



COMHAIRLE NAN EILEAN SIAR

WESTERN ISLES COUNCIL



PAIBLE SCHOOL

SCHOOL HANDBOOK

DECEMBER 2012

Bayhead
Isle of North Uist,
Western Isles.
HS6 5DX

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CONTENTS

Section 1	pages	4	-	22
Section 2	pages	23	-	28
Section 3	pages	29	-	57
Section 4	pages	58	-	61
Section 5	pages	62	-	75

Please note that the information provided in this handbook is considered to be correct in November 2012. However it is possible that there may be some inaccuracy by the time it is distributed.

Section 1

-  H.T. Introduction
-  Parent Consultation
-  School Vision
-  Current Roll
-  Equal Opportunities
-  Associated Primaries
-  Holiday Dates
-  Community Links
-  Permission Slip
-  Staffing
-  The School Day
-  Extra Curricular Activities
-  Personal and Social Development
-  Pupil Committees
-  Emergency Closure
-  Complaints Procedure
-  School Dress Code
-  School Meals & Healthy Eating
-  School Attendance
-  Transport
-  Health & Medical Care
-  Safety
-  School Rules

HEAD TEACHER'S INTRODUCTION

"How to teach themselves is the best way to teach our children"

Dear Parents,

On behalf of all the children and staff I would like to welcome you to Paible School. We are a school that likes to celebrate success - at every stage. The life of the school is driven by enthusiasm and a constant desire to achieve. We aim to bring learning alive, making it exciting and stimulating for all.

We want our children to have a thirst for learning that will continue with them throughout their future school experiences and lives.

An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone - children, parents, staff and the wider community. We hope that we will be able to depend on your co-operation and support in this partnership, knowing that together we can provide the best for every child.

We are confident that with a talented team of teaching, non teaching and interagency support, we can provide a smooth transition for any child joining the school and strive to meet the needs of all.

Yours sincerely,

Thalia Matheson
Acting Headteacher
December 2012

PARENT CONSULTATION TIME

Paible School has introduced a PARENT CONSULTATION TIME when parents can meet to ask questions, discuss their child's progress and gain support. They may also request the opportunity to talk with a class teacher. Parents are asked to phone the school to make an appointment. This allows the school time to organise cover to make staff available to speak to the parents. Our aim is to see the parents as quickly as possible. The head teacher is available on Thursdays 10.00 - 11.00 or in her absence, the principal teacher is available on Tuesdays 10.00 - 11.00 or by appointment for a time convenient to you.



PAIBLE SCHOOL



OUR VISION

In Paible School, we are engaged in the pursuit of excellence. We are committed through our teaching for all children to be

SUCCESSFUL LEARNERS with:

- Enthusiasm for learning and a determination to reach high standards of achievement

and be able to :

- use literacy, numeracy, communication and technology skills effectively
- learn independently and as part of a group

CONFIDENT INDIVIDUALS with:

- self respect and a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and be able to:

- relate to others
- pursue a healthy lifestyle and achieve success in different areas

RESPONSIBLE CITIZENS with:

- respect for others

and be able to:

- participate responsibly as a citizen within society
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures

EFFECTIVE CONTRIBUTORS with:

- an enterprising attitude and determination

and be able to:

- communicate in different ways
- work in partnerships and lead other people
- create and develop ideas and an ability to solve problems

OUR VALUES

In carrying out all aspects of our work, we:

- conduct our business with integrity, impartiality, fairness, tolerance and mutual respect
- value diversity, promoting social inclusion - in an environment where everyone is welcome
- seek progress through partnership, working closely with people with whom we share a common purpose.

OUR AIMS

The aims of the school are to :

1. ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
2. ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
3. provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
4. provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.
5. provide a welcoming, safe and caring environment in which each pupil is valued and supported.
6. ensure that the school's promoted staff provide high quality leadership, management and support.
7. improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.
8. build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
9. equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage citizenship, enterprise, creativity and sustainability.

SCHOOL INFORMATION

(1) CURRENT ROLL

	P1	P2	P3	P4	P5	P6	P7
Gaelic Medium	4	3	5	3	0	6	3
English	0	2	2	5	3	2	4

(2) EQUAL OPPORTUNITIES

Paible is an equal opportunities school. All of its pupils, whatever their background or abilities, are of equal worth, have equal claims on the school, and equal rights within it.

In the content of our curriculum, in the way we teach them, and indeed in the whole school ethos, we are at pains to encourage all boys and girls to see themselves as equal shareholders in the future.

At all stages boys and girls, follow the same curriculum. We do not believe that there are any such things as "boys' subjects" or "girls' subjects". At no stage is there any discrimination with regard to sex, creed, colour or background.

(3) ASSOCIATED PRIMARIES

There are three associated primary schools, including Paible Primary. The others are Lochmaddy Tel: 01870 604892 and Carinish Tel: 01870 604888

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, 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)

SCHOOL/COMMUNITY LINKS

At Paible, 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. Classes have visited establishments including the Kildonan Museum, Taigh Chearsabhagh, Pensioners Club, Fish Farms and Scottish Water.

A number of individuals have also worked with different classes to contribute to their learning experiences. We have close links with our Associated Primaries as well as Sgoil Lionacleit, Benbecula.

Our aim is to make more use of the local community to extend and enrich our pupils' education.

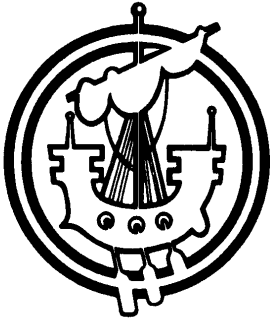
Consent forms are issued at the start of every session for formal visits which involve pupils travelling from school.

(see next page).



Pensioner's Club "Tell a Story Day"





COMHAIRLE NAN EILEAN SIAR

Sgoil Phaibil



PAIBLE SCHOOL

Bayhead

North Uist

HS6 5DX

Telephone: 01876 510275

Fax: 01876 510203

e-mail: paibleschool@nes.net

Date _____

Dear Parent/Carer

As this Session 2012/13 gets underway we would like to ask permission to take your child out of school to participate in various activities throughout this year, (For example, for a field trip for science or geography, sporting events, cultural events or visits to places of interest) Please note the Health & Safety of your child is paramount at all times.

Please complete the attached permission slip.

Yours sincerely,

T. Matheson.
Acting Head Teacher.

✂ _____

I give permission for my child _____

to take part in all excursions/activities that have been organised by the school during session August 2012 - June 2013

Signed _____

Date _____

SCHOOL STAFF AND SUPPORTING TEAM

Acting Head Teacher:

Thalia Matheson

Principal Teacher:

Rachel Macdonald

Gaelic Medium (P1 - 3)

Rachel Macdonald

Gaelic Medium (P4 - 7)

Marion Garbutt

English (P1 - P4)

Mairi Claire Ellwood

English (P5 - P7)

Thalia Matheson/Mairi Stewart

Admin. Support

Mairi Stewart

Gaelic Singing Instructor

Penny Burgess

Piping Instructor

Donald Macdonald

Music

Joanne MacMillan

Learning Support

Catherine MacLeod

P.E.

Mairi Levack

Art

Peter Melynczuk

Classroom Assistants

Celia MacSween

Primary Auxiliaries

Cirsty MacInnes

Secretary

Jean Cairns

Janitor/Technician

Archie MacLean

Relief Janitor

Stewart Ireland

Kitchen Staff

Rae Scanlon (Cook) / Janice Simpson

Cleaners

Annie Macdonald/ Harriet MacDonald/ Kirsten MacKinnon

School Nurse

Isobel MacInnes

Learning Community Principal

Neil Macdonald

Quality Improvement Officer

Uilleam Macdonald

Learning Support Manager

Sue Macdonald

Speech & Language Therapist

Paula Le Sueur

Educational Psychologist

Callum Urquhart

Childsmile Co-ordinator

Isabel Morrison

School Chalpain

Rev Ewen Matheson

W. Isles teacher/advisor for Sensory Impairment

Anne Wilson

THE SCHOOL DAY



Start Time	9.10
Morning Interval	10.45 - 11.00
Lunch	12.30 - 13.30
Afternoon Interval	14.30 - 14.40
Finish Time	15.40

All break times are supervised by auxiliary and janitorial staff. If pupils are unable to play outside they are supervised in classrooms.

EXTRA-CURRICULAR ACTIVITIES

There are many opportunities for pupils to be involved in activities outwith the timetabled school day.



During term 3 a programme of lunchtime activity is offered to pupils.. The most recent menu of lunch-time activities includes:

Games P1-2

Chanter Club

Reading Time P1-7








Highland Dancing P1-7

Computing P1-7

Knitting Workshop P4-7

Choir P3-7

During the school year, parties of pupils make a number of trips to various events and venues including :-

-  Local Mod Iochdar
-  National Mod (some pupils accompanied by family)
-  Drama Festival
-  North of Scotland Athletics Championships
-  Active Schools Sports Sessions
-  Sponsored Fun Run
-  Dè-a-nis

Other sporting activities include school football, rugby, hockey, basketball, cross-country running and athletics competitions, as well as the inter-schools sports.

We believe it vital that pupils should enjoy participating in sport, while recognising the long-term benefits for health.

PERSONAL AND SOCIAL DEVELOPMENT

The school recognises it has an important part to play in the personal and social education of each pupil. We aim to help all pupils develop a positive regard for themselves and for others.

We encourage them to acquire life skills which will enable them to participate effectively in society. We encourage pupils to take an increasing responsibility for their own lives and learning as well as to develop confidence and initiative.

We aim to support pupils by meeting with them individually or in small groups to discuss any concerns or suggestions they may have. A 'Suggestion Box' in the foyer gives pupils the opportunity to make comments privately and anonymously.

OUR PUPIL COMMITTEES

We value "pupil voice" within our school and use our various groups as a way through which our pupils can make their views known on a wide range of issues regarding them. The children have elected their own representatives and through their various groups pupils have real influence in helping to develop the school ethos, curricular planning, playground activities, eco issues, health promotion etc.

Groups & Members

Pupil Council -

Stephen MacIsaac P3 Poppy Scanlon P3 Shaun Shepherd P4 Iona Macleod P4
Molly Perkins P5 VCh Marion MacCorquodale P6 Hamish Rodger P7
Ch Kenny MacKillop P7 Sec April Maclellan P7

SNAG -

Finbar Rodger P3 Alfie Nicholson P4 Finlay Bianchi P4
John Scanlon P5 Bethan MacLellan P6
VCh Alex Miller P7 Ch Donna MacKinnon P7

Playground Helpers -

Finlay Bianchi P4 Iona Macleod P4 Alfie Nocolson P4
Shaun Shepherd P4 Katie Simpson P4

Litterbugs -

Kate MacCorquodale P1 Seumas MacIain P1 Caitaidh MacLean P1
Isla Macleod P1 Mairi MacDonald P2 Zara Wilkie P2 Kieran MacIsaac P2
Ryan McClounnan P2 Isabelle Rose P2

Litter Bug Buddies -

Lauren Shepherd P3 Orin Shepherd P4 Anna MacIain P6
Sophie Macdonald P6 Toney Robertson P7

Eco Group -

Alexander Macdonald P3 Archie MacLellan P3 Ciaraleigh MacLellan P3
Alasdair Fraser P4 Mairi MacIain P4 Abigail Lane P6
Sec Zoe Wilkie P6 Ch Ben Shepherd P6 VCh Jessica Rose P7

P1-7 Buddies -

Jessica Rose P7, April MacLellan & Isla MacLeod P1
Toney Robertson P7, Donna MacKinnon P7 & Caitaidh MacLean P1
Alex Miller P7, Kenny MacKillop P7 & Kate MacCorquodale P1
Hamish Rodger P7 & Seumas MacIain P1

What our pupils think about being part of a committee

Being able to discuss the school rules & make changes was helpful. They are easier for the younger pupils to understand.

Iona P5 , April P7

We get the chance to work in groups and offer ideas.

Donna P7

There's lots of ideas from children that Mrs Matheson uses.



It is good when other grown ups join us

Sean P4



As a playground helper I can try to keep equipment organised

Finlay P4

We learn to take responsibility and realise what new skills are good for us.

John P5, Molly P5

We are encouraged to organize events etc.

We have great fun discussing what we will do next. Archie P3

We learn to keep minutes.

Zoe P6

EMERGENCY CLOSURE

It may be necessary, at times, to close the school. Where possible, for example planned interruptions to the power supply, parents will be notified in writing in advance. However, there are occasions when, as a result of exceptionally bad weather or electricity/heating failure, the school has to close at short notice. In such circumstances, the school staff will make every effort to contact the parents. It is helpful, if parents who are not regularly at home during school hours, make arrangements to have someone available to receive their children in such an emergency. Emergency contact numbers are updated at the beginning of each session.

Parents who wish additional information about emergency transport arrangements should contact:

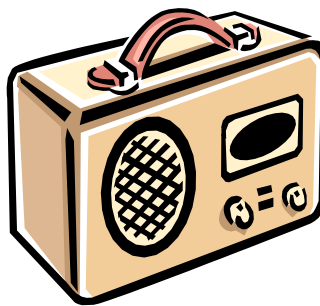
D Reid (Lionacleit Education Centre) Tel: 01870 603566
or David Smart (Transport Manager) Tel: 01851 70 3773

In **SEVERE** conditions, for information on route cancellations, staff and parents should

- Listen for announcements on Radio Scotland New Bulletins on 93 - 95 FM at 06.54, 07.50, 09.58, 11.58, 12.54 and 16.54
- Listen for announcements on Radio nan Gaidheal News Bulletins on 103 - 105 FM at 07.30, 08.00, 08.30, 09.00, 10.00, 11.00, 12.00, 14.00, 15.00 and 16.00

OR

- Telephone Faire on 01851 710702 after 07.00.
- Check Council website.



COMPLAINTS PROCEDURE

We do hope that the service we supply meets the needs of you and your child. However we are aware that sometimes things go wrong. We hope that you would feel able to talk to the person concerned and that they would be able to help you.

Please make initial contact with the school office. An appointment will be made initially with the headteacher. You may be asked to make a formal complaint in writing if your concerns need to be taken further.

Further details are available on the Education & Children's Services Web site or by telephoning the Comhairle on 0845 600 7090.

If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. Your reply will have included the necessary contact details.

SCHOOL DRESS CODE

The school dress code, again agreed by parents and teachers, is as follows:

- School sweatshirt (approx cost £9.85 and £12.50)
- white blouse /shirt or polo shirt (approx cost £5.95 & £6.95)
- black skirt or trousers
- school tie (approx cost £2.50)
- P.E. - school T-shirt (approx cost £4.00 + £5.10)
- shorts
- gym bag £2.55
- scrunchies £2.15

School ties may be purchased at any time from the school office. Sweatshirts etc are ordered several times a year (May, September, January).

Certain forms of dress are unacceptable. We are talking about items which:

- potentially encourage faction (such as football colours)
- could cause health and safety difficulties (dangling earrings, poppers, shell suits and other items made from flammable material)
- carry advertising, particularly for alcohol or tobacco.

Parents who receive Income Support or Family Credit are eligible for a clothing grant. Application forms are available from the Education and Leisure Services Department, Comhairle nan Eilean, Stornoway - Tel: 01851 70 3773, Ext. 546.

SCHOOL MEALS AND HEALTHY EATING

A choice of hot meals, salads and snacks are available at lunchtime. Pupil envelopes with their menu choices and money should be returned to the school office by Friday each week. All meals and snacks must be consumed in the dining room. As a school we encourage our pupils to have a good breakfast each day. Free fruit is served to P1/2 pupils weekly.

Our SCHOOLS NUTRITION ACTION GROUP meet regularly to discuss new ways of promoting healthy eating. Four-week menu cycles are discussed and any ideas from pupils or staff are considered. Parents receive a copy of the following week's menu sheet each Wednesday. Application forms for free school meals are available from the School Office or from the Education Department, Stornoway, Tel: 01851 703773 (Ext 546).

The school may only grant free lunches after it has received authorisation from the Director of Education.

Parents in receipt of Income Support may apply for Free School Meals.



LUNCH MENU					
NAME _____		Class _____			Week 1
MON	TUE	WED	THUR	FRI	
Sausage Casserole	French Bread Pizza	Beef Lasagne	Roast Chicken	Breaded Haddock	
Mashed Potato Green Beans Mixed Veg	Potato Wedges, Beans, Cherry Tomatoes	Coleslaw & Sweetcorn	Potatoes Carrot & Swede	Chips, Peas & Broccoli	
or	or	or	or	or	
Tomato Soup, Egg Baguette	Chicken Noodle Soup, Tuna Mayo Roll	Jacket Potato & Cheese	Lentil Soup, Cheese Roll	Cheese & Veg Bake	
Pears & Chocolate Sauce	Cup Cakes	Iced Sponge & Custard	Ice Cream & Fruit	Fruit Yoghurt	

SCHOOL ATTENDANCE

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

Nothing is more important to a child's success at school than that he or she attend regularly and on time.

A pupil register is taken every morning. Parents are asked to telephone the school office before 10am if their child is to be absent. It is the responsibility of the school to make sure that any absences are authorised by letter or telephone.

Any planned absences, either for family holidays or other reasons during term time should be requested by letter to the Head Teacher.

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 Education Department.

TRANSPORT

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 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. Children attending this school rather than their local catchment school (as placing requests) are not entitled to free transport. However if this school is a pupil's nearest for Gaelic Medium provision then they are entitled to free transport.

Details of charges and how to apply as well as the school transport policy and transport appeal forms are available at <http://www.cne-siar.gov.uk/education/schooltransport.asp>

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.

HEALTH AND MEDICAL CARE

One of our main aims at Paible, is to promote health through the curriculum and other initiatives. The emphasis is on Healthy and Safe Living and this outcome will be addressed through the study of three themes

- looking after oneself
- relationships
- health and safety in the environment

Our Health Education programme also includes visits or talks from outside agencies e.g. Dentist, Health Visitor, Police etc.

(i) MEDICAL FACILITIES IN SCHOOL

Although there is no resident school nurse, two members of Staff have had First Aid training. The school has a Medical Room with toilet and shower, and First Aid boxes are located throughout the school. Pupils who are asthmatic are asked to make sure that an extra inhaler is kept in the office. Advice Sheets on Asthma and Epilepsy are posted in all teaching areas. We are not permitted to administer any form of medication without the written consent of the parent/guardian. Consent forms are available from the School Office. In the interests of health and safety any medication brought into the school must be left in the school office.

(ii) STATUTORY EXAMINATIONS

1. New Entrants (P1) Children are offered a Medical Examination and Booster Immunisation (Diphtheria, Tetanus, Polio and MMR) by their GP prior to school entry. In Primary 1 vision and hearing screening is carried out by the Public Health Nurse (Schools), Isabel MacInnes. Parents can attend to discuss their child's development.
2. Hearing & Vision Further vision, colour vision and growth recordings are done at age 7 years and eleven years. Hearing screening is repeated if necessary.
3. Heaf Test (P6) This skin test is carried out a week or two before the BCG vaccine is offered.

The School Health Service works closely with the Educational Psychologist. The Public Health Nurse (Schools), Isabell MacInnes is always available to discuss matters relating to your child's health 01870 602266.

(iii) DENTAL TREATMENT

Isobel Morrison from Childsmile visits school on a regular basis to promote the national tooth brushing programme. All pupils brush their teeth daily supervised by the class teacher.

(iv) SPECIAL PROVISIONS

It is very important that parents inform the school of any special provision required for their child. e.g. dietary requirements or medication.

(v) EMERGENCY CONTACT

If a pupil becomes ill or is injured, every effort will be made to contact parents. When necessary, the local doctor or nurse will be called in or arrangements may be made for the pupil to be transferred to hospital. It is of vital importance that accurate emergency contact information is available.

SAFETY

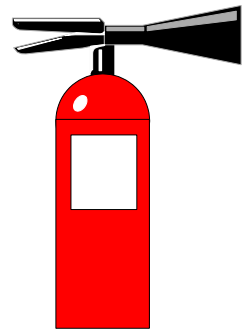
The Head Teacher ensures that a Health and Safety Inspection of the School and its grounds, is carried out annually. Any faults are reported immediately to Technical Services.

FIRE

Fire Drills take place twice each term. Notices showing procedure are posted in all areas of the school.

ROAD SAFETY

Children are constantly reminded of the need for safety on the roads. The local policeman visits to discuss road safety and prepares upper-primary pupils in their cycling proficiency.



Fire Drill at Paible



SCHOOL RULES

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 endowed with both rights and responsibilities. All are entitled to courtesy, and to appropriate recognition of their dignity.

During term two 2012 the Pupil Council met with staff to discuss and amend the existing school rules. After much discussion and debate the following rules now apply.



Paible Golden Rules

Be kind

Be gentle

Be honest

Work hard

Listen to others

Look after property

Play together sensibly

Respect yourself and others

Bi còir

Bi socair

Bi onarach

Obair gu cruaidh

Èist ri daoine eile

Coimhead as deidh stuthan

Cluich còmhla gu ciallach

Bi urramach



Section 2

Parental and Pupil Involvement

-  Partnership with Parents
-  Parentzone
-  Parent Council
-  Volunteers
-  Learning at Home
-  School Ethos

SCHOOL VOLUNTEERS

Paible School actively encourages and welcomes volunteers to participate in school activities. We feel this support generates substantial benefits and is valued by all concerned.

Comhairle nan Eilean Siar's policy is that to ensure the protection of both pupils and volunteers, voluntary helpers in schools are checked through Disclosure Scotland (on an "enhanced disclosure" basis) if they:

- have one to one contact with children/vulnerable people
- are in an isolated situation with the child/vulnerable person
- have regular and ongoing contact (including group leaders)
- will be supervising children/vulnerable people alone
- will be involved in activities where there is an overnight stay(s) away from home.

If you currently participate in school activities as a volunteer and wish to continue, or if you wish to start volunteering, you will be asked to complete a Disclosure Scotland application form. New volunteers will also be asked to complete an application form for volunteers.

If you would like to volunteer to participate in school activities please visit the school or contact us on 01876 510275.

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

Supporting literacy

Literacy is important in all areas of learning. Being able to read and write accurately, to listen carefully and to talk clearly about ideas will increase the opportunities for young people in all aspects of life and will allow them to participate fully in learning and later in a work environment.

Parents play a crucial role in helping children to develop literacy skills from an early age. They contribute to this by reading to their children every day, learning nursery rhymes together and using normal events in life to help children learn about the world around them, for example by pointing out signs. Parents can contribute further to their children's learning by encouraging children to talk about their thoughts and ideas, and about how they are feeling. Parents can encourage children to explore literacy outside the classroom.

Supporting numeracy

Numeracy is a vital skill that is important in everyday life. It is about being confident when solving problems, making decisions and analysing situations that involve numbers. Numeracy is key to lifelong learning, e.g. it enables a young person to understand scientific concepts, interpret figures, understand cause and effect etc. Like all learning, it begins in the home and continues in nursery with, for example, counting, songs and rhythms. As children move to primary school they use numeracy in a wide range of everyday activities at school and in activities outwith school, and at play.

Developing skills in numeracy will increase opportunities for all young people in the world of work, enhancing employability prospects and life chances.

Families can support what children and young people are learning in school by providing opportunities and experiences that allow them to practise and apply these skills.

Some simple ideas for home

Time: Encourage your child to use a watch or clock to tell the time, provide timed activities and read timetables.

Calendars: Plan family birthdays on a calendar & do a birthday countdown.

Measure: Take advantage of measure opportunities in the kitchen; weighing, timing and temperature.

Money: Talk about best deals with your child, budgeting pocket money or wages.

Estimating: plan for activities in advance like calculating the number of rolls of paper or paint required to decorate a room, the length of time activities may take.

Logical thinking: Ask your child to explain their thinking and consider consequences of actions. e.g. using the information gathered from reading newspapers, using the internet and watching TV to draw conclusions and make choices that involve numeracy.

Speech & Language ~ HOME ~Support Programme

STORY RECALL

STORY RECALL is a very important activity to help promote a number of vital skills your child needs to develop, in order to enable literacy and communication.

Story Recall is the reading aloud of a story, with questions and discussion afterwards.

Story Recall helps to develop the following skills:

- Attention & 'Active' Listening
- Memory
- Sequencing of events
- Comprehension of details
- Receptive and Expressive language.

Story Recall can take place in a variety of other ways as well as bedtime stories, i.e.

- Talking about daily activities
- Talking about what happened at School / Birthday party / Sleepover etc.
- School reading homework book
- **Bedtime Stories;**
- **(MOST important because of the 'Active Listening' with this activity).**

READ STORIES ALOUD :

(Use books with some pictures, especially if 'clues' are needed to help the child remember).

~read part of the story & ask questions (this can be a sentence or paragraph ~ depending on child's ability).

~ ask child to retell story or *bits of the story*

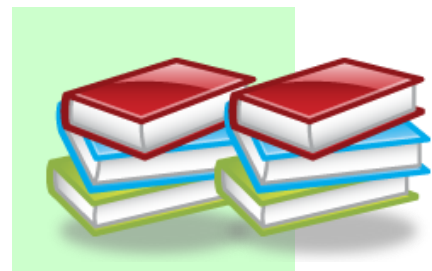
~ ask child to retell story in *correct sequence of events*

~ keep length of story to child's capacity and ability and *increase length of story* as child improves.

You can **help out** by providing reminders, asking leading questions and prompting the child.

You could even make 'incorrect' suggestions and ask the child if that is correct.

- Please do not underestimate the importance of this very simple activity! ~ it works 'wonders' for confidence and communication skills.








SCHOOL ETHOS

Good relationships and positive behaviour are key to the delivery of the Curriculum for Excellence at Paible. We want our pupils to feel happy, safe, respected and included in the learning environment. All staff are pro-active in promoting positive behaviour in the classroom, in the playground and in the wider community.

An important curricular area in the Curriculum for Excellence is Health & Wellbeing. Learning within this subject area ensures that children develop the knowledge and understanding, skills capabilities and attributes which they need for mental, emotional, social & physical well being during their primary years and for the future.



Section 3

-  The Curriculum
-  Recipe for Curriculum for Excellence
-  Gaelic Medium Education
-  Reporting to Parents
-  Homework
-  Religious & Moral Education
-  Sensitive Aspects of Learning
-  Active Schools
-  Assessment

Curriculum for Excellence



Background and Benefits

What is Curriculum for Excellence?

Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3-18 year olds - in nursery, primary and secondary. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

Why is change needed?

The world is changing fast. Today's young person may have 10-14 jobs by the time they are 38. We need to prepare learners for jobs that don't exist, using technology that hasn't been invented to solve problems we can't yet imagine. We aim to equip young people with knowledge, confidence and skills, giving them a competitive edge in a global job market.

When is it happening?

It's already happening. From Autumn 2010 pre-school to P7 will be working to Curriculum for Excellence guidance and standards. S2 and above will continue to work primarily within the existing curriculum and qualifications system, and will benefit from changes in learning and teaching.

What will be different/better?

- Learners will experience a broad, deep, general education to S3, with options in the senior phase to specialise, go on to further study, improve skills and get work experience.
- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills - including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents

and employers better information on potential and achievement.

- There are new qualifications from 2013 and more flexibility in how young people take qualifications.

What stays the same?

Curriculum for Excellence builds on the great teaching practice that exists already. Other things remain constant too... the laws of physics; the rules of English or French grammar. Subjects will be broadly similar.

Is there more or less choice for learners?

The whole thrust of Curriculum for Excellence is to focus on learners' needs, including offering personalisation and choice. National guidance provides more choice in how learning is delivered. Management of the curriculum to provide choices is for schools to determine.

What guides what teachers teach?

Teachers and other practitioners work to national guidance called *Experiences and Outcomes* - a rigorous framework for progression.

How are schools preparing for change?

Schools have been preparing for change for a number of years with support from their local authorities, government and national agencies. HMIE - inspectors of education - have also worked with schools over the Autumn providing further training, information and support to help to ensure consistently higher standards, building on existing best practice.

Does active learning mean more school trips?

Active learning doesn't mean running around, being outdoors or school trips. It means encouraging young people to think, question, research and work together rather than being fed information.

What if children don't like group work?

Teachers are expected to use a range of approaches and to help children so that they can learn to work in different ways, including in groups - an essential skill for life.

Will the new exams be harder?

No. Nor will they be easier. They'll just be different, to reflect learning. Some qualifications, like the new National 4, are assessed by the teacher, not an exam.

Who is responsible for standards during change?

As before, teachers are responsible for their teaching. Head Teachers are responsible for teaching standards and performance and should seek the views of their 'customers' - pupils and their parents, students, learners. Local Authorities (Councils) are responsible for schools and community learning services. HMIE - inspectors of education - are responsible for overall monitoring and reporting.

How will we know if the change is working well?

Schools and local authorities will be monitoring the impact of any changes on learners and making any necessary adjustments as they go. HMIE will know from inspections if outcomes are generally better (or worse) and will be monitoring progress closely.

What about reports on progress?

Schools are already skilled at describing how children are progressing and they will continue to monitor and report on each child's performance - from marks and comments in jotters to end of term reports and parents evening discussions. Individual schools can provide information on how they will report on progress.



Recipe for Curriculum for Excellence





Ingredients:

A school, active schools co-ordinator, auxilliary, business support officer, chaplains, children, childsmile support worker, class teachers, classroom assistant, cleaners, community members, director of education, enterprise team, handyman, ict support technicians, instructors, janitor, kitchen staff, learning community principal, library service, parents, police, pre school staff, principal education officers, secretary, school improvement officer, school nurse, social workers, speech therapist, specialist staff, transport providers, volunteers.



Additional Ingredients

Pupil council, SNAG, Buddies,
Playground Helpers, Fundraisers,
Litterbugs, Litterbug Buddies, Eco group

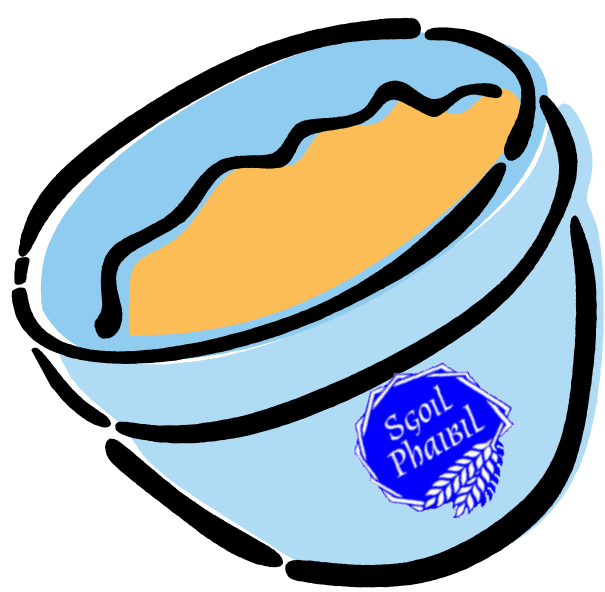




Additives:

subjects, fun, play, experiences, support,
initiative, parents,
resources, equipment, confidence,
respect, responsibility, tolerance,
patience, support, opportunities,
health & well-being,
praise & reward.





Utensils:

'Large mixing bowl'

'Various tools'

'Oven'



1. Start with your school as your base ingredient.





2. Make a 'well' in the centre then blend in all ingredients. Mix well.





3. Choose additional ingredients appropriate to recipe and fold in.





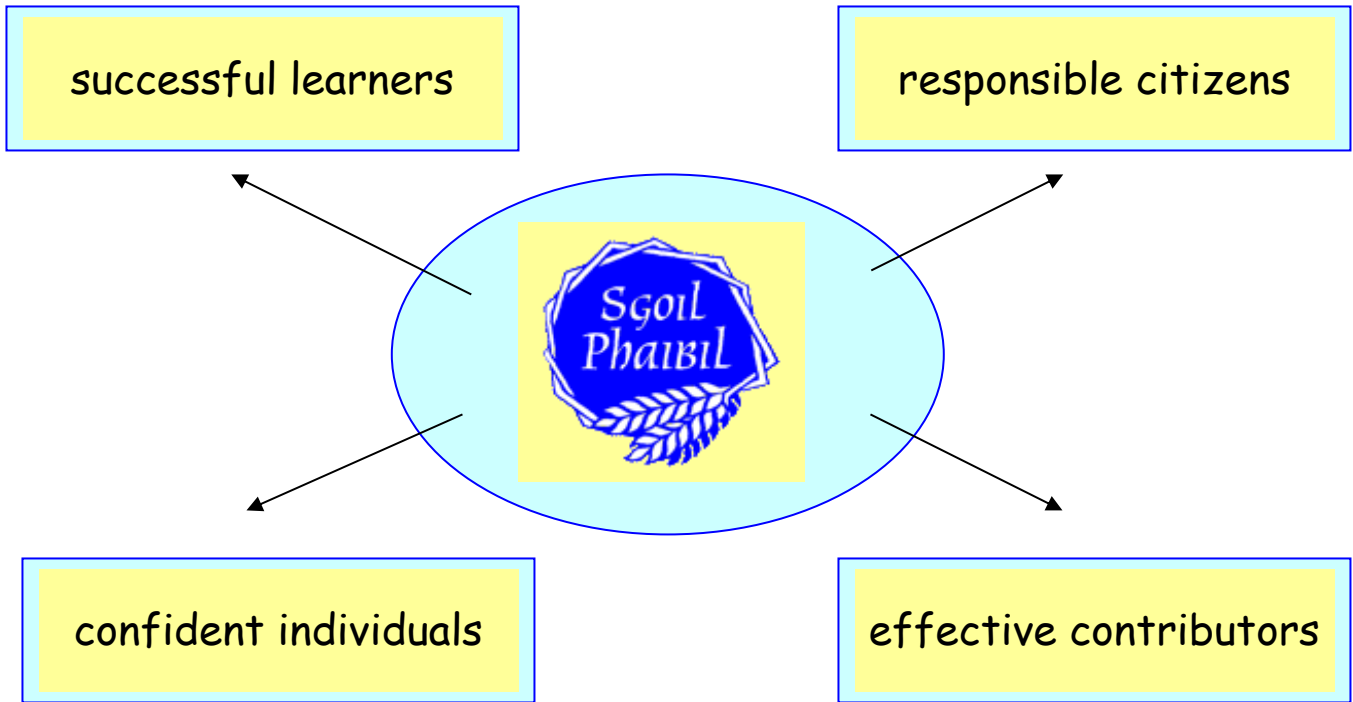
4. Choose a large variety of additives (no artificial additives!) a bit at a time, subject to availability, making sure all parts of your mix receives an even coating. Share out any remaining ingredients.





5. Season well and allow to stand until the mix has absorbed all ingredients.





6. Once your mixture is ready for the next stage, place equal amounts in baking trays and place in school'oven'.





7. 'Bake' steadily at an appropriate temperature-check progress as you may need to increase or decrease the temperature as the mixture bakes.





Oven Temperature Conversions

F = C = Gas Mark

275	=	130	=	1/2
315	=	160	=	1
355	=	180	=	2
375	=	190	=	3
400	=	205	=	4
425	=	220	=	5
450	=	230	=	6
475	=	240	=	7

8. Bake until golden and well risen.....please note that cooking times may vary considerably for each individual and you may have to differentiate to achieve the desired product.

confident
individuals

effective
contributors

responsible
citizens

successful
learners



9. When 'cooked' remove from oven,
garnish with praise, and distribute to
family and friends.

PLEASE NOTE :

This dish will take approximately 7 years to complete!



Finished product will be available in 4 varieties -

Successful Learners

Effective Contributors

Responsible Citizens

Confident Individuals

- can be sourced at various outlets.
No two packs will be the same but

- * listening and talking
- * reading
- * writing.

Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics. An emphasis needs to be placed on listening and talking at all stages to allow learners to practise, use and enrich their Gàidhlig.

Throughout education, effective learning and teaching in literacy and Gàidhlig will involve a skilful mix of appropriate approaches including:

- the use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities

Teaching is wholly through Gàidhlig during the immersion phase from P1 to P3. English language is then gradually introduced through the medium of Gàidhlig, with Gàidhlig remaining the predominant language.

As pupils continue to enjoy their immersion in Gàidhlig through primary education, teachers will plan clear structures for learning to further develop Gàidhlig language skills. Adopting a range of appropriate teaching methodologies will make use of natural and real contexts to support pupils in developing their Gàidhlig language skills.

[BBC ALBA - Parents and Teachers.mht](#) - this page, aimed at parents, gives a brief introduction to the educational websites available within BBC ALBA for children in Gaelic-medium education.

[GAELIC 4 PARENTS .COM](#) The hub for parents and children interested and involved in Gaelic Education.

REPORTING TO PARENTS

Verbal and written reports on pupils' progress are given to parents twice a year. The written reports, which describe Strengths and Development Needs in the main curricular areas, are sent out, prior to parents evenings, in June, but parents are always welcome to discuss progress

or concerns at any time. Generally speaking, Parents Meetings are as follows:

- November - P1 - P7
(Pupil Led Evening)
- May - P1 entrants
- June - P1 - P7
(Written Report), parents follow up meeting.



Scotland's new curriculum

Relevant, inspiring, engaging education for every child and young person in Scotland

Curriculum for Excellence is the most radical education reform in Scotland for a generation. It describes the purposes of learning from 3 to 18 and entitlements for all learners.

Guidance on how and what children and young people learn from the early years to the end of S3 is presented through experiences and outcomes which are now available.

[Link to LTS Scotland](http://www.ltscotland.org.uk/curriculumforexcellence/)

<http://www.ltscotland.org.uk/curriculumforexcellence/>

[Link to LTS Parent Council Newsletter](http://www.ltscotland.org.uk/parentzone/getinvolved/parentcouncils/resources/index.asp)

<http://www.ltscotland.org.uk/parentzone/getinvolved/parentcouncils/resources/index.asp>

[Link to Parentzone](http://www.parentzonescotland.gov.uk/)

<http://www.parentzonescotland.gov.uk/>

HOMEWORK

We feel that homework is an important part of a pupil's learning. All pupils, from P1 - P7 should try to do some homework during week days. In the early stages, this may be learning vocabulary, reading simple stories, or basic number work. All pupils receive a Homework Planner where they record any assignments.

HOMEWORK ADVICE FOR PUPILS & PARENTS

Questions

Why do I get homework?

What kind of homework might the teachers give me?

What should I do before I begin my homework?

Where should I do my homework?

Answers

To practise what you learn in class.

Language, Maths, Topic Research, TV, Newspaper work, Ball skills etc. You could in fact be given work connected with any of your school subjects.

CHECK YOUR DIARY!

Preferably in a quiet place (No TV on!) and on a suitable surface.

RELIGIOUS AND MORAL EDUCATION

We endeavour to develop the spiritual and moral values of all our pupils. Regular assemblies devised for the delivery of Religious Observance are distinctly different from our whole school "Get together" which support other issues e.g. extra curricular issues, achievements, drama, personal & social development etc. Religious Observance's overall integrity and purpose is kept distinct and is not compromised by the inclusion of routine administrative announcements. In classes Religious Education is offered on a daily/weekly programme which is directly related to the Curriculum for Excellence outcomes.



Having tea after our assembly with the Rev Ewen Matheson.

About religious observance

As well as being a statutory element of a school's provision, religious observance also has an important part to play in the development of the learner's four capacities, as a successful learner, confident individual, responsible citizen and effective contributor.

Further information can be found on the www.educationscotland.gov.uk Religious Observance Section Foghlam Alba.

SENSITIVE ASPECTS OF LEARNING

Our school curriculum covers areas of learning which can be sensitive e.g. various areas of health & wellbeing - keeping safe, hygiene, medicine & drug awareness etc. Staff observe and respond appropriately and often work along with other agencies e.g. school nurse, substance misuse officer, smoking cessation officer, local police. The learning environment has to be well planned and organised in order to provide a structure for learning and teaching within which children make decisions, develop and make good progress.




BULLYING

Parents should IMMEDIATELY inform the school if they feel that their child may be a subject of bullying behaviour. Complaints will be taken seriously and appropriate action will follow. The pupils should be encouraged to discuss any incidents or worries/problems of this nature with senior management.

Parents should keep a written record of any incidents regarding, WHO, WHAT, WHERE AND WHEN. This will help the school in dealing with the situation and in devising strategies which will help the child and provide her/him with support inside and outside the school.

ACTIVE SCHOOLS

Active School co-ordinators work with schools & communities to encourage children to be active and stay active. The fundamental aim is to offer children the opportunities and motivation to adopt active, healthy lifestyles. Our co-ordinator is Mrs Christine MacQuarrie. She works regularly with the school pupils & staff to develop an action plan of work for every school session. The following are examples of recent activities.

-  Young Leaders Award
-  Cycling Proficiency
-  Skipping Challenges

All challenges are linked to Curriculum for Excellence and related notes support various programmes.



Active Schools Skipping Challenge & Curriculum for Excellence

Skipping Challenge Activities	
Aims	Description
<ul style="list-style-type: none"> ● Increase awareness of physical activity ● Increase levels of physical activity ● Promote skipping as an alternative physical activity ● Increase fitness levels of children ● Increase number of positive role models for children ● Create an opportunity for pupils to interact and work as an individual and as a team ● Engage children in structured physical activity through a positive and fun 	<p>Skipping is a fantastic activity for young people; it develops heart and lung fitness, co-ordination, balance, concentration - the list goes on!</p> <p>One of the most positive aspects of a skipping programme is the massive improvements that young people can make in a short space of time - from being incapable of completing a couple of turns to competence can generally be achieved by regular practice. A key element in long term health is 'load bearing' activities such as skipping, running and walking. This encourages the development of bone density which is particularly significant for young girls, assisting</p>

experience	with the prevention of conditions such as osteoporosis. Skipping also encourages healthy habits and shows children that keeping fit can be fun.
Outcomes	
<ul style="list-style-type: none"> ● Increase extra curricular physical activity ● Develop motor skills ● Develop sport-specific skills ● Increase opportunities for pupils to engage in physical activity 	
Skipping Challenge Activities Cross-curricular Links	
Health & Wellbeing	Literacy and English
<ul style="list-style-type: none"> ● Exploring a new sporting activity ● Experience of using new equipment ● Effect of physical activity on the body breathing, pulse rate etc ● Motor development (balance, posture, coordination) 	<ul style="list-style-type: none"> ● Recording participation & skips on classroom wall chart ● Reading challenge instructions & rules ● Communication with peer group ● Creating own skipping rhymes
Expressive Arts	Maths and Numeracy
<ul style="list-style-type: none"> ● Movement to music 	<ul style="list-style-type: none"> ● Counting number of skips on classroom wall chart ● Counting skills (rhythm, number of steps) ● Comparing scores-progress through the 4 wks ● Working with time-i.e. how many skips in 5 mins ● Calculate average skips per minute ● Graphs/Pie charts of progress-individual & class ● Calculate total no of skips per class over course of challenge
Religious and Moral Education	Science
<ul style="list-style-type: none"> ● Encourage safe & fair play in playground ● Respect for other playground users ● Encourage pupils to help & support their peers through challenge 	<ul style="list-style-type: none"> ● How the body works
Social Studies	Technologies
<ul style="list-style-type: none"> ● Discussion of playground activities of older generations ● Following & understanding rules ● Being responsible citizens in playground i.e. safe play ● Respecting personal space & boundaries 	<ul style="list-style-type: none"> ● Computer work to provide graphs/pie charts etc for progress for each day/week of the challenge

Assessment

Why are assessment and qualifications changing?

Now that Curriculum for Excellence has come in to place, we need a new framework for assessment as well as new qualifications that best support and reflect children's learning. This will raise standards of achievement, improve learning experiences and develop skills for learning, life and work.

What does assessment cover?

- The ways teachers support and assess children's learning and monitor progress.
- Reporting to parents - in writing and discussions to help them understand their child's progress and what parents can do to help their child's learning.
- Formal recognition of learners' achievements through profiles.

What is new?

- A more effective and consistent system of assessment.
- A better connected assessment system with smoother links through pre-school, primary, secondary school.
- More ways of assessing progress to support learning and more flexibility to meet learners' individual needs.
- Schools will provide profiles of learner achievement at key points - eg end of P7

What and how will teachers assess?

Teachers carry out ongoing assessment to see what children know, understand and are able to do. They assess in a number of ways - watching pupils carry out tasks like practical investigations; performances, presentations and discussions; learners' assessment of their own work and comparisons with others; written responses like tests; and evaluation of a final product eg a piece of artwork, report or a project.

When will teachers assess a child's learning?

Assessment will take place throughout the school year. Parents are key partners in learning, and assessment gives them a chance to be involved in understanding, reviewing and planning next steps. Parents can discuss any concerns or questions about their child's learning with the school.

How will reporting change?

Reporting can already take the form of written reports, children presenting their learning to parents, parents evenings and on-going discussions. This will continue and parents will receive at least annual reports on their child's progress. Reports will provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations. As at present, there are no set formats for written reports, with each Local Authority (Council) having flexibility to develop their own, in line with national guidance.

These are the expected levels of progression:

<i>Curriculum level</i>	<i>Stage</i>
Early	Pre-school to P1
First	P2 to end P4
Second	P5 to end P7
Third and Fourth	S1-S3 (Fourth level aligns to National 4 qualifications)
Senior phase	S4 to S6 in school, college, workplace or community

Further information is available on www.educationscotland.gov.uk/assessment



COMHAIRLE NAN EILEAN SIAR
DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES

Ag Amas air Adhartas – Aiming for Advancement



Paible School

Pupil Progress Report

Name:		SCN No		Class:	
Teacher:				Date:	



Curriculum for Excellence Report to Parents - Guidelines

Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1 to S3. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include

Descriptor	
The pupil has started to engage in the work of the new level and is beginning to make a small number of outcomes across the breadth of learning experiences and outcomes for the level.	
The pupil has achieved a breadth of learning across many of the experiences and outcomes and can apply what he/she has learned in familiar situations.	
The pupil has achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum and has responded consistently well to the challenge set out in these experiences and outcomes. The pupil has moved forward to more challenging learning in some aspects and has applied what he/she has learned in new and unfamiliar situations.	

Language & Literacy	Progress:	CfE Level:	Early
	Next Steps in Learning:		

Maths & Numeracy	Progress:	CfE Level:	Early
	Next Steps in Learning:		

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Health & Wellbeing	Progress:	CfE Level:	Early
	Next Steps in Learning:		
Expressive Arts	Progress:	CfE Level:	Early
Religious and Moral Education	Progress:	CfE Level:	Early
The Sciences	Progress:	CfE Level:	Early
Social Studies	Progress:	CfE Level:	Early
Technologies	Progress:	CfE Level:	Early
Attitude to Learning			

How you can support your child's learning:
Wider Interests / Achievements

Pupil's Comments	
Tha mi cho toilichte leis:	I am most pleased with:

Air clas _ feuchaidh mi:	My most important targets for next session are:
Pupil's Signature:	
Teacher's Signature:	
Head Teacher's Signature:	

Section 4

-  Supporting Learners
-  Enrolment
-  Transition

SUPPORTING LEARNERS

Here, at Paible, we feel that all pupils should be helped to achieve their potential. We feel it is our duty as teachers not only to provide support for the less-able, but also to make sure that able pupils are given demanding and challenging activities. The Education Authority aims as far as is possible to educate pupils who have additional support needs alongside their peer group, in a mainstream class at their local school. A staged intervention process is in place to ensure pupils receive the appropriate support. Where necessary, extra help is provided in the form of learning or behaviour support. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or in class. In addition, the Authority's Inclusion Team advises teachers on teaching materials, methods and programmes of work which are appropriate to support pupils' needs.

Where a child has significant learning difficulties, the Inclusion Team may establish a Co-ordinated Support Plan, in consultation with parents and other agencies involved with the child. The Co-ordinated Support Plan (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 steps the Authority will take to support the pupil's needs. An assessment service is also provided by the itinerant teacher of children with visual and hearing impairment.

The Speech Therapist also visits the school to help any pupils who require support. Any follow up work is carried out in small groups with the classroom assistant under the supervision of the speech & language therapist.



Getting it right for every child, (GIRFEC) is a national policy and programme which is now being implemented in the W. Isles. The Scottish Government introduced GIRFEC as a long term programme. It is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about. The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

The needs of very able pupils must also be met. It is important that they are constantly stretched and challenged. Curriculum for Excellence encourages pupils to work at their own level, then move on to the next stage. There are several ways in which this can be done. Pupils may be given 'extension' work, having completed the main task, to extend and develop a particular skill or they may be given a different activity appropriate to their ability.

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

- Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

ENROLMENT

INFANTS

Enrolment of infants due to start in August, takes place in February on a date notified by press advertisement. Pupils can be taught through the medium of Gaelic or English. Parents should indicate preference on enrolment form. Children who will be five years old before the last day of the following February are eligible for 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. Parents and new entrants have an opportunity in the Summer term to meet staff and discuss any matters relating to their child's education. It is the responsibility of the parent/guardian to inform the school of any subsequent change in the child's medical record

TRANSITION

Transition from one establishment to another is an important time for children whether it be from ~~pre-school to primary or primary to secondary.~~

Reducing difficulties during change is a priority at Paible. We are familiar with the feelings experienced when change happens. Staff respond sensitively by reading and interpreting the signals the children send out. Their experience enables them to respond appropriately to individual children and acknowledge how he/she is feeling.

Every staff meeting devotes time to care and welfare in order to discuss pupils/classes. Staff recognise that they have an ongoing role to support all children especially at the transition stage.

All the Primary 7 children who are to move to secondary for the new session will be invited to attend Sgoil Lionacleit for some transition days. There will be 3 separate days 14th November, 17th January, 10th May and then a whole transition week 10th - 14th June.

Paible is involved with three main establishments during transition.

Urachadh Uibhist 01876 580337

Dunskellar Croileagan 01876 560349

Sgoil Lionacleit 01870 603500

PLACING REQUESTS

Pupils who live outside the catchment area should make an application to the Director of Education, Council Offices, Stornoway (Tel: 01851 703773). Every effort will be made to meet the parents' requests within the limits of accommodation.

European Day of Languages

There are over 6000 languages spoken in the world. And behind each and every one of them lies a rich and diverse culture. That's what the European Day of Languages (EDL) aims to celebrate - by showing people across Europe how important languages are, and what fun can be had learning them.

To celebrate this event Lena Carter Principal Teacher of languages from Sgoil Lionacleit visited Paible along with some pupils studying French & German. Mrs Carter and pupils from Sgoil Lionacleit joined Paible pupils for a workshop conversing in foreign languages.



Section 5

- Standards & Quality Report
- School Improvement
- Overall Attainment
- School Policies
- Achievement & Notable Events

STANDARDS & QUALITY REPORT

Every year Scottish schools produce a Standards & Quality Report. This report is part of the commitment of Paible 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.

At Paible we continue to aim for excellence in our practice, maintaining a strong focus on learning and teaching.

Full details of this session's Standards & Quality Report can be found on our school web site.

THE IMPROVEMENT PLAN FOR THE SCHOOL

Overall attainment in Paible School is good with most pupils achieving national levels of attainment. Small numbers of pupils make it difficult to make trend statements. However results in NFER and CAT data indicate that most pupils are achieving their potential. Most children write well

for a range of different purposes. Support for learning is provided within the class thus ensuring that pupils with additional support needs are included in similar class learning experiences.

Ongoing evaluation shows that priorities in the School Improvement Plan, take cognisance of local & national initiative. They have led to an overall improvement in pupils' achievement.

Our attainment in all areas is carefully monitored through regular staff and management meetings where individual progress and expectations are discussed. The raising of attainment by ensuring that learning activities are set at the right level for pupils has continued to be a focus for school staff development this year. This is resulting in a more consistent approach throughout the school. Next session we will be focusing on assessment to ensure that internal moderation is consistent, accurate and well designed. We will then be able to better describe individual pupil progress in line with Curriculum for Excellence Guidelines.

Children's learning is enhanced by a wide range of resources such as ICT and GLOW. The pace of lessons is appropriate at different stages. Staff endeavour to set times for various tasks thus ensuring a brisk pace for learners.

During 2012-13 session our school improvement plan has four main projects.

1. Eco School

Our targets are to attain the Green Flag award by working through an action plan set up after consultation between staff and pupils. Our main areas for development this session are Litter, Sustaining our World, Biodiversity and Energy. Health & Wellbeing and Food and the Environment will also be a regular focus.

2. Raising Attainment in Numeracy & Literacy

This project will focus on ensuring that learning activities are set at the correct level for all pupils with appropriate levels of support. Pupils are being involved in planning and learning intentions are shared with them. They are developing ways of sharing techniques and giving constructive feedback on their own work and on the work of their peers.

All teaching staff are participating in a "Tapestry Masterclass" programme which focuses on Formative assessment strategies and links teachers with staff in other Southern Isles schools.

3. Assessment

This project focuses on staff familiarising themselves on the Natural Assessment Resource online and further developing the recording of assessment. Staff are working regularly at aiming to improve learning & teaching through relevant assessment and regular evaluation of practice.

4. Assessment & Moderation in Expressive Arts

This project is an authority led project following on from last year's assessment & moderation project in literacy. Teaching staff from the Southern Isles meet together to share and agree standards for applying the terms developing, consolidating and secure in relevant CFE levels in the area of expressive arts. As in last year's literacy project the aim is to raise attainment by ensuring that internal moderation is consistent, accurate and well designed.

Looking ahead to the next session 2013/14 the school improvement plan will continue to focus on CFE issues. A whole school audit will take place at the end of March 2013 and evidence & information will be gathered to identify the main strengths and the areas requiring improvement. Local and national objectives will be studied and areas for improvement will be identified.

Please see the school web site for further details of this session's improvement plan.

POLICIES

There are several policies with detailed information regarding the Curriculum, Health & General Information.

The following are available in school.

- * Care & Welfare Policy
- * Promoting Positive Behaviour Policy
- * The More Able Pupil Policy
- * Pupil Participation Policy
- * Support for Bereavement Policy
- * Anti Bullying Policy
- * Partnerships with Parents Policy
- * Child Protection Policy
- * Numeracy Across Learning Policy
- * Literacy across Learning Policy
- * Quality Assurance, Monitoring & Evaluation Policy
- * Monitoring Learning & Teaching
- * Learning & Teaching Policy Policy
- * Assessment Recording & Reporting Policy
- * Presentation of Work Policy
- * Whole School Marking Policy
- * Paible School Homework Policy
- * Pastoral Care & Pupil Support
- * Enterprise & Citizenship Policy

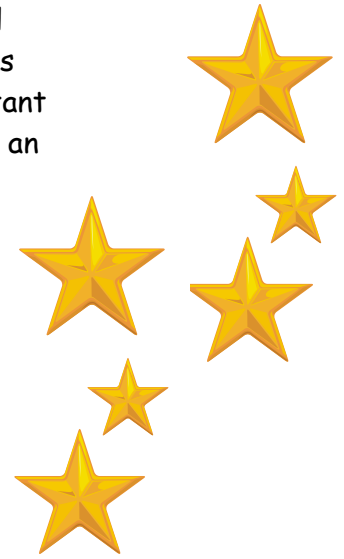
- * Personal & Social Education Policy
- * Health Education Policy
- * Anti Litter Policy
- * Behaviour & Discipline Policy
- * Substance Use & Misuse Policy
- * Equal Opportunities
- * Internet Access Policy
- * Health & Safety Policy
- * English Language Policy
- * Racial Equality Policy
- * Environmental Studies Policy
- * Mathematics Policy
- * Department Policy Learning Support



- * Mobile Phone Policy
- * Religious Observance Policy
- * Listening & Talking Policy

ACHIEVEMENTS AND NOTABLE EVENTS

Paible School pupils gain greatly from their own personal achievements as well as those encouraged at school. Their confidence is increased, their aspirations raised and their motivation improved. All achievements help to develop important skills for learning, skills for life as well as skills for work. Pupils in Paible have an achievement wall - labelled Sea of Success where pupils are encouraged to highlight personal achievements - certificates, photographs, awards etc. Primary 6 & 7 pupils keep online portfolios which are regularly updated.



Sea of Success



Other Achievements and Notable Events

- Barra Mod, National Mod & local Mod
- Gaelic Society of London
- BBC Film Project
- Highland Dancing, Piano & Swimming Awards
- Young Leader Awards/ Buddies
- Pupil Led Evening.
- Fun Run
- Wear it Pink Day
- Unicef Day for Change.
- Yorkhill Fundraisers
- Curry Night
- School DVD
- Recipe Book
- Toast & Baking Sales
- Entertaining in local care home "Trianaid".
- Come Dine With Me
- Entertaining Cruise Ship Passengers
- Get togethers/Assemblies



- Christmas Concert 'The Circus'
- Carol Service
- Christmas Party
- Latha na Gàidhlig.
- Eco Day
- Recycling Clothing Bank in partnership with Cothrom.
- Recycling Bottle Tops, Paper Collection
- Local Area Clean-up
- Energy Advisory Workshops
- Food Waste Workshops
- Book Swap
- Gardening
- Various successes in local and national athletic events.
- Skipping Challenges
- Sport Coaching in Golf, Basket ball, Cycling Proficiency,Swimming & Hockey

Visitors/Visits

- Sniffer Dog
- Mr Boom
- Science Festival
- Gaelic cartoon Theatre
- Fèis Nan Gàidheal Drama Workshops.
- Gaelic Play - An Ròn Dall
- Rainforest Art Workshop Days
- 'Tell a story Afternoon' with pensioner group
- Line dancing tuition
- National Youth Orchestra Workshops
- Rosalind Mason Creative Dance Workshops
- Paul McKenzie Circus Workshops

APPENDIX 1

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:

a) This absence will be recorded in Phoenix as ***Authorised / *Not Authorised¹**

b) 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.

[*Delete as appropriate]

NOTES:

¹Headteachers’ decisions on authorising pupil withdrawals from school are informed by guidelines from the Scottish Executive Education Department, eg Circular No 5/03, ‘Family Holidays 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 difficulty obtaining leave, etc. All pupil withdrawals from school that have not previously been notified to the Headteacher will be categorised as unauthorised absence.

Transferring Educational Data About Pupils

Education authorities and 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 statistical purposes within Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

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 Scottish Government for research 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 (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the 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 these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

APPENDIX 2

POLICY ON THE USE OF MOBILE PHONES BY PUPILS IN PAIBLE SCHOOL

1. Paible 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 switched 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 in emergencies or with the express approval of a member of school staff.
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.

APPENDIX 3

PHOTOGRAPHING OR FILMING PUPILS ON SCHOOL PREMISES

Comhairle nan Eilean Siar Department of Education

Information for Parents

Procedures

Pupils may be filmed or photographed on school premises for a variety of reasons including recording of curricular activities, events such as school concerts or plays, or for school publicity material eg school websites. The photographs or film may or may not be accompanied by details about the pupil such as name, age, year group or general home location.

Where filming of pupils under Minimum School Leaving Age is taking place through a media company, that company must already obtain permission of the pupil's parent or guardian under Performance Licensing legislation. Having regard to Data Protection, Child Protection principles and the basic principle of parental consent to activities relating to their children, it has now been agreed that any official photographing or filming of children where the images might be for public consumption (ie media, website or official school videos) should only take place in school premises or grounds with the prior written consent of parents.

This policy relates to official school photos or filming or official requests made to the school. You will recognise that there are certain situations which might in practice be outwith the school's control (eg another parent inadvertently capturing an image of your child at a school sports day.) If you have specific concerns about this, you should discuss these with your child's school.

To ensure that your child's school has the optimum flexibility to allow filming which you would support, we are seeking your views on such activities in advance of their taking place. You have the options of:

- (i) agreeing to photographs of your child appearing in any publication or form (ie on the school internet site) approved by the Head Teacher;
- (ii) not agreeing to photographs or film of your child appearing in any form;
- (iii) agreeing to photographs or film of your child being used only in certain ways (which you can specify);
- (iv) advising the school whether you are happy for school-approved information about your child to accompany any photographs or film – or whether you wish to restrict it.

Once completed, your preferences will be retained in your child's school file and will remain in force (transferring between schools as appropriate) until you revoke it. If you wish to change your mind at any time, complete a new form, indicating your revised preference.

APPENDIX 4 - OFFENSIVE WEAPONS ACT

OFFENSIVE WEAPONS ACT 1996: SCHOOLS

Section 4 of the Offensive Weapons Act 1996 came into force on 1 September 1996. This gives police the power to enter school premises and search for an "offensive weapon or knife (i.e. a bladed or sharply pointed article, except a folding pocket knife so long as the cutting edge of the blade does not exceed 3 inches/7.63cm". Any weapons found during a search, may be seized.

APPENDIX 5 – VIEWING OF DVDs : Comhairle nan Eilean Siar

Guidelines

Concern has been expressed by parents of children in a number of schools, that the amount of DVD viewing by pupils in some schools may be exceeding the level which could be described as a healthy educational diet. Not only has the volume in some instances been excessive, but in a few cases the content and appropriateness of some of the DVDs shown has been highly questionable. In the light of information received the following guidelines, designed to ensure that the viewing of videos within schools is controlled, are issued.

Head Teachers are required to ensure that:

- (a) **children must not be left unsupervised at any time. The showing of a DVD must never be regarded as a substitute for the teacher.** The Education Department provides sufficient staffing to all schools to ensure adequate cover at all times and therefore expects this to be adhered to. An unsupervised situation is indefensible.
- (b) teaching aids are used in a balanced way; **a DVD may be used as an aid only. It must never take over the whole lesson.**
- (c) instructions on the use of DVDs are issued to staff. Such instructions must stress that the content of the films to be viewed should not be unacceptable to parents. For example it is **sound educational practice to view all videos before they are shown to pupils and to consider their suitability for the educational purpose for which they are intended.**

DVDs with 'U' certificates ought to be suitable for pupils up to age 14. Nevertheless, DVDs from within this classification **must** be viewed by the member of staff proposing to show it prior to pupils seeing it and to consider its suitability for the specific age group to whom it is being shown.

APPENDIX 6

Comhairle nan Eilean Siar

Department of Education

PARENTAL REQUEST FOR ADMINISTRATION OF MEDICINES

To: Head Teacher School

I wish my child (Name)

..... (date of birth)

to have the following medicine administered by school staff as indicated until

..... (date of completion)

Name of medicine

Reason for taking medicine

.....

This medicine prescribed by self/doctor (delete as appropriate)

Time(s) at which to be given

Dosage (and means of administration if applicable)

.....

.....

I undertake to deliver the medicine personally to you, to replace it whenever necessary,
and to dispose of any unused medicine after completion of the course.

I also undertake to advise you immediately of any change of treatment.

Signed

Name

Date

APPENDIX 7

SICKNESS/ABSENCE CERTIFICATE FOR SCHOOL PUPILS

This form should be completed for any days, or part days, that the pupil is not present in the school.



Name (in full)

**Date of
birth**

Home Address

Class

Date of first day of absence Date of last day of absence Number of school days absent

Please give details of the reasons for absence.

Parents Signature..... Date.....

SICKNESS/ABSENCE CERTIFICATE FOR SCHOOL PUPILS

This form should be completed for any days, or part days, that the pupil is not present in the school.



Name (in full)

**Date of
birth**

Home Address

Class

Date of first day of absence Date of last day of absence Number of school days absent

Please give details of the reasons for absence.

Parents Signature..... Date.....

