

SGOIL AN IOCHDAIR



Iochdar Primary School
Iochdar, South Uist HS8 5RQ
Telephone: 01870 604891

E-mail iochdarschool@gnes.net

- ❖ Awarded a Second Eco Green Flag
- ❖ Health Promoting School
- ❖ Enterprise Platinum Award
- ❖ Winner of Education Scotland Award 2009
- ❖ Finalist in STEM young Engineer Award 2012



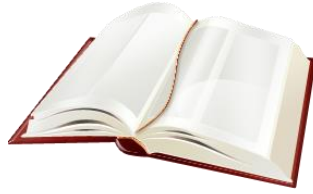
HANDBOOK

November 2012

Mission Statement

Iochdar School, working with Comhairle Nan Eilean Siar, endeavours to provide a broad and challenging curriculum within a secure and happy environment where children can achieve success.

School Aims



We aim to:

1. Continuously improve to provide the highest possible quality of teaching and learning for pupils of all abilities.
2. Motivate pupils to achieve the highest possible standards by setting high but realistic expectations.
3. Employ and evaluate regularly a range of appropriate teaching strategies and approaches that will encourage the children to become successful learners.
4. Ensure that the school is well managed and staff and resources are deployed effectively to implement all aspects of a Curriculum for Excellence.
5. Educate pupils to be responsible citizens by demonstrating high standards of behaviour and concern for others.
6. Seek to develop an environment where all pupils are confident contributors to the Gaelic language and the culture.
7. Involve parents as much as possible in the life of the school in a way that is meaningful and effective.

Ethos

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We look to parents and families to support us in maintaining this positive ethos.

We work in partnership with families, specialists and other agencies to help every child be the very best they can be.

Although we consider attainment our core business we offer a wide range of sporting, practical and cultural curricular and extra-curricular activities to ensure that every child has the opportunity to develop and explore new talents and achievements.

Dear Parents, Carers and Friends,

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

This handbook is designed to give parents and carers an insight into our school, our priorities and expectations. I hope you find it helpful and interesting.

We aim to provide a happy, stimulating and secure learning environment that encourages positive working attitudes in all our pupils, and fosters respect and tolerance for the beliefs and opinions of others.

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. During the course of the year, I will also keep you informed about school activities through regular letters. In the meantime, I hope this handbook provides useful information about the school

Please do not hesitate to contact me if you wish to discuss any matters that may be of concern or interest to you.

Yours Sincerely,

Mary T. MacInnes
Head Teacher



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School Information

Iochdar School is a mixed non-denominational school that provides education for children from pre-school age up to Primary 7. We currently have a roll of 64 pupils and the school provides teaching through the medium of Gaelic and English.



Contact Details

Name of Head Teacher:	Mrs Mary MacInnes
Name of School:	Iochdar School
Address:	Iochdar, South Uist, HS8 5RQ
Telephone Number:	01870 604891
Email Address:	iochdarschool@gnes.net
Parent Council Contact Details:	Chairperson - Anne Bird

Organization of School Day



Start Time:	9.10 a.m.
Morning Break:	10.40 to 11 a.m.
Lunch Time:	12.30 to 1.15 p.m.
Finish Time:	3.10 p.m.

Staffing

Resident Teaching Staff

Name	Post/Subject(s)	Room No.
Mrs M. T. MacInnes	Head Teacher	
Mrs S. MacKillop	Principal Teacher P. 5, 6 & 7 (Bilingual)	7
Mrs K. M. MacInnes	P. 5, 6 & 7 (Gaelic Medium)	4
Mrs D. MacLeod	P. 2, 3 & 4 (Bilingual)	9
Mrs D. MacVicar	P. 3 & 4 (Gaelic Medium)	8
Ms D. MacLennan	P. 1 & 2 (Gaelic Medium)	10
Mrs S. MacDonald, Mrs C MacLeod	Support for Learning	2

Non-Resident Teaching Staff

Name	Post/Subject(s)
Mrs J. MacMillan	Music
Mr P. Melnychuk	Art
Mrs M. Steele	PE
Mrs E. MacDonald	Chanter Tutor
Mrs P. Burgess	Singing Instructor
Ms S. Simpson	Fiddle Tutor
Mrs Mairi Stewart	Top up time

Non-Teaching Staff

Name	Role
Mrs M.A. Johnson	Special Needs Auxiliary
Mrs A. Evans	School Assistant
Mrs K.A. MacRury	Special Needs Auxiliary
Mrs C. MacLennan	Special Needs Auxiliary
Mr G. Stephenson	Janitor
Mrs A. Stephenson	Cleaner
Ms M. MacEachen	Cleaner
Mrs M. MacLeod	Cook-in-Charge
Ms L. MacDonald	Kitchen Assistant

Specialist Teaching Timetable

Note that timetable is subject to change

Day	Subject	Teacher	Time	Comments
Monday	Learning Support	Mrs Sue MacDonald	9.10 – 12.30 pm	Groups and individuals
	Chanter	Mrs Esther MacDonald	9.10 – 2.30 pm	P5 – P7
	P.E.	Mrs Marion Steele	1.13 – 3.10 pm	Rooms 9 & 10
Tuesday	P.E.	Mrs Marion Steele	9.45 – 10.00 am 10.00 – 10.40 am 11.00 – 11.45 am 11.45 – 12.30 pm 1.13 – 2.10 pm 2.10 – 3.10 pm	Croileagan Room 8 Room 10 Room 9 Room 4 Room 7
	Art	Mr Pete Melnyczuk	1.13 – 2.10pm 2.10 – 3.10 pm	Room 7 Room 4
	Swimming	Liniclate Pool Staff	12.45 – 2.00 pm	Term 2 P3 (GM) Term 3 Rooms 9& 10 Term 4 P6
	Fiddle	Ms Susanne Simpson	11.00 – 12.10 pm	P5 -7
Wednesday	Music	Mrs Joanne MacMillan	9.10 – 10.00 am 10.00 – 10.40 am 11.00 – 11.45 am 11.45 – 12.30 pm 1.13 – 2.00pm	P2/3/4 (E) P1/2 (GM) P4/5 (E & GM) P6/7 (E & GM) Rooms 9 & 10 singing
	Gaelic Singing	Mrs Penny Burgess	9.10 – 12.30	
	Athletics	Ms Mairi Levack	1.00– 3.00 pm	P4 - 7
Thursday				
Friday	Good News Assembly		9.10 – 9.40 am	Whole School
Friday	Learning Support Top Up	Mrs C MacLeod Mrs Mairi Stewart	9.15 – 12.30pm	Groups and individuals

School Plan



Attendance

School starts at 9.10 a.m. with Morning Prayer, followed by Registration. Registration also takes place after lunch. Pupils not present at registration are marked absent on the register. If a pupil arrives late, the class teacher will record this. If pupils cannot attend school because of illness or other circumstances, parents' should notify the school by telephone of the reason for absence and should provide a written explanation on the child's first day back at school. It is also useful if a note can be sent to the school explaining a long-term absence in advance of a pupil's return to school. Parents must put all requests for leave of absence to the head teacher in writing, giving full information as to the exact date, time and reason for the absence. Where possible, requests for absence should be submitted at least one week in advance of the proposed date(s).

Authorised Absences – arising from illness, medical or dental examinations/treatment, withdrawal for holiday or other valid reason for up to two weeks. An authorised absence implies that the parent/guardian has given notification to the school (by letter/note, by telephone, or in person).

Unauthorised Absences – all absences not covered above (see appendix 5 for absence notes)

School Uniform

We support the Local Authority's policy in seeking to encourage the wearing of school uniform. The policy is detailed in Appendix 1.



Our philosophy is that children should be warm, comfortable and at ease with practical clothing that is able to cope with the multitude of activities a child in the modern primary school is expected to cope with. The weather often dictates what should be worn.

We have a wide range of quality and affordable school uniform available to meet the varying styles of our pupils in the school from lower to upper stages. The current price list is included in Appendix 2. The school colours are navy blue, white polo shirt, all with embroidered school crest on the front. We have recently begun to stock reversible fleece / nylon jackets, the school logo. The wide range of uniform can be viewed at any time in the school an order for school uniform will be placed once a term. Order forms can be obtained from the School office.



with
and

For indoor games, PE, etc. pupils must wear shorts and appropriate footwear. We now have a very good quality school T-shirt with screen-printed crest available in all sizes and encourage the children to adopt this for their school PE activities. Young pupils will need to have this kit available for most, if not all, days of the week. It is advisable for all pupils to have some sort of protective garment (overalls, an old shirt, etc) to protect their clothing during activities involving paint, glue, clay, etc. All items of clothing, footwear, etc. should be clearly marked with the child's name.



All parents in receipt of Family Credit or Income Support are eligible for a clothing grant from the Education Authority to ensure that their children are able to make use of educational provision. Parents on low incomes may also make an application for a clothing grant. Application forms for clothing grants are available from: [Comhairle nan Eilean Siar, Education and Childrens Services, Sandwick Road, Stornoway. Tel: 01851 703773 ext. 498.](#)

<http://www.cne->

[siar.gov.uk/education/documents/Free%20School%20Meals%20Clothing%20Grant%20Application.pdf](http://www.cne-siar.gov.uk/education/documents/Free%20School%20Meals%20Clothing%20Grant%20Application.pdf)

Travel to and from School

Primary School Children living **two 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.

For Further information regarding bus travel to school as well as the purchasing of travel passes please contact **Douglas Reid** at the Lionacleit Education Centre on 01870 604880 or email dreid@cne-siar.gov.uk

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 school transport.

The School Transport policy has recently been revised and up the updated policy can be viewed at:

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/HometoSchoolTravelPolicy.pdf>

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 at the point of enrolment to provide the address and/or telephone number of a person who can be contacted in these circumstances. Please ensure this information is kept updated and notify the school of any changes.

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

School Meals

School meals including packed lunches, are served daily in the canteen. The cost of a school meal is currently £1.85 per day. We are unable to offer a credit system and all meals must be paid for in advance to the school office. Parents should let the school know in advance if their child has any special dietary requirements. Children of parents in receipt of Income Support are entitled to a free midday meal. Application forms are available from the school. Please note that pupils are under the supervision of dining room supervisors during the meal time.



If preferred, packed lunches can be taken to school and provision for pupils taking packed lunches is made within the dining room. In the interests of safety, glass bottles are not allowed. Usually a secure place for storage of packed lunches within each classroom is available.

Please note that written notification is essential, if for example, you wish your child to have lunch out with school, other than at home. If this arrangement is to be a regular one, a letter covering a whole term may be used to inform the school.

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, Sandwich Road, Stornoway, Isle of Lewis, HS1 2BW.
- If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.

Medical & Health Information

Medical and Health Care

The School Health Service is delivered by the Western Isles Health Board who work alongside your GP during your child's school years.

A number of health checks are available which are carried out by the School Nurse, The Health Visitor and the Dental Service.

School Staff work closely with the Speech Therapy Department when necessary.

Eyesight checks in P1, P4 and P7 and at other times if there is a concern.

Hearing checks when required

Height and Weight checks in P1 and at other times if required



The school dentist visits annually to check P1 and P7 pupils.

No treatment is given but Parents/Carers attention is drawn to any arising issues. The Childsmile programme supports good oral health by providing tooth varnishing to all pupils at our school

In Primary 6 the school nurse speaks with the older children to support them in understanding body changes as they approach Puberty.

If a child takes ill or has an accident in school, attention/first aid will be given by staff. If necessary the parent or Emergency Contact will be informed and arrangements made for the safe return home of the child.

In an emergency, or where the parent or emergency contact cannot be quickly contacted, the school will act in the best interests of the child to obtain medical attention.



It is important that the school is notified of any change of address, telephone number or emergency contact details.

If your doctor recommends that your child requires medicine during the school day you must complete an Administration of Medicine Request Form, which can be obtained from the school office.

For the safety of pupils the authority will not allow medicines to be given or taken at school until this procedure has been followed.

Please note that where a child is known to be suffering from a bout of sickness or diarrhoea at the start of the day or is experiencing other acute symptoms, it is unwise to send the child to school until the disorder has cleared up satisfactorily.

Enrolment/Admission

Infants join the school in August of each year, but enrolment usually takes place in 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 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 that their child may have. It is the responsibility of the parent/guardian to inform the school of any subsequent change in the child's medical record.

New entrants are invited into the school in June prior to entry, to sample some typical P1 activities.

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

For children who have attended another school, it is helpful to bring recent examples of work.

Placing Requests

Parents of children who do not live in the Iochdar School catchment area and who wish their children to attend Iochdar School must submit a placing request for approval before their child can be accepted for enrolment. Similarly, parents of children who live in the Iochdar School catchment area and would like their children to attend another primary school must follow the same placing procedure.

Parents who wish to make any kind of placing request should contact: -

Mr Neil MacDonald, Learning Community Principal, Lionacleit Education Centre, Benbecula
(Tel: 01870 60 4880/4882) or neilmacdonald@cne-siar.gov.uk

SCHEME OF SCHOOL ATTENDANCE 2012 – 2013
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AUTUMN 2012		
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Open	Teachers Pupils	Monday 13 August 2012 Thursday 16 August 2012
Close	Teachers/Pupils	Friday 12 October 2012

WINTER 2012		
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Open	Teachers Pupils	Tuesday 23 October 2012 Thursday 25 October 2012
Close	Teachers/Pupils	Thursday 20 December 2012

SPRING 2013		
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Open	Teachers/Pupils	Monday 7 January 2013
	Teachers/Pupils	Friday 29 March 2013

SUMMER 2013		
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Open	Teachers/Pupils	Monday 15 April 2013
	Teachers/Pupils	Friday 28 June 2013

INSERVICE	13, 14, 15 August 2012	
	23,24 October 2012	
LOCAL HOLIDAYS	Local Holidays	12 October 2012 30 November 2012 3 December 2012 21 February 2013 22 February 2013 25 February 2013 29 March 2013 6 May 2013
DATES FOR INFORMATION	National Mod	12 – 20 October 2012
	Good Friday	29
	Proposed start date for session	12 August 2013 (Teachers) 15 August 2013 (Pupils)

SCHEME OF SCHOOL ATTENDANCE 2013 – 2014
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AUTUMN 2013		
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Open	Teachers Pupils	Monday, 12 August 2013 Thursday, 15 August 2013
Close	Teachers/Pupils	Friday, 11 October 2013

WINTER 2013		
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Open	Teachers Pupils	Tuesday, 22 October 2012 Thursday, 24 October 2013
Close	Teachers/Pupils	Friday, 20 December 2013

SPRING 2014		
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Open	Teachers/Pupils	Tuesday, 7 January 2014
	Teachers/Pupils	Friday, 28 March 2014

SUMMER 2014		
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Open	Teachers/Pupils	Monday, 14 April 2014
	Teachers/Pupils	Friday, 27 June 2014

INSERVICE	12,13,14 August 2013
	22,23 October 2013

LOCAL HOLIDAYS	Local Holidays

DATES FOR INFORMATION	National Mod	11 -19 October 2013
	Good Friday	18 April 2014
	Proposed start date for session	11 August 2014 (Teachers) 14 August 2014 (Pupils)

The School Curriculum

All areas of our curriculum are taught in accordance with local and national guidelines reflecting current good educational practice. Our school policies and programmes of study are currently under review to bring them into line with A Curriculum for Excellence. We are developing our curriculum in line with Curriculum for Excellence Guidelines which develops our pupils as: -



**Successful learners,
Confident individuals,
Responsible citizens and
Effective contributors.**

The school offers a broad and balanced curriculum in areas such as Languages, Numeracy and Mathematics, Social Studies, Sciences, Technologies, Expressive Arts, Health and Wellbeing and Religious & Moral Education.

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.

Every child at Iochdar School irrespective of creed, colour, gender or ability is given the same opportunity to attain his/her potential in all areas of the curriculum.

Curriculum for Excellence

curriculum for excellence

The levels of A Curriculum for Excellence are:-

Early Level – covered between nursery (age 3&4) and P1

First Level - covered between P2 and P4

Second level – covered between P5 and P7

Third and Fourth levels and senior phase are covered in secondary school and work towards qualifications.

These levels give broad guidelines towards the expectations of achievement and there may be pupils who achieve these levels sooner or later than their peers.

[What is Curriculum for Excellence? - The Curriculum -](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence)

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence>

Bringing Learning to Life and life to Learning

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Languages

A Curriculum for Excellence identifies different strands of listening and talking, reading and writing. It also includes modern languages.

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All aspects of spoken and written English are taught. Children take part in talks, discussions, debates, drama and poetry reading. Written language covers spelling, grammar, personal, imaginative and descriptive writing, poetry, writing of summaries, comparisons and instructions, letter writing, designing and completing simple forms.

WELCOME

Reading

Reading is one of the most important and basic skills your child will learn. By using a variety of resources and teaching approaches we encourage our pupils to read with expression and understanding and develop a love of books.



We use Story World and Story World Bridges in the early stages.

In the middle and senior stages of the school we use several resources including Literacy World and Insight. At these stages reading books are not always sent home for nightly reading practice. A language programme is built in and teachers work on aspects of written language at the same time as teaching reading.

From time to time classes base their reading and language programme on a children's novel.

Class and school libraries have a variety of reading material, both fiction and non-fiction. Children are encouraged to read for pleasure both in school and at home.

Parents are encouraged to take an interest in their child's reading development.

Spelling and Phonics

We begin with a phonic approach in the Infant department and move on to the Nelson Spelling Scheme

Writing

Written language covers spelling, grammar, personal, imaginative and descriptive writing, poetry, writing of summaries, comparisons and instructions, letter writing, designing and completing simple forms. We have recently revised our policy in teaching writing.

Listening and Talking

We encourage our pupils to express themselves confidently and to listen carefully. We create many opportunities for the children to give talks to a variety of audiences. Children take part in talks, discussions, debates, drama and reciting poetry. Listening for information or to each other is a skill we develop throughout the school.

Gaelic Medium Education



Parents have the option to have their children educated through the medium of Gaelic and at present the majority choose this option. The school has three classes in the Gaelic medium stream, P1&2 is total immersion, P3&4 have English language introduced into their curriculum and at P5-7 stages bilingualism is further developed. For further information on the benefits of GME please refer to:

http://www.foghlamgaidhlig.com/pdf/Choose_Gaelic.pdf or email gaelic@cne-siar.gov.uk

Numeracy and Mathematics

Much of our mathematics is taught by oral interaction between teacher and pupil. This ensures understanding through active learning i.e. by talking, doing and investigating. Learning of tables and mental maths are also part of the programme. As well as Number work the children study Shape, Position and Movement, Measurement and Information Handling and are given the skills needed for problem solving. As a basis for teaching mathematics we use Scottish Heinemann Mathematics, Teejay and Mathletics in the upper stages.



Social Studies

This includes looking at People, Past events and societies, People, Place and Environment and People in Society, Economy and Business. To cover these, the children work through carefully planned topics/themes e.g. Fair Trade, Local Studies, Scotland, Pirates etc. They will also look at a variety of global issues



Our aim is to encourage our pupils to become independent learners and to use their knowledge to develop their understanding of the world by learning about other people and their values.

Within each topic classes visit places of interest and invite people from the community, into the school to support the learning.

Sciences

Sciences include the study of Planet Earth, including biodiversity, energy, sustainability and space; Forces, including electricity, Biological Systems and Materials and Properties. Through learning in the Sciences, pupils develop an understanding of the environment and their place in the living, material and physical world. They also develop an understanding of the impact of science on their world. Topics and themes your child may study are Space – Biodiversity, Electricity and Magnetism, Water Cycle, Coastal Erosion, Ourselves.



Expressive Arts

Art and Design, Music, Drama and Dance play an important part in your child's education and pupils are taught to develop creative skills in all four areas. They get the opportunity to put these skills into practice during assemblies and productions as well as taking part in community events.

Art and Design

A range of techniques and materials are introduced to create collaborative and individual pieces of work. We engage Artists from the community to broaden the children's experiences and help them learn from other artists work. Children's artwork is displayed throughout the school buildings.

Music



This plays an important part in school life. In addition to singing, children play tuned and non-tuned percussion instruments and traditional Scottish instruments. Specialist teachers visit weekly to support the teaching of music. Primary 5 – 7 receive instruction in either the Chanter or Fiddle from the Youth Music Initiative. A Gaelic singing instructor visits the school weekly.

On occasion, visiting musicians perform in the school.

Our children perform at assemblies and other productions and frequently we involve music professionals to support high quality productions.

Dance

Dance enhances children's technical skills but also allows the use of the imagination to create and choreograph dances. Pupils will have the opportunity to participate in dance activities during the time allocated for P.E. There are also dance opportunities within our after school activities programme.

Technologies

Technologies include Computer Science, recycling and sustainability, business contexts, food related to health, design and Enterprise Education.

We have further computers, laptops, scanners as well as digital cameras and digital video recorders. By primary 7 children will have used word processors, databases, spreadsheets, PowerPoint, encyclopaedias and atlases, as well as many programs to help with learning in all areas of the curriculum.



Enterprise Education

Each class takes part in an enterprise experience when they will plan, carry out and evaluate a project. The aim is to give our pupils the skills and attitudes that they will require in real life situations e.g. independence, confidence, perseverance, problem solving, communication and co-operation.

Active Learning

At the early stages, learning through contextualised play is an important aspect of the school curriculum. It encourages the children to co-operate with each other and become independent, imaginative and collaborative learners. Teachers now use active learning strategies to deliver all areas of the curriculum. Activities include maths and language games, role play, art and craft, sand and water and construction.

Modern Languages

The children begin to learn French in Primary 6. This is done mostly orally, using everyday vocabulary and conversation.

From primary 1 children in the mainstream section in the school are taught Gaelic for 1 hour per week. Again this is done mostly orally by introducing greetings and simple words and phrases.

Religious & Moral Education

Religious and Moral Education encompasses a significant area of human experience. All pupils should develop some understanding of this area as one of the main motivating factors behind human behaviour. Within the time allocation for Religious and Moral Education, attentions will also be given to aspects of Personal and Social Development including Health Education, particularly in the context of exploring moral values and relationships. Personal and Social Development, however, also spans the whole curriculum, formal and informal.

Spiritual, Moral, Social & Cultural Values

Iochdar School aims to develop the spiritual, moral, social and cultural values of its pupils, having regard to the values of the community, and guided by the recommendations contained in national and regional guidelines.

As a non-denominational school, we can have pupils from different religions and backgrounds. All pupils have 225 minutes of Religious and Moral Education each week. Parents who wish to exercise their right to withdraw their child from Religious Education or Religious Observance should put their request in writing to the Head Teacher.

Assemblies contribute to the whole school ethos allowing us an opportunity to come together as a community. They also allow pupils to be involved in experiences which stimulate, challenge and extend their capacities for spiritual response to the world in which they live.

Health and Wellbeing

Our Health programme includes aspects of mental, emotional, social and physical wellbeing. Through life pupils will make choices which will affect their wellbeing. We aim to help them make informed choices relating to health and safety and discuss topics such as healthy eating, personal hygiene,

personal safety and drug/alcohol awareness. Physical Education is now included within this curricular area.

Sexual Health and Relationship Education is an important part of our programme and is taught in line with national and local guidelines. Members of staff have been trained to deliver lessons in sexual health and relationship education and parents are advised in advance so that their permission can be sought. Parents wishing to withdraw their children from these lessons should send a letter to the Head Teacher indicating their wishes.

We place great emphasis on the Personal and Social Development of our pupils. This includes raising self esteem and self awareness. 'Circle Time' is an important part of the programme.

- **Parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness at Parent's evenings and through newsletters.**

Physical Education

Athletics, gymnastics, games and dance are all taught using National Guidelines. Children are encouraged to appreciate the benefits of healthy living and physical fitness. Teachers, Active Schools Coordinators and visiting coaches train the children in sports such as basketball, football, tennis, dance and rugby. The children attend festivals and competitions. Children from P5 – 7 receive their PE lessons at Linclate School. This supports their transition from primary to Secondary and this allows them to have use of quality facilities.

P4 & 5 receive swimming lessons from February to June. A successful funding bid enables all the children to have access to swimming lessons for a block of 8 weeks.

Homework

Homework will be given on a regular basis. This should take no longer than 20 to 30 minutes (10 to 15 minutes for Early Stages).

Young children are very keen to have their parents hear them read and it is a great help if parents show an interest in this.

Older pupils may be asked to research and write about a subject of particular interest to them. Such work would normally be done over a period of 3 or 4 weeks.

Our Homework Policy takes account of pupil, parent and staff opinions.

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

Extra Curricular Activities

The pupils of Iochdar are involved in various activities according to their age and personal preference. Clubs and activities vary according to time of year and particular interests

Within school hours P5-7 are offered chanter lessons or fiddle lessons.

Lunchtime clubs are popular, especially during the winter months. We run an Art club for P1-3 Girls, a Lego club for P1-3 boys and a book swap club. The football club is run on a Monday night by David MacInnes and is well supported with the teams participating in local and national competitions. The junior youth is a well established group led by Ronnie MacPhee. They meet on Wednesday evenings during term time and also organize occasional discos on Friday nights. The school music club is funded through Awards for All. There are opportunities for P3 upwards to learn accordion, guitar or keyboard. Extra funding from Awards for All enables all our pupils to have a block of swimming instruction this session and pays for the transport for P5-7 to go to High quality facilities at Sgoil Lionacleit.



Active school support a wide range of activities and this year we have seen Basketball coaches and golf coaching.

The eco committee and gardening activities are led by Mrs MacVicar.



Assessment & Reporting

Assessment

Assessment is the means of obtaining information which allows teachers, pupils and parents to determine what a pupil is actually achieving in relation to expectations of achievement and then planning further learning experiences from that information. Teachers report on the progress of pupils and their attainment across the whole curriculum, using a number of methods.

Your child's work is assessed continuously during the session. Personal and Social development is monitored as well as academic progress. This is done informally by the class teacher who observes oral, written and practical work. Record sheets are kept so that each child's progress can be carefully supervised.

Pupils are encouraged to work with the teacher and their classmates to assess their work and to identify how to improve.

Pupils may also be assessed using the National Assessment Resource (NAR) in numeracy and mathematics, reading and writing. The class teacher will decide when a pupil is ready to be assessed at a level. This assessment should be regarded as part of the continuous assessment of children's learning.

Reporting Progress to Parents

The Progress Reports for P1-P7 pupils will be issued prior to the Parents' Evening, in the summer term giving a detailed account of each pupil's progress, with a section detailing "next steps". There will be an opportunity for parents to send comments back to the school, with a note of items to be discussed during the Parent-Teacher consultation. This will give parents a clearer idea of what has been done, what the school intends to do and what to expect from their children's schooling.

Levels Early, First and Second will be referred to in the report. Because moving from one level to the next may take two or more years, do not be surprised if your child stays at the same level in different reports – if this happens, it does not mean that there has been no progress.



The report is one way that the home and school keep in touch with each other. Reading it and responding to it are vitally important. So too is your attendance at the Parents' Evenings. The report lays the basis for an effective partnership between home and school.

During Term 2 there will be a Parents' Evening. However, there will not be a written report at this early stage but an opportunity for an open discussion on pupils' progress.

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

Further information locally can be obtained from the School or Area Principal Teacher of Learning Support: Mrs Sue MacDonald, Lionacleit education Centre.

Pastoral Support Arrangements

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

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.

Additional Support

The Education Authority aims to educate pupils who have additional support needs alongside their peer group, in a mainstream class at their local school. Where necessary, extra help is provided, in the form of learning, or behavioural 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 Psychological Service advises teachers on teaching materials, methods and programmes of work which are appropriate to support pupils' needs. If a child's needs are so severe or complex that they cannot be educated within a mainstream class, the Authority has made special dedicated provision available at four schools across the Western Isles.

Where a child has significant learning difficulties, the Psychological Service may establish a Co-ordinated Support Plan (CSP), in consultation with parents and other agencies involved with the child. The CSP replaces Records/Statements of Need, and 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.

Parents with any concerns are advised to contact the Head Teacher in the first instance.

Support arrangements for pupils including pastoral support, and National documentation, such as GIRFEC (Getting It Right For Every Child) inform school policy at Iochdar. Further information available on <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Supervision of Playgrounds

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

During bad weather we do arrange wet play activities in classrooms and the games hall which are supervised by the School Support staff.



School Discipline

The relationship between pupil and teacher is similar to that between a child and his/her own parents requiring mutual consideration on both sides. The purpose of school rules is to promote that relationship and make the school a safe and secure environment for all pupils.

Children will be expected to behave reasonably and obey the rules of the school.

We expect the co-operation and support of all parents to help maintain a happy working atmosphere in the school.

We have a positive attitude towards discipline and work towards emphasising and praising good behaviour and enlisting co-operation.

Each week every class works for stars/awards for good behaviour, attitudes to work and there are also awards for individual children.



**Please praise your child when he/she has gained a reward.
It's well deserved!**

Bullying

Bullying behaviour will not be tolerated within Western Isles Council's educational establishments. All children in educational establishments have an entitlement "to work(and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination" (See School Bullying Policy)

CHILD SAFETY /CHILD PROTECTION POLICY

All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children/ young people have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child/ young person's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

- Ensuring that children and young people are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the Curriculum.
- Ensuring that staff are aware of child welfare & safety and protection issues and procedures.
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children and young people

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment. The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise social work services of these concerns.

Local Authority Policy provides our school with clear guidelines on providing pupils with additional support needs.

For access to the local authority policy please refer to:

<http://www.cnesiar.gov.uk/education/policiesprocedures/documents/Handbook%20with%20Hyperlinks%20-%20Feb%202010.pdf>

School Improvement

The School was inspected in April 2012 and below is a summary of the findings

How well do children learn and achieve?

Overall, children learn and achieve well. In the nursery, children are enthusiastic and engaged in stimulating learning. They are forming friendships and confidently choose their own activities. At the primary stages, children enjoy school and have very positive attitudes to their work. They have good relationships with all staff and respond well to them. They think that the school is helping them become more confident. Children work well together and respond well to opportunities for taking responsibility for their own learning. They are increasingly involved in setting their learning targets and assessing how well they have been achieved. They would benefit from more such opportunities. Across the stages, children have good skills in using computers to support their learning.

Across the school, all children benefit from many opportunities to achieve success in traditional cultural and citizenship activities. Many have developed good skills in singing and traditional instruments and are successful in competitions. Children work with staff and parents to gain Eco-Schools Scotland awards, organize enterprise activities and raise funds for charities. Many compete successfully in a range of sports and P7 children act as Young Sports Leaders. In the nursery and at the primary stages, most children are making good progress in developing their literacy and numeracy skills. In the nursery, all children listen carefully to adults.

Most can recognise and write their names in print and are developing good skills in counting. By P2 in the Gaelic medium provision, children use Gaelic very well in conversations. In all classes, children listen to staff and respond well. Older children are increasing their vocabulary by presenting to audiences. Children at all stages are developing their reading skills very well. By the upper stages, they read fluently and with expression. Children write well for a variety of purposes. Many writing activities are set in the context of the topics being studied. Across the primary stages, children are learning mathematics through topics or other areas of the curriculum. They know their tables well but need more practice in mental calculations. By the upper stages, they have gained sound skills in calculations involving money and time and can use computers to organise data gathered in topics. Through science and social studies topics, children are developing good knowledge of the local environment.

How well does the school support children to develop and learn?

The school is improving its support for children to develop and learn. At all stages, staff are using the principles of Curriculum for Excellence to plan children's learning. In the nursery, staff develop children's skills through a wide range of activities which include trips and visitors. At the primary stages, teachers take good account of traditional culture in the local area in planning learning. This gives children meaningful contexts in which to learn. Staff are developing more opportunities for children to extend their knowledge of, and develop fluency in Gaelic. Teachers are planning better opportunities to set learning in appropriate contexts. They now need to match learning and assessment more coherently to the experiences and outcomes, particularly in language and mathematics. Staff are beginning to consult children more about what they would like to learn in topics. The school is very successful at involving the wider community in supporting children's learning.

Visiting specialists work well with teachers to provide good quality experiences in music, art and physical education. Children are prepared for and supported well in transitions from the nursery to the primary school and from P7 to Lionacleit School. There is a strong caring ethos across the nursery and school. Staff know children very well and provide appropriate support. Generally, tasks and activities are planned well to meet the needs of children of all abilities. Staff now need to focus on planning activities to develop skills and increase the pace and challenge of learning for some children. Class teachers, learning support assistants and 'top-up' teachers provide high quality support to children. The school uses appropriate procedures to identify children who need additional support. Staff use suitable plans to monitor their progress. The area principal teacher of learning support provides practical advice

to teachers as well as direct support to children. The school uses effective partnerships with a wide range of outside agencies to support the most vulnerable children.

How well does the school improve the quality of its work?

The school is using increasingly effective procedures to evaluate the quality of its work and make improvements. All staff are committed to improvement and are working together to take forward developments. They use appropriate quality assurance activities to help them link self-evaluation and professional development to school improvement. The headteacher and principal teacher regularly observe classroom practice and provide feedback to teachers. Staff are increasingly aware of the need to observe each others' teaching and share good practice.

The headteacher provides strong leadership and has a clear vision for the school's role in the community. There is now a greater sense of teamwork amongst staff. With continued stability, the school is well placed to improve further.

This inspection of your school and nursery class found the following key strengths.

- The school's engagement with parents and the local community to enhance children's experiences.
- All staff's commitment to the care and welfare of children.
- The school's promotion of the island's cultural and environmental heritage.
- The wide range of experiences within which children achieve success.

Access to the full report is available at:

[lochdar Primary School - Eilean Siar \(Western Isles\) - Primary and Secondary schools - Inspection and review](#)

www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/IochdarPrimarySchoolEileanSiarWesternIsles.asp

School Improvement Plan

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

- Audits of the Key Areas of the school's work using HMIE Quality Indicators to identify our strengths and weaknesses and how well the school is performing in relation to our aims.
- A review of national and local authority development initiatives included in the Scottish Executive Education Department's five national priorities for education.
- Consultation with staff, pupils and the School board to ascertain their views on what our priorities should be in the forthcoming school year

The outcome of this process is that we were able to identify three projects which we intend to achieve by the end of session 2012/2013

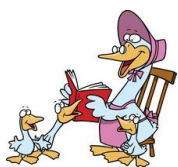
- **Moderating Standards across the Learning Community**
- **Planning and assessing using CfE experiences and outcomes**
- **Improve self-evaluation, tracking and monitoring processes**
- **Improving safety within the school grounds**

THE THREE YEAR PLAN		
2010/11	2011-2012	2012-2013
Develop management of school to include Croileagan and raise numbers entering Gaelic Medium Education	Moderating Standards across the Learning Community	Moderating Standards across the Learning Community
Implement Curriculum for Excellence criteria across all planning and assessment	Use of technology to improve learning experiences and involve parents and the wider community in the learning.	Planning and assessing using CfE experiences and outcomes
Develop leadership capacity through team work		Improve self-evaluation, tracking and monitoring processes
		Improving safety within the school grounds

We believe that this will improve educational provision in the school and provide long-term benefits for all our pupils.

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

Transition from Sgoil Araich/Nursery



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

Detailed information regarding the Sgoil Àraich is given in the Iochdar School nursery Handbook. This is available from the school office or on the Comhairle Nan Eilean Siar website.

More information can be obtained from the Nursery Manager:
Mrs Marion Rafique – 01870 604894

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

Transition to Secondary School

When pupils complete Primary 7, they will normally transfer to Sgoil Lionacleit in Benbecula. Children transferring to secondary school will be able to spend a week at that school in June prior to entry, sampling the first year timetable.

The Lionacleit Secondary School Head Teacher is:

Mr Millar MacDonald, Sgoil Lionacleit, Liniclate, Benbecula, HS7 5PJ. Tel.01870 603690.

Email sgoillionacleit@nes.net Website <http://www.sgoillionacleit.org.uk>

Iochdar School Liaise with the Guidance staff and Support for Learning staff in Sgoil Lionacleit to ensure a successful transition for pupils with additional support needs.

For pupils transferring to schools on the Mainland from any class, we would ask that parents/guardians leave a forwarding address and, if possible, the name of the school that the child will attend.

Community Partnerships

The school enjoys very good partnerships with a wide range of community organizations and groups. As part topic work, visits out of school are a regular activity. Practitioners draw on the knowledge and expertise of community members to contribute to the learning. Recent successful projects have been biodiversity topics worked on with local crofters and Quinetiq.

The pupils are presently following the progress of the windmill project being installed by Storas Uibhist.



The Local museum and Arts organizations make a valuable contribution to the Schools programme.

Further information available at:



[Welcome :: Stòras Uibhist](http://www.storas.com) www.storas.com



[Feis Tir a Mhurain](http://www.ceol-uibhist.co.uk) www.ceol-uibhist.co.uk



[Ceolas | Gaelic Music Summer School in the Hebrides](http://www.ceolas.co.uk) www.ceolas.co.uk

[Feis Tir an Eorna](http://www.feisean.org) – Information available at www.feisean.org

School Policies

School policies are reviewed and updated on a cyclical basis. These are available from the school on request.

Parental Involvement

Home and School

The school believes that close home/school links are a benefit to all concerned. Parents are encouraged to visit the school, we have an “Open Door” policy. The school staff are always willing to discuss any concerns parents may have.

During each term letters are sent out fortnightly detailing both educational and social events, so that parents are aware of what’s happening within the school. Parents can choose to have these letters emailed or receive a paper copy.

Parents are encouraged to attend all Parents evenings for both pupils within the school and those attending the Croileagan. These are information sharing evenings and allow parents to ask questions, voice concerns etc.

Parental Support for social events/school trips is paramount in the success of such events, and the school acknowledges, the important role that parental involvement constitutes, and are grateful for such participation.

The Parent Council

Iochdar School Parent Council has been running since August 2007. Membership to the Parent Council is open to all parents who wish to take a greater role in the life of the school. The Parent Council consists of parents, teaching staff and co-opted members. The local councilors are invited to attend meetings and do so when their schedule allows.

The Parent Council can get involved in issues such as:

- Supporting the work of the school
- Gathering and representing parents views to the Head Teacher, Education Authority and HMIE
- Promoting contact between the school, parents, children and the local community
- Fundraising
- Involvement in the appointment of senior school staff

The current Parent Council members are:

Chair: Mrs Anne Bird

Treasurer: Mrs Fiona MacAulay

Secretary: Mrs Ann Evans(co-opted member)

The Parent Council AGM will be held in February 2013.

Further information on the Role of the Parent council can be viewed at:

<http://www.scotland.gov.uk/Resource/Doc/194627/0052294.pdf>

HMIE recently reported a key strength of the school is its ‘engagement with parents and the local community to enhance children’s experiences.’

Introduction to the Pupil Council – opportunity for pupil representation and involvement with the pupil council.

Iochdar School Pupil Council 2012



Back row from left to right:

Maria McGoldrick, Laura Beaton, Eilidh MacPhee, Craig MacLachlan.

Front row from left to right:

Isobel Paterson, Angus MacDonald.

In their own words...

Maria - “The Pupil Council is good because I get to help make choices that make things better for everyone”

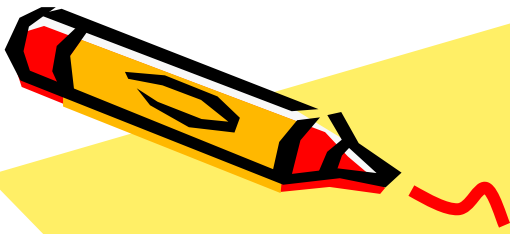
Laura - “Being on the Pupil Council lets you have your ideas listened to”

Eilidh - “I like being on the Pupil Council because I like being involved with things”

Craig - “Being on the Pupil Council is good because I can help the younger pupils”

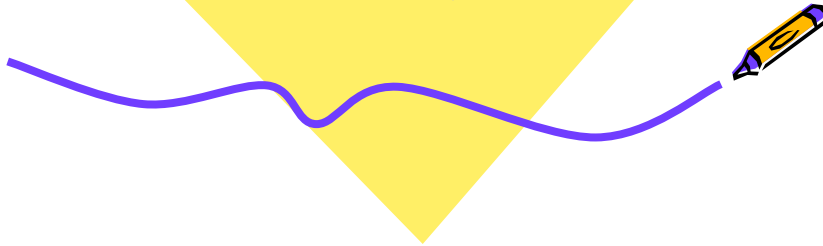
Isobel - “I like being on the Pupil Council because I get to put forward other pupils ideas or suggestions”

Angus - “I like being on the Pupil Council because you get to make decisions that will help everyone”



Our School Rules

The 6 Ms



Manners.....in the classroom

- Bring your pencil case, homework diary and anything else you need into class in the morning.
- Work quietly in the class.
- Be polite to teachers, all other adults and pupils.



- **Information on activities, groups, clubs and opportunities for pupils to be involved in e.g. sports and outdoor activities.**

Appendix 1 - School Uniform Policy

School uniform has been introduced as it presents an attractive appearance both in the school and when the children are out of school on visits or involved in other activities. It helps parents avoid conflict over dress and alleviates socio-economic distinctions as well as producing a sense of belonging to the school community.

All children are expected to wear the uniform. The items chosen are available from a variety of children's clothes shops, department stores and catalogues at reasonable cost.

BOYS

- Navy blue fleece or hooded top for outdoor wear
- Navy blue sweatshirt or jumper
- White or navy polo shirt with collar or white shirt
- Black or navy trousers
- Socks in any of the uniform colours
- Dark coloured footwear

GIRLS

- Navy blue fleece or hooded top for outdoor wear
- Navy blue sweatshirt, jumper or cardigan
- White or navy polo shirt with collar or white blouse
- Navy blue or black skirt, pinafore dress or trousers
- Socks (or tights in winter) in any of the uniform colours
- Dark coloured footwear

PE KIT

- White or navy round necked T-shirt
- Plain navy blue or black shorts
- A change of footwear is desirable - plimsolls (preferably slip on) for infants. Older children may wear training shoes
- Swimwear and towels are required for swimming

GENERAL

- Denim Jeans are not acceptable School wear.
- Rings, necklaces and other jewellery can be dangerous in play and they should not be worn. Although studs or sleepers are permitted, fancy earrings cannot be worn in school
- Participation in PE is dependent on having suitable kit. Children may not be allowed to take part in their normal school clothing.
- It is most important that all clothing is labelled with the child's name, as so many items of clothing are duplicated. Details of iron-on labels are available from the school.
- Missing items should be reported to the school office as soon as possible where every effort will be made to find and return missing items. However, clothing is the responsibility of the individual pupil. The school is not able to reimburse the cost of items lost. A box of unclaimed school uniform items will be kept in the school and parents are welcome to check through them at any time.

Appendix 2 - School Uniform Price List

Item	Size	Price Each
Sweatshirt	3/4, 5/6, 7/8 9/10, 11/12 13, S & M	£7.50 £8.00 £10.00
T-shirt *white/navy blue	3/4, 5/6,7/8, 9/10, 11/12, 13, S, M	All £4.50
Hooded Sweatshirt	3/4, 5/6,7/8, 9/10, 11/12, 13. S, M	£9.50 £9.50 £9.50 £13.00
Girls sweatshirt cardigan	3/4, 5/6, 7/8 9/10, 11/12, 13, S M	£8.50 £9.00 £9.50 £11.00
Short zip fleece	3/4, 5/6, 7/8 9/10, 11/12, 13 S, M	£15.00 £15.50 £16.00 + VAT.
Polo shirt – *white/navy blue	20”, 22”, 24” 26”, 28”, 30”, 32”, 34”, 36” S, M	£6.50 £6.50 £6.50 £7.00
School Tie	One size	£2.50

All items are navy blue unless otherwise stated.

All items are embroidered with the School Logo.

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question
- b) in relation to subsequent school years

Data Protection Act 1998

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

Freedom of Information (Scotland) Act 2002

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

Public authorities have to allow access to the following information:

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

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



Sgoil an lochdair

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 Authorised**¹

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.



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 5



Sickness / Absence note for pupils

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

Name (in full)

Class

Home Address

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 note for pupils

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

Name (in full)

Class

Home Address

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.....

Useful Contacts and Addresses

Lionacleit Education Centre
01870 60 4880

Liniclate School
01870 60 3690
sgoillionacleit@gnes.net

Speech Therapy Department
Western Isles Health Board
Balivanich
Benbecula
HS7
01870 60 2266

Mrs Isabel MacInnes
School Nurse

01870 60 2162

lochdar School
lochdar
South Uist
HS8 5RQ
01870 604891
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Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question
- b) in relation to subsequent school years