develop an understanding of technologies and their impact on society - in the past, present and future.*
- *apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life.*
- *gain the confidence and skills to embrace and use technologies now and in the future.*
- *evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors*

SCIENCES

Learning through the sciences enables children and young people to:

- *investigate their environment by observing, exploring, investigating and recording.*
- *demonstrate a secure understanding of the big ideas and concepts of science.*
- *make sense of evidence collected and presented in a scientific manner.*
- *recognise the impact science makes on their lives, on the lives of others, on the environment and on culture.*
- *express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.*

RME

Learning through religious and moral education enables children and young people to:

- *develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience.*
- *explore moral values such as wisdom, justice, compassion and integrity.*
- *investigate and understand the responses which religions can offer to questions about the nature and meaning of life.*
- *develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions.*
- *develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.*

Assemblies are planned into the RME programme and are often lead by our school chaplains Rev Ewen Matheson, Free Church of Scotland and Fr Ross Crichton, St Mary's Catholic Church. Parents wishing to

withdraw their children from Religious Education have the right to do so and should consult with the Head Teacher on this matter.

More information regarding Curriculum for Excellence is available at Education Scotland website www.educationscotland.gov.uk

School Policies

All School Policies are in the process of being updated in line with a Curriculum for Excellence and will be posted on GLOW as they are finalized in consultation with parents.

Assessment

Assessment is an important part of how teachers know what progress is being made. In the classroom, teachers are constantly questioning, listening, observing and correcting. Sometimes teachers set specific tasks or use commercially produced assessment materials to obtain evidence of what has been learned throughout the year.

Pupils are encouraged to work with the teacher and their classmates to assess their work and to identify how to improve. This also helps them set personal targets for their own learning which are shared with parents.

Research has shown that learners learn best when:-

- *they understand clearly what they are trying to learn and what is expected of them*
- *they are given feedback about the quality of their work and what they can do to make it better*
- *they are given advice about how to go about making improvements*
- *they are fully involved in deciding what needs to be done next and who can give them help if they need it.*

Reporting to Parents

Pupil reports are sent home in June highlighting your child's key strengths and development needs while also giving an overview of their progress. During each session two Parent Evenings are held where parents can view and discuss their child's work with the class teacher. In addition to this there are Open Evenings prepared by pupils and staff where pupils have the opportunity to share their work. Parents are welcome to make an appointment at any time during the school year if they would like to discuss any concerns regarding their children's learning.

Homework

Homework is given out at the discretion of the class teacher and should not normally take more than 30 minutes to complete. The school encourages children to spend some time each evening reading as part of a reading programme or for pleasure. A variety of homework tasks provide practice in skills already learned in school but will not be lengthy exercises. Occasionally children will be asked to do some research at home for class projects. We wish parents to supervise their children's work whether it be listening and sharing reading or giving help in other tasks.

Our current Homework Policy takes account of pupil, parent and staff opinions and is available to view on our school GLOW.

Parents are encouraged to take an active part in their child's homework.

Section Four

Support for Pupils

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*
- *Advice and information is also available at <http://www.enquire.org.uk>*

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

Transitions

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 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.

Transfer from Primary to Secondary

A number of visits to the Sgoil Lionacleit is organised before the summer holidays and children from other catchment schools will have the opportunity to meet and get to know each other and their teachers.

Contact details for Sgoil Lionacleit are Sgoil Lionacleit, Lincilate, Isle of Benbecula, HS7 5PJ, Tel: 01870 603690

Email: sgoillionacleit@gnes.net

Transferring Education Facts about Pupils

Education authorities and the Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for purposes within the Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- *Plan and deliver better policies for the benefit of all pupils,*
- *Plan and deliver better policies for the benefit of specific groups of pupils,*
- *Better understand some of the factors that influence pupil attainment and achievement,*
- *Target resources better.*

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

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

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education and SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data

sharing and that this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Section Five

School Improvement

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year. This is available for parents to view on our School GLOW page. This is used as an evaluative tool to provide priorities for learning for the next session. Curriculum for Excellence continues to be at the centre of our development work. Through self evaluation activities and discussion, the following priorities have been identified in our School Improvement Plan for the session 2012/13:

- **To develop a joined-up approach to whole school planning, learning, teaching an assessment**

Planned Outcome: The school will have a more coherent, progressive approach to planning and assessment

- **Moderating standards in Expressive Arts**

Planned Outcome: Agreed standards for early, first and second levels for Music, Dance, art and design and drama

Our Maintenance Areas are:

- **Embed resources and learning approaches developed by moderation groups in our Literacy, Numeracy and Health and Wellbeing into Programmes of Study**

- **Work towards our Eco Schools Green Flag Award**

A copy of the School Improvement Plan is available on GLOW and we will keep you up to date with progress through our newsletters.

School and the Community

We are very aware that Carinish Primary is part of the community in which we are situated and encourage links with many other members of this community for our mutual benefit. It is an important aspect of our children's education to learn to be active and caring members of the community. We take part in local sporting events and support local fund raising where possible. We have good relationships with many local organizations and services such as the police, fire service, other schools, social work department, local church etc.

Extra Curricular Activities

We hold a Book Fair once a year in the autumn term, when parents and children can come along after school and browse through the books before buying. This is an Enterprise focus for our Primary 7 who plan and run it as a school business through Scholastic. Any profits made are re invested in the school through free books commission. This allows for the children to choose new books for our school library or for Literacy Circles.



Through our Active Schools co-coordinator, Christine MacQuarrie, our Primary 7 also receive training in the Young Person Leadership Award. This involves them planning and carrying out games and physical activity opportunities for the younger pupils in our school. Other initiatives organized through active schools are the skipping challenge, golf lessons with a visit to the Balivanich Golf Course and Walk to School Week.

Pupils in Primary 6 and 7 are offered the opportunity of undertaking training in Cycling Proficiency. This is done through our local Police. Training is usually given during terms 3 or 4 and once pupils have passed both the written and practical tests they may ride their bicycles safely on the main road.

Pupils in Primaries 5, 6 and 7 receive music tuition in chanter or fiddle from a music specialist once a week. We find that this encourages them to take part in Feis classes in the evenings in terms 2 and 3.

P4/5 children also have swimming instruction at Lionacleit swimming pool for a 16 week block per year. Many of our children are members of North Uist Athletics Club which is run on a Thursday evening at Paible School. School teams participate in a variety of sporting competitions including the North of Scotland cross-country competitions. The school is affiliated to the North of Scotland Schools Athletics Association.

Pupil Council

Consultation with pupils about their views on their school environment and their learning is increasingly encouraged in our school. Giving young people a 'voice' as partners in the process of school improvement, leads to more effective learning organisations.

The Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in 'real life' decision making within their own school setting. This years Pupil Council are focusing on improving thinking skills in the classroom through games, fundraising for charities chosen by the school, organising Golden Time Rotas and activities through the year.



Eco Group

Eco Schools is an international programme which has been designed to encourage whole-school action for the environment'. It is about involving young people in our schools in environmental issues - issues that affect them now and in the future. There are seven Eco Schools environmental areas; Litter, Waste Minimisation, Energy, Water, Transport, Health and Wellbeing and School Grounds.

Our Eco Group are working towards a green flag and are already involved in co-ordinating many activities around the school. Our School grounds have tree planting areas, a composting area, planting boxes and a wild

garden to provide various habitats for wildlife. They are also very focused on promoting recycling, reducing waste and reusing.

Attendance

If a pupil cannot attend school because of illness or other circumstances parents should in the first instance phone the school before 9.10am to explain the reason for absence. A written explanation confirming the absence should be sent in on the child's first day back at school.

If parents intend to withdraw their child from school for any reason they must complete the relevant Absence Request Form available from the school office. Where possible, requests for absence should be submitted at least one week in advance of the proposed date(s).

The Scottish Executive has issued new guidelines which require us to categorise the majority of family holidays taken during term time as Unauthorised Absence. This includes holidays which overlap the beginning or end of term. It is only acceptable for the school to authorise family holidays taken during term time under exceptional circumstances, such as:

'A family holiday judged to be important to the wellbeing and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.'

Parents will be informed by letter if their child has an unsatisfactory attendance record. If the high absence rate continues the school must inform the Social Worker and Director of Education.

The forms that require to be completed prior to taking a child out of school during term time available on GLOW and a copy can be requested from the School Office.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. The agreement between the school and parents on the wearing of school uniform ensures that pupils feel an important part of the school and are proud to represent it. 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 School's aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other people and property. In general, respect for people, school buildings, furniture and equipment is expected at all times. Strict observation of the rules concerning Health and Safety is essential. It is expected that pupils observe rules and discipline procedures of the school and co-operate with their peers and the staff to enhance the quality of life within the school. Great emphasis is laid on praising and rewarding, for appropriate good behaviour, effort and achievement and this is reflected in our Positive Behaviour Policy which has been drawn up in agreement with pupils, parents and all staff. Where there are concerns about behaviour parents are invited to come along to the school to discuss issues further.

Dealing with Bullying

You should inform the school immediately if you become aware of any incidents of bullying. This can be done either by telephone or by coming into the school in person. However, any complaint/concern must also be put in writing. Quite naturally, some parents may worry about overreacting to a situation particularly because bullying can be difficult to define, since it covers a wide range of behaviour. The following kinds of behaviour could be defined as bullying:

- ***Physical Bullying-Pushing, kicking and hitting and other forms of violence.***
- ***Verbal Bullying-name calling, sarcasm, spreading rumours, persistent teasing, threats.***

- ***Emotional bullying-excluding (not speaking to) tormenting (e.g. hiding books, unpleasant gestures) ridicule, humiliation.***
- ***Racist, Cultural Bullying-being attacked because of your religion, colour or where you come from.***
- ***Sexual Bullying- unwanted physical contact, suggestive or verbal comments.***

You should keep a written record of any such incidents including the date, those involved and what happened. This will help the school deal with the situation and agree the best way to support the child inside and, where possible, outside the school. Your initial complaint will be responded to within 24 hours but it is important to realize that it may take some time to address a bullying problem and parents are requested to work co-operatively with the school and with other parents involved in what might be a fairly lengthy process.

Teachers will always listen to the pupils who confide in them about bullying and will make careful notes of the information given. If a teacher wishes to deal with the problem in the first instance, they should exercise their professional judgment on the action taken. In all circumstances, the Headteacher will be informed.

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.*