



**COMHAIRLE NAN EILEAN SIAR  
WESTERN ISLES COUNCIL**

# **BERNERA PRIMARY SCHOOL HANDBOOK**



**DECEMBER 2016**

**Bernera School  
Breaclete  
Great Bernera  
Isle of Lewis**

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## **WELCOME FROM THE HEAD TEACHER**

Dear Parents,

The staff and I would like to welcome all parents and their children, particularly those who are new to the school. We hope that this handbook will offer an introduction to our school and a general overview of the education your child will be getting at school.

We do value the contribution parents make to support their children's education and we look forward to working in partnership with all of you during your child's time here.

The purpose of the School Handbook is to provide parents with some basic information about the school and to provide a point of reference for many of the common questions that arise throughout the school year.

We welcome all our parents into the school and are happy to meet with you to discuss any issues or concerns you may have regarding your child. We hope that your child will be happy during their time in Bernera School and similarly we hope that you will be keen to actively join in with the school community during that time also.

The staff look forward to meeting with you at various points throughout the course of the year.

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

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

### **SECTION ONE - PRACTICAL INFORMATION ABOUT THE SCHOOL**

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

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

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

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

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

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

## **SECTION THREE - SCHOOL CURRICULUM**

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

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

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

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

## **SECTION FOUR - SUPPORT FOR PUPILS**

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

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

## **SECTION FIVE - SCHOOL IMPROVEMENT**

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

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

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

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

I would like to make it clear that all information contained within this School Handbook was considered to be correct at the time of publication in December 2016. It may be that if you are viewing this Handbook at a later date that some information may have changed and that some inaccuracies are included. If you are in any doubt about the veracity of information contained within the Handbook, please do not hesitate to contact the school to speak to a member of staff who will be happy to provide you with up-to-date and accurate information.

Yours sincerely

**Peggy Ann Campbell**  
Acting Head Teacher  
Bernera School  
(Dec. 2016)

# SECTION 1 - PRACTICAL INFORMATION ABOUT THE SCHOOL

## CONTACT DETAILS

Name of Acting Head Teacher:- Mrs Peggy Ann Campbell

Mr Ian Macrae (from 5.1.17)

Name of School:- Bernera School

Address:- Breaclete  
Great Bernera  
Isle of Lewis  
HS2 9LT



Telephone Number:- 01851 822 892

Fax Number:- 01851 612 213

Website:- <https://blogs.glowscotland.org.uk/es/berneraschool/>

## ABOUT BERNERA SCHOOL



Stages of Education Provided For:- Nursery to Primary 7 (Ages 2 ½ to 12)

Present Roll:- Nursery - 1 pupil  
Primary - 8 pupils

Gaelic Medium Education is provided from Nursery through to P7. Currently there are 3 Gaelic Medium pupils in P3-5.

English Medium Education is provided from Primary 1- Primary 7 and there are currently 5 pupils in P2 –5 of that stream.

## ORGANISATION OF THE SCHOOL DAY

Start Time: - 9:10am

Morning Break:- 10:50am

Lunch Time:- 12:45 - 1:45pm

Close of School Day:- 3:25pm

Currently our pupils receive teaching and instruction from visiting staff on the following days.

DAY/TIME	9:10-10:50	11:05-12:45	1:45-3:25
Monday			
Tuesday		GAELIC MUSIC/GUITAR	
Wednesday			
Thursday	ASSEMBLY		
Friday			

## AGREED TERM DATES FOR SESSION 2016-17 AND SESSION 2017-18

<p><b><u>SESSION 2016 – 2017</u></b></p> <p><b>TERM 1: AUTUMN 2016</b>            15 August            18 August            13 October</p> <p><b>TERM 2: WINTER 2016</b>            25 October            26 October            25 - 28 November            29 November            21 December</p> <p><b>TERM 3: SPRING 2017</b>            5 January            8 February            9 -13 February            14 February            31 March</p> <p><b>TERM 4: SUMMER 2017</b>            18 April            28 April - 1 May            2 May            30 June</p>	<p>School opens (Teachers)            School opens (Pupils)            School closes for Autumn Holiday</p> <p>School opens (Teachers)            School opens (Pupils)            Local Holiday – School closed            School opens (Teachers and Pupils)            School closes for Christmas Holiday</p> <p>School opens (Teachers and Pupils)            School closed (Pupils)            Local Holiday – School closed (Teachers and Pupils)            School opens (Teachers and Pupils)            School closes for Easter Holiday</p> <p>School opens (Teachers and Pupils)            Local Holiday – School closed            School opens (Teachers and Pupils)            School closes for Summer Holiday</p>
<p><b><u>SESSION 2017 – 2018</u></b></p> <p><b>TERM 1: AUTUMN 2017</b>            14 August            17 August            12 October</p> <p><b>TERM 2: WINTER 2017</b>            25 October            26 October            24 - 27 November            28 November            21 December</p> <p><b>TERM 3: SPRING 2018</b>            4 January            7 February            8 -12 February            13 February            30 March</p> <p><b>TERM 4: SUMMER 2018</b>            16 April            4 - 7 May            8 May            28 June</p>	<p>School opens (Teachers)            School opens (Pupils)            School closes for Autumn Holiday</p> <p>School opens (Teachers)            School opens (Pupils)            Local Holiday – School closed            School opens (Teachers and Pupils)            School closes for Christmas Holiday</p> <p>School opens (Teachers and Pupils)            School closed (Pupils)            Local Holiday – School closed (Teachers and Pupils)            School opens (Teachers and Pupils)            School closes for Easter Holiday</p> <p>School opens (Teachers and Pupils)            Local Holiday – School closed            School opens (Teachers and Pupils)            School closes for Summer Holiday</p>

## ATTENDANCE AND ABSENCE

Pupil attendance is recorded electronically every morning and afternoon by a member of school staff. If pupils are unable to attend school for any reason, parents are asked to telephone the school on the first day of absence by 9:30am to inform the school office of the absence and to indicate the reason for absence. Should parents fail to do this, the School Assistant will phone parents/emergency contact to ascertain what the reason for absence is.

All parents are required to provide the school with written explanations for all absences. Children will be issued with absence certificates on their return to school, which parents are obliged to complete and return to school within three days following the child's return to school. Where no explanation for an absence is given the absence will be recorded as "unknown." It is useful in the case of long term absences if the school can be informed of the reason for absence prior to the pupils return in order to support pupils appropriately in their schoolwork at the time of their return, or indeed during their absence. Parents must put all requests for leave of absence for their child to the Head Teacher in writing giving full information on 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).

**Where pupils are removed from school by parents for family holidays, weddings etc, these absences are classed as "unauthorised," and show up as such on official data.**

The Head Teacher is required to report all attendances which fall below 90% on to the Senior Education Officer for Learning Community Area 2

## SCHOOL UNIFORM

Comhairle nan Eilean Siar's Dress Code Policy states that "pupils attending schools within the Western Isles shall wear school uniform." We support that policy and encourage our pupils to wear uniform on a daily basis. A copy of the Policy can be found at:-

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Dress%20Code%20Policy%20-%20Updated%20Oct%2007.pdf>

The school has a uniform which consists of a sweatshirt/cardigan, polo shirt and fleece with black trousers or skirt. The School badge is very distinctive and is embroidered on to items of uniform. Order forms for school uniform are issued to parents once a year but the school office does keep a small stock of uniform which can also be purchased throughout the session.

## FOOTWEAR AND CLOTHING GRANTS

All parents in receipt of Family Credit or Income support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants are available from:

Department of Education and Children Services  
Comhairle nan Eilean,  
Sandwick Road,  
Stornoway  
Isle of Lewis

TEL: 01851 822 763



## SCHOOL MEALS

Primary and Secondary School Menus offer healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches.

School meals are cooked on the premises offering a varied and attractive dinner, consisting of a main course and a dessert each day. Where pupils do not like the dessert on offer, they can opt to have a piece of fruit instead. Under the "Fruit In Schools" initiative, jointly funded by the Western Isles Health Board and the Education and Children's Services Department, all children in Primary 1-7 receive a piece of fruit twice a week. This is offered at the morning interval.

In agreement with the parent body, all pupils receive, milk every day and fruit, and toast at alternate morning intervals. Where initiatives are not in place to fund these snacks, parents pay for the snacks on a weekly basis. In this way parents support us in our endeavours to promote healthy living across the school.



School Cook—Vicky Mayers

The School Cook issues weekly menu's to pupils who are encouraged to take these home and make their choices before returning them to school. This practice helps the Cook to reduce waste with pupils being able to "pre-order" their school meals on a weekly basis.

The school operates a system of money pockets which go out to pupils each week. Parents are asked to place dinner money for the week in the envelope on a Monday and any change owed to them will be returned in the same way.

Pupils who wish to take packed lunches to school may eat them in the canteen with the other children. However, the following points ought to be carefully noted;

- ◆ Pupils eating Packed Lunches should generally eat their lunch in a separate area from those eating School Lunches, However, since in Bernera School, we are at a premium for suitable space we do allow the children to sit and eat together on the proviso that parents and pupils recognise why distinctions are sometimes made between those eating School Lunches and those eating Packed Lunches.
- ◆ Canteen staff have no responsibility in any way to assist pupils with the making up of their lunch items. Parents should therefore ensure that pupils Packed Lunches are ready to eat and that any necessary cutlery/tableware is included with the Packed Lunch.

Parents should let the School know in advance if their child has any special dietary requirements.

School pupils are not allowed to leave the premises at lunchtime unless they are going home for lunch.

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

Department of Education and Children's Services  
Comhairle nan Eilean,  
Sandwick Road,  
Stornoway  
Isle of Lewis  
TEL: 01851 822 763



## 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 – i.e. there is no cost penalty for choosing to pay weekly or monthly.

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

It is the parents' 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.

It should be noted that under guidelines issued in October 2002, the transport operator is responsible for taking reasonable care of the children on the bus. We are very fortunate to have extremely caring drivers who take an interest in the children and are concerned for their welfare. Our drivers ensure that pupils board and alight safely at pick-up and drop-off points.

Pupils are also expected to follow the behaviour code for travel on the bus, details of which have been issued to parents in the information guide ***"School Transport – A Guide for Parents and Pupils."*** A copy of this information guide may be found at:-

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



## UNEXPECTED CLOSURES

It may be necessary, occasionally, to close the school at short notice and send the pupils home, for example, in exceptionally bad weather or if the electricity, water or heating 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 asks each parent at the point of enrolment and every August thereafter 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.



In the event of severe weather conditions materialising overnight – we will, after consulting with bus drivers, put out a notice on Radio nan Gaidheal and Isles FM between 8.00am and 8.30am. It should be noted however, that in the event of severe gales, the school will only exercise an emergency closure if children are deemed to be at risk from remaining in school or if the transport operators inform us that conditions have worsened to the extent that they are unable to carry out their duties. A copy of the Policy on Disruption to Education on Account of Bad Weather may be found at:-

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/MMD40101%20Bad%20Weather%20Policy.pdf>

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

## COMMUNICATION WITH HOME

The school operates a system of Home-School Plastic Wallets. All communications from school are placed inside the Plastic Wallets each day and parents are asked to place any communications to school in these also. Plastic Wallets are collected each morning by school staff and are returned to children at the end of the school day. All important and routine communications from the school are delivered to home/school in this manner. Parents are encouraged to check their child's schoolbag each night to retrieve the Plastic Wallets for any communications. School staff also encourage parents to communicate with us by email and telephone.

The school also uses the GROUPCALL system and is able to send vital information to parents via text or email using this facility providing parents have supplied us with mobile telephone numbers and /or email addresses.

## POLICY ON E-SAFETY AND THE ACCEPTABLE USE OF COMMUNICATION TECHNOLOGY IN SCHOOLS

Staff within Bernera Primary School generally discourage parents from allowing children to bring mobile phones or other valuable items to the school, on the grounds that they may get lost or stolen.

Under the Council's Policy on E-Safety and the Acceptable Use of Communication Technology in Schools pupils are encouraged to adopt safe practice and responsible use of online technology. The full Policy can be accessed at:

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/Policy%20on%20E-safety%20and%20acceptable%20use%20of%20Communication%20Technology%20in%20Schools%20-%20April%202014.pdf>

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.

Communications devices should only be used in schools according to this policy framework. Alerting pupils to their rights and responsibilities will be managed as part of citizenship, health and well-being and personal and social education.

If a pupil does bring a mobile phone to school, the parent/carer should be clear that the phone is ultimately the responsibility of the child and not the teacher or another staff member.

If a pupil does bring a mobile phone or any other communications device to school it should be switched off in classrooms except as part of a planned programme of learning or in agreed exceptional circumstances e.g. off-site curricular activities (such as swimming or other sports activities). Exceptions to this will be on school trips, where the school will have the discretion to allow pupils to carry and use phones if they wish (e.g. during planned solo activities), in emergencies, or with the express approval of a member of school staff.

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, mobile phones 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.



## COMPLAINTS, COMMENTS AND SUGGESTIONS PROCEDURES

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

There are some things which you should take note of in relation to making a complaint:

- ◆ please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- ◆ If you are unhappy with the service or with our response then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to:

Director of Education and Children's Services,  
Comhairle nan Eilean Siar,  
Sandwick Road,  
Stornoway,  
Isle of Lewis,  
HS1 2BW.

Further information on the Council's complaints procedure and on making a complaint can be found at:

<http://www.cne-siar.gov.uk/complaints.asp>

where an online Complaints Form is also located.

- ◆ 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 AND HEALTH INFORMATION

### MEDICAL CARE FOR PUPILS

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

Any pupil who feels unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. In some cases it may be necessary to send your child home but this will only be done after contact has been made with the parent/guardian/emergency contact to make arrangements, including suitable transport.

The Public Health Nurse, visits the school annually for Primary 1 health checks. Parents are informed in advance of these medical checks and asked for their consent.

### DENTAL SERVICES

Under the Childsmile programme, all pupils in the school brush their teeth each day. Over time this has been proven to reduce the decay pupils experience. The schools dental service visit the school regularly to carry out surveys and check the children's teeth. Parents are informed in advance of any dental visits that are due to take place and then informed by letter of any dental work that is required and pupils are referred on to the Western Isles Dental Centre.

### ADMINISTRATION OF MEDICINES

Class Teachers are not obliged to administer medicine to pupils. However, if/when it is essential for a child to have medication while in school, this will be carried out by a trained First Aider in the school office, **but only when the appropriate request form has been filled in and signed by parent / guardian.** Forms are available in the school office.

**No medication will be given without a written request from parents/guardians and the consent of the Head Teacher. It is the responsibility of parents/guardians to deliver and collect medication in person and also to replace medication when it becomes out of date.**

### ALLIED HEALTH PROFESSIONALS

In the event of pupils requiring additional support from our Allied Health Professionals such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, the school will complete an Inter-Agency Referral and submit it to the Department of Education and Children's Services where it will be directed to the appropriate service. All referrals are made in accordance with the "Getting It Right for Children and Young People Policy in the Western Isles." This Policy can be found at:

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





## SCHOOL POLICIES

The following CNES Policies have been endorsed by the school and form the basis of our practice with our pupils. These can be found listed on the CNES Website in the following location.

<http://www.cne-siar.gov.uk/education/policiesprocedures/index.asp>

- ◆ Anti-Bullying Policy
- ◆ Care and Welfare Policy
- ◆ Dress Code Policy
- ◆ Disruption to Education on Account of Bad Weather
- ◆ Enterprise in Education
- ◆ E-Safety and the Acceptable Use of Communication Technology in Schools
- ◆ Gaelic Policy Implementation Guidelines for Education
- ◆ Getting It Right (for Children and Young People in the Western Isles)
- ◆ Home Education
- ◆ Home To School Travel
- ◆ ICT
- ◆ Improving Behaviour Policy
- ◆ Inclusion—A Policy for All
- ◆ Parental Involvement Strategy
- ◆ Promoting Positive Behaviour
- ◆ Quality Improvement Policy and Procedures
- ◆ Race Equality
- ◆ Religious Observance
- ◆ School Transport—Home to School Travel Policy
- ◆ Support for Bereavement
- ◆ Transition Planning

In addition to this the School has the following policies available:-

- ◆ Learning and Teaching
- ◆ School Security



## SECTION 2 - PARENTAL INVOLVEMENT IN THE SCHOOL

### PARENTS WELCOME

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

The school encourages parents to be involved in their children's education by encouraging active involvement in school activities through attendance at parents evenings, curriculum evenings, open days and school events such as concerts etc. Parents are given formal Parent-Teacher appointments twice a year - usually in November and May. Parent-Teacher appointments allow class teachers to meet with parents to discuss their child's progress and all parents are encouraged to attend at these times. **In addition to these scheduled evenings, parents are welcome to telephone the Head Teacher to arrange a suitable time to visit the school to discuss any matter which is causing them concern.**

Parents are encouraged to discuss their child's report with them as children benefit from and are supported by the ongoing dialogue about their progress, both from school and from home. Such dialogue encourages children as they seek to take the next steps in their learning.

Parents of those pupils with Child's Plans are given the opportunity to meet much more regularly with teaching and Support for Learning staff in order to review progress, share information and work in partnership with the school. School staff value very much the good relationships that are fostered with parents, and recognise that good working relationships can also be fostered when opinions between staff and parents differ, providing there is mutual respect between parents and staff.

Parents are encouraged to discuss with the Head Teacher and teaching staff any concerns they have regarding their child's schooling. The school has an active and committed Parent Council which works enthusiastically and successfully to organise fund raising events and assists the school in its organisation of events throughout the school year, taking into account events which are ongoing within the local community, The Parent Council welcomes parent members to its meetings and encourages parents of all new pupils to the school to get involved.

The school staff also welcome contact with parents of prospective pupils.

The school seeks to be open with its parents about learning and teaching activities and staff members are always happy to meet with parents at a mutually convenient time outside of more formal arrangements to discuss their children's education with them.

Further information relating to the Comhairle's Parental Involvement Strategy can be found here:

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Parental%20Involvement%20Strategy.pdf>

Education Scotland's Parentzone website also provides parents with further information as to how they may support their children and become more involved in their education.

The website can be viewed at:

<http://www.educationscotland.gov.uk/parentzone/index.asp>



## PARENTAL INVOLVEMENT

Parents are encouraged to become involved in the life of the school. Though this is principally done through involvement with the Parent Council, parents have in the past been welcomed in to speak to children about particular areas of the curriculum where they may have an expertise or skill to share.

All parents are encouraged to support their children's learning at home and supporting children with homework tasks. Advice on this is often given at Parent-Teacher interviews and via Pupil Reports. Teaching staff welcome approaches from parents who wish to know how else they may support their children in their learning.

The Head Teacher works closely with the Parent Council and shares in an open and transparent way the work of the school. Parents are encouraged to share their views and to attend parent forum groups within the Learning Community. The Head Teacher also seeks parents views on the life and work of the school by means of a Whole School Evaluation Exercise which is usually conducted once every two years. The results of the Whole School Evaluation which includes the views of pupils, parents and staff are shared with the Parent Council and are used to inform the school's Improvement Planning process.

As key stages of a child's education approach e.g. transitions between Pre-School and Primary 1 and Primary 7 and Secondary 1, teaching staff work with pupils and parents to prepare them for pupils' next stages of learning. Further details can be accessed within The Parental Involvement Strategy which is located at:-

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Parental%20Involvement%20Strategy.pdf>



## FORMAL PARENT REPRESENTATION

The role of the Parent Council is to:

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

All Parents/Carers of pupils within Bernera School are members of the Parent Council and are therefore welcome at Parent Council Meetings. The Parent Council meets at least once a term and approximately six times per school session. All meetings are open and all parents are welcome to attend.

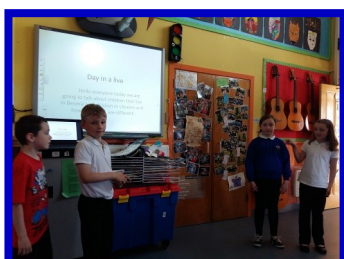
The Parent Council is called Bernera School Partnership and all parents of children attending Bernera School and Sgoil Àraich Bheàrnaraigh are automatically members of the Parent Council and are therefore welcome to attend its meetings. If you wish to discuss any matter regarding the school, you can contact any of the Bernera School Partnership office bearers/members listed below:

Names	Role	Telephone No
Peggy Ann Campbell	Acting Head Teacher	01851 822 892
Ian Macrae (from 5.1.17)	Acting Head Teacher	01851 822 892
Mairi Mackenzie	Chairperson	01851 612 268
Morag Sinclair	Vice Chairperson	01851 612 216
June Macinnes	Treasurer	01851 612 286
Anna Mackay	Clerk	01851 612 283

## PUPIL COUNCIL

The constitution of the Pupil Council states that Membership of the Pupil Council **“shall be made up of one representative from P3-P5 and two representatives from P6-7.”**

Pupil Council elections have traditionally taken place at the start of the school session in September. All children from Primary 3 – 7 are eligible for nomination to the Pupil Council and all pupils in the school are eligible to vote. As the school roll has dropped markedly over the last 2-3 years, pupils have indicated that it is their preference that rather than having an elected Pupil Council who meet regularly, **ALL** pupils are consulted on matters which would normally come to the attention of the Pupil Council at Assembly times when they are altogether. In this way **ALL** pupils have the opportunity to be involved in making decisions and discussing school matters with the staff and the processes of engagement are inclusive.



## THE VISION, VALUES AND AIMS OF BERNERA PRIMARY SCHOOL

We believe that our aims reflect a very clear vision for the school and that the services and opportunities that it provides for its pupils in preparing them for adult life are encompassed within them.

### VISION

Bernera School—A Place of Mutual Trust

### SHARED VALUES

T - Teamwork

R - Respect

U—Understanding

S—Support

T—Tradition

### SCHOOL AIMS

In Bernera School, we aim:

- ◆ To establish a friendly and trusting relationship between home and school.
- ◆ To nurture a tolerant and caring attitude, showing respect and understanding of others.
- ◆ To provide appropriate support to children in all aspects of their learning and wider achievements.
- ◆ To foster a sense of belonging and heritage in the traditions of their local community.
- ◆ To help all children achieve their full potential.

Teaching Staff do their best to ensure pupils benefit from positive learning environments where they feel safe, included and supported. Our pupils are encouraged to work hard and experience success in their learning. Teaching staff use a range of techniques and strategies to reward good work and to encourage and support individual pupils as and when they need it including certificates and awards. All pupils are encouraged to participate in a range of extra-curricular activities and most do - both in and beyond the island of Great Bernera. Our pupils delight in their successes outside of school and are keen to share these at Assembly times with the school community



## SCHOOL ETHOS

Great Bernera is typical of a small island community with strong and passionate community spirit. Being the only school on the island of Great Bernera, the school plays a central role and is at the heart of the local community, being situated in the thriving village of Breacleite. The school has worked alongside and in partnership with the Bernera Community Association on a number of projects over many years to work with, support and serve the community.

The school also enjoys very good relationships with the Community Café, Bernera Museum, and the Bernera Shop. Many individuals working within Bernera are in regular contact with the school and are supportive of our endeavours—as we are of theirs.

We seek to instil in our pupils a heart for the local community and to ensure that they grow up in a safe and thriving community to which they are proud to belong and proud to live and work in.



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

Bernera 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.

Religious Education is an integral part of the curriculum, offering pupils the opportunity to develop their own beliefs, attitudes, moral values and practices, through a process of personal search discovery and critical evaluation. Class lessons deal with a variety of issues and children and staff also meet together for a whole school Assembly each week.

**Parents who wish to execute their right to withdraw their child from Religious and Moral Education or Religious Observance should put their request in writing to the Head Teacher.**

Parents can be assured that should they choose to exercise this right, their children will be appropriately supervised by a member of staff elsewhere at such times.



Rev Hugh Stewart of Bernera Church of Scotland and Rev Ben Johnstone (retired) serve as School Chaplains to the school and visit the school regularly to take Assembly and conduct acts of Religious Observance.

A copy of the Religious Observance Policy may be found at:-

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Religious%20Observation%20Policy.pdf>



## **PUPIL CONDUCT**

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

Our school rules are linked clearly to the safety of the children and the well being of the school community. Rules tend to refer to noise and movement within the school in wet or dry weather, agreement on places where games and cycling are not allowed, and awareness of road safety.

Unfortunately, there are times when some of these rules are broken and staff must take action for the benefit of all in the school. A variety of means are used to deal with discipline problems. These may range from verbal admonition to requesting a meeting with parents in order to discuss pupil behaviour, discipline, and/or difficulties. The school seeks to keep parents informed of any problems of this nature and anticipates active co-operation from parents where necessary so that their child and all others in the school will benefit from the educational provision being made.

Our pupils are encouraged to use the Golden Rules as their Behaviour Code

### **The Golden Rules**

Do be gentle.....Do not hurt anybody  
Do be kind and helpful ..... Do not hurt people's feelings  
Do work hard ..... Do not waste your or other people's time  
Do look after property ..... Do not waste or damage things  
Do listen to people ..... Do not interrupt  
Do be honest ..... Do not cover up the truth

## **DEALING WITH BULLYING**

The School aims to provide a safe and caring environment for all who enter its doors and in which each child feels valued, confident and secure. A range of issues relating to relationships, tolerance and emotional health are regularly discussed as part of the Health and Wellbeing programme and children are encouraged to discuss any problems, worries or concerns they may have with their teachers and/or other adults in the school as soon as possible.

Occurrences of bullying will hopefully be minimised if staff, pupils and parents work in partnership to fulfil the recommendations of the Anti-Bullying Policy. Parents should inform the School immediately if they become aware of any incidents of bullying and should keep a written record of any incidents including the date, the children involved, and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school. Any instances of bullying will be dealt with in line with the school's policy on bullying and discipline.

The school endorses the Comhairle's Policy relating to Anti-Bullying which can be found here:-

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Anti-Bullying%20Policy%20-%20Updated%202007.pdf>

## PROMOTION OF POSITIVE BEHAVIOUR

At Bernera School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important precondition for pupils attaining the highest possible levels of attainment. Every child is therefore asked to conform to the rules of the school and parents are kept informed so that they can support the systems in use.

School staff aim to put the emphasis on praise and reward for good behaviour. We also seek to involve our pupils in determining rules for their own classrooms and encourage all our pupils to participate fully in the life of the school.

Both teaching and non-teaching staff seek to be consistent in their approaches when working with our pupils in and out of the classroom and seek to do all that they can in order to ensure a positive learning environment exists for all pupils.

Pupils are well motivated in their learning as teaching staff utilise a wide range of techniques, strategies and methods to support learning. Staff work alongside of pupils and encourage pupils to persevere and engage in solution oriented approaches when difficulties arise. Those pupils with additional support needs are supported in their learning by having appropriate learning plans written up to specifically target areas of difficulty. Parents are encouraged to participate in the review process and to work with the school in meeting the needs of their children. The resulting good relationships which arise, ensure that pupils are aware that home and school work together and such partnership working invariably assists in the promotion of positive behaviour at home and at school.



# SECTION 3 - SCHOOL CURRICULUM

## CURRICULUM FOR EXCELLENCE

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Learning begins at birth and continues throughout our lives. The Scottish Government education strategy recognises that learning is lifelong, and aims to help learners develop the skills they need for learning, life and work

The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The school aims to provide a broad and balanced curriculum in line with Curriculum for Excellence. Teaching staff deliver learning and teaching experiences in line with the experiences and outcomes of Curriculum for Excellence which has been implemented across all curricular areas since August 2010.

Further information on Curriculum for Excellence can be found at :

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

## PLANNING AND DELIVERY

Every child and young person in Scotland is entitled to experience a broad general education. This broad general education takes place from the early years to the end of S3, and is represented by learning across a wide range of experiences and outcomes. The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The experiences and outcomes are set out in lines of development which describe progress in learning. They are organised into the eight curricular areas which ensure that children's learning takes place across a broad range of contexts and at different levels.

One important aspect of Curriculum for Excellence is that learners should be able to make connections in their learning beyond subject boundaries. This is called Interdisciplinary Learning and teaching staff ensure that all pupils have at least one experience of Interdisciplinary Learning in each school session. Interdisciplinary Learning provides relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Schools are also required to deliver learning and teaching experiences related to the development of "Skills for Life." Within the Primary sector, this is most commonly delivered through the Enterprise in Education and again within Bernera School each child should have experienced being a part of at least one enterprise project in each school session.

Further information relating to Curriculum for Excellence can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/index.asp>

Further information relating to the Enterprise in Education programme can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

## PLANNING AND DELIVERY (Contd)

All members of teaching staff are responsible for promoting Literacy, Numeracy and Health and Wellbeing Across Learning and there is an emphasis on these areas at all times, regardless of what particular curricular areas are being covered at a given point in time.

All learning and teaching activities are delivered through one of the following curricular areas - Language and Literacy, Mathematics and Numeracy, Health and Wellbeing, Science, Social Studies, Religious and Moral Education, Expressive Arts and Technologies.

All P5-7 pupils have the opportunity to learn the guitar from the Guitar Instructor, who attends the school on a weekly basis.

A Support for Learning Teacher is allocated to the school on the basis of an annual audit of the additional support needs found within the school each session. Where the needs of a school are not significant enough to warrant a visit from a Support for Learning teacher each week, a school will be given a Consultancy Allocation. Those schools with Consultancy Allocations receive the equivalent of 2 days of Support for Learning per term. This is carried out by the Area Principal Teacher of Learning Support (PTLS). Bernera School is currently on a Consultancy Allocation and the PTLS visits Bernera School on dates which have been agreed with the Head Teacher. The PTLS then works alongside classroom teachers and staff to make appropriate provision for those children who have additional support needs.

Class teachers routinely discuss topics for study with pupils and involve them in choosing aspects of study. This process also ensures teaching covers new material and children are provided with sufficient pace and challenge in their work.

Should parents wish to find out any more information relating to Curriculum for Excellence, they can find it on Education Scotland's website at:

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

Further information relating to aspects of learning and teaching and assessment can also be found at:

<http://www.educationscotland.gov.uk/learningteachingandassessment/>





# HOMWORK POLICY

**POLICY LEADER: Mrs Peggy Ann Campbell / Mr Ian Macrae (from 5.1.17) – Acting Head Teacher**

## **POLICY STATEMENT**

Learning happens wherever children are and for the largest part of their developing years they are within their homes and communities. It is therefore imperative that we inform and involve parents in their children's learning.

## **AIMS**

### **Homework should:**

- ◆ Consolidate and extend the work carried out in class
- ◆ Encourage good study habits in children and promote positive attitudes
- ◆ Inform parents as to what their children are learning within class
- ◆ Involve parents in encouraging, supervising and checking homework
- ◆ To help pupils develop the skills of an independent learner
- ◆ To help children develop good work habits for the future

In addition we feel that homework will provide opportunities for:

- ◆ Making use of a wider range of resources (e.g. interviewing family)
- ◆ Building pupil confidence by discussing work with parents.
- ◆ Providing for parents a specific learning activity in which they can closely participate with their children.

### **Homework should be:**

Planned in advance

- ◆ Given, only when it is purposeful and useful in relation to class work It will not necessarily be the case that homework will be given every night.
- ◆ Kept manageable with regards to time for pupils, teachers and parents
- ◆ Varied
- ◆ Appropriate to the needs and abilities of pupils
- ◆ Explained clearly so that pupils know exactly what is required and when it is to be completed
- ◆ Received and acknowledged in a meaningful way when it has been completed by providing feedback on content and presentation.

## **Management of Homework**

- ◆ Homework given to Primary 1, 2 and 3 classes will be on a next day basis. The only exceptions to this will be where teachers who are not present every day set homework for pupils for the next lesson they have with that teacher.
- ◆ Homework given to Primary 4 & 5 may be given on a next day basis and in some cases on an assignment basis e.g. to be completed over 2 days or on a Monday for completion by Friday. The length of time given to complete homework tasks will be at the discretion of the class teacher.
- ◆ Homework given to Primary 6 & 7 will usually be on an assignment basis e.g. to be completed over 2 days or on a Monday for completion by Friday. The length of time given to complete homework tasks will be at the discretion of the class teacher.
- ◆ Primary 3, 4, 5, 6 & 7 will be expected to enter homework in their homework diaries
- ◆ In the event of any child persistently not completing set homework tasks parents will be notified in writing, be informed of the problem and given the opportunity to resolve the problem.
- ◆ If non completion of homework persists the Head Teacher will invite parents in to discuss the problem, identify possible solutions to rectify the problem and also possible sanctions should the problem persist.

## **HOMEWORK POLICY (Contd)**

### **MAIN FEATURES OF HOMEWORK TASKS**

A variety of homework activities and tasks may be set. The content of set tasks may vary from stage to stage and at different times throughout a session but should always be:

- ◆ Clearly understood by the pupil and closely related to ongoing class work.
- ◆ At an appropriate level of ability for the child.
- ◆ Able to be completed without specialised resources.
- ◆ Reflect a variety of activities although generally concentrating on basic skills.
- ◆ Marked promptly with some feedback given.

**Parents are encouraged to discuss homework tasks with class teachers should any problems arise.**

### **HOW CAN PARENTS SUPPORT OUR HOMEWORK POLICY**

- ◆ By ensuring homework is done while your child is alert.
- ◆ By trying to provide a calm atmosphere with as few distractions as possible.
- ◆ By discussing the work with our child and working along with him/her, especially at the early stages.
- ◆ By checking that the quality and presentation is of an acceptable standard and **signing** the work. Doing this personally and not delegating to older brothers and sisters.
- ◆ By discussing any problems arising from homework with the teacher. (by appointment please).
- ◆ By extending the work when appropriate perhaps by supplying a relevant book, visiting the library or a place of interest connected with the work.

**Above all, by showing interest and praising good efforts.**

### **HOME LEARNING**

#### **Primary 1 – 3**

Children in the infant stages will be given small amounts of homework on a regular basis. They should spend approximately 10-15 minutes per evening Monday to Thursday completing homework activities. Reading, Phonics and number consolidation will form the core activities

Parents should assist pupils with their homework by

- ◆ Consolidating the use of core vocabulary for reading books with their children
- ◆ Encouraging their children to read aloud to them in a variety of contexts.
- ◆ Reinforcing simple number bonds (0-10 for Primary 1 and 0-20 for Primary 2-3)
- ◆ Reinforce specific curricular areas such as money and time.

#### **Primary 4 – 7**

Children in P4 & P5 should spend no more than 20 minutes on any given night on homework. Children in P6 & P7 should spend no more than 30 minutes on any given night on homework.

Parents should assist pupils with their homework by

- ◆ Encouraging them to read aloud and also silently at home with a variety of reading material.
- ◆ Helping them to practise, develop and reinforce aspects of language course work
- ◆ Helping them to practise, develop and reinforce spelling course work
- ◆ Helping them to practise, develop and reinforce aspects of mathematics course work
- ◆ Talking to them about topic work and enhancing the work they have done in school to gain deeper understanding about their course work.
- ◆ Encouraging them to work on personal topic studies
- ◆ Encouraging them to be independent in their learning

## SENSITIVE ASPECTS OF LEARNING

As part of the Health & Wellbeing curriculum, the school follows Health Education Guidelines issued by the Scottish Executive and the local authority. P.E., Planning for Choices and Changes, Food and Health, Substance Misuse, Relationships, Sexual Health & Parenthood are all part of the new Health and Wellbeing curriculum. Parents will be contacted by letter if any lessons/teaching materials are of a sensitive nature. Parents will also be given the opportunity to view any materials being used, prior to the work taking place. Please contact the school if you would like further details on the content of the above or visit the Education Scotland website at;

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## ACTIVE SCHOOLS

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

- ◆ Bikeability 2 Training
- ◆ Sport Relief Mile
- ◆ Walk to School Week
- ◆ Young Leadership Awards
- ◆ Club Golf Sessions
- ◆ Sportshall Athletics Sessions
- ◆ Wii Fitness Sessions



## 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 drawing conclusions from that comparison.

Each child's progress is assessed by his/her class teacher throughout the year. Pupils are given the opportunity to discuss their progress and assess their performance. Teachers choose a variety of methods to capture what pupils say, write, make and do, but teachers use their professional judgement on a day to day basis as they observe pupils engaging in activities to assess progress.

### **The National Assessment Resource (NAR)**

The National Assessment Resource is an online resource which is available to teachers and has been designed to support assessment approaches within the Curriculum for Excellence framework. It can be used by teachers to assist them in making decisions about a child's progress and achievement.

### **Assessment is for Learning**

Within class, teachers use a number of strategies within the Assessment is for Learning model to provide better feedback for pupils, which in turn leads to improved performance and achievement. Assessment is for Learning recognises that children learn best when:

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

Teachers report on pupils' progress and attainment across the whole curriculum, using their professional judgement and the evidence available to them from continuous formative assessments undertaken throughout the year in relation to nationally agreed and understood standards.

### **Cognitive Ability Tests (CATs)**

Cognitive Ability Tests assess a pupil's ability to reason with and manipulate different types of symbols. These symbols are in the form of words, quantities, and special, geometric or figural patterns.

It is the policy of Comhairle nan Eilean Siar to offer CAT's to pupils in P5, and S1. The three tests give an overall educational profile of the pupil and help teachers to set realistic targets for pupils. All parents are informed of their child's CAT scores via Pupil Reports and the scores are explained to parents at parent-teacher appointments.

### **Standardised Assessments**

It is the practice of the Local Education Authority to undertake a variety of standardised assessments with pupils across a range of stages. Such assessments provide teaching staff with useful information which can better inform the delivery of learning and teaching activities for our pupils. Other assessments can be used to provide a baseline, in order to be able to assess progress over time and can also allow comparisons to be made with other standardised materials. The results of any standardised assessments carried out with pupils by teaching staff will be discussed with parents at Parent-Teacher appointments.





## REPORTING TO PARENTS

Teachers report on pupils' progress and attainment across the whole curriculum, using their professional judgement and the evidence available to them from continuous formative assessments undertaken throughout the year in relation to nationally agreed and understood standards.

Reports on pupil's progress are an important form of communication between home and school. Parents receive two written reports each year. The first of these around October/November is a brief update which focuses on Literacy, Numeracy, Health and Wellbeing and Support for Learning. This is followed up by a Parent-Teacher consultation in November.



A more comprehensive report is issued at the end of March outlining their children's successes and also areas for further development in each of the curricular areas. In addition to this, teaching staff comment on children's attitude to learning, the results of cognitive ability tests, pupil's wider achievements and offer advice to parents in terms of how they can best support their child's learning. Both pupils and parents are also given the opportunity to comment on the report. Again this report is followed up with a Parent-Teacher consultation which is usually scheduled in early May.

Parent-Teacher appointments allow class teachers to meet with parents to discuss their child's progress and all parents are encouraged to attend at these

times. **In addition to these scheduled evenings, parents are welcome to telephone the Head Teacher to arrange a suitable time to visit the school to discuss any matter which is causing them concern.**

Parents are encouraged to discuss their child's report with them as children benefit from and are supported by the ongoing dialogue about their progress, both from school and from home. Such dialogue encourages children as they seek to take the next steps in their learning.

Parents of pupils with additional support needs are also regularly invited in to the school to meet with teaching staff in order to review their child's Action Plan or Individual Education Programme (IEP). Support for Learning and Teaching staff greatly value the contribution made by parents at these meetings and welcome the opportunity to work with parents in a positive way for the benefit of our pupils.



## SECTION 4 - SUPPORT FOR PUPILS

### ADDITIONAL SUPPORT NEEDS

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 the 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 school 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.

The Principal Teacher for Learning Support for Uig, Bernera and Harris is: Mrs Anne Wilson  
Education Development Centre  
6 Kenneth Street  
Stornoway  
Isle of Lewis

TEL:01851 822 696

## PASTORAL SUPPORT ARRANGEMENTS

### **PLAYGROUND SUPERVISION**

Whilst not required to provide a Playground Supervisor in a school with fewer than 50 pupils, it is the practice to ensure that at least one member of staff is present in the playground at all times.

As there are a number of areas within the playground which children can access to play, it is not the expectation that the Playground Supervisor can observe all of the children all of the time. However, every endeavour is made to ensure that pupils do not harm themselves or others in the playground.

The roles of the Playground Supervisor are:

- ◆ To interact with the children and to be present and act as a point of contact for them during break times.
- ◆ To monitor the behaviour of pupils in accordance with the school rules
- ◆ To identify any risks which may be present in the playground and to remove any hazards
- ◆ To appropriately handle any emergencies which may arise in the playground which may mean dealing with issues by him/herself or passing the situation on to a more appropriate member of staff to deal with.

### **GIRFEC**

“Getting It Right For Every Child” is now statute and forms part of the Children and Young Persons Bill 2014. “Getting it right for children and young people in the Western Isles” describes the approach taken locally to giving all children and young people the best start in life. This includes the school working in partnership with other service providers using a staged assessment and intervention model.

All school staff have undertaken basic training in GIRFEC and the Head Teacher and Support for Learning Teacher have also undertaken further training. All pupil referrals to other agencies are processed following these guidelines.

Further information relating to GIRFEC in the Western Isles can be found at:

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

### **CHILD PROTECTION**

The Head Teacher is the Child Protection Officer for the school.

All new staff members undertake Child Protection Training with the local authority shortly after they take up their posts.

The Head Teacher leads a refresher course of Basic Child Protection Procedures for all staff members within the school on an annual basis and all staff are expected to undertake Child Protection—Specific Workforce Training—Level 1 once every three years.

Staff in Bernera School follow the multi agency Child Protection Procedures and Guidelines which have been produced by the Western Isles Child Protection Committee. More information relating to this can be found on the CNES website at:

<http://www.cne-siar.gov.uk/childProtectionCommittee/index.asp>

More information relating to The Children’s Charter—A Framework for Standards can be found at:

<http://www.scotland.gov.uk/Publications/2004/04/19082/34410>

More information relating to Safe and Well—A Handbook for Staff, Schools and Education Authorities can be found at:

<http://www.scotland.gov.uk/Publications/2005/08/0191408/14093>

## TRANSITIONS

### SGOIL ÀRAICH/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 in the Sgoil Àraich if there is sufficient space and their 3rd birthday falls before the 28<sup>th</sup> of February of the current academic year. If demand for places outweighs supply, priority will be given to children eligible for their funded place. Children securing a funded place are entitled to 600 hours over 38 weeks and a maximum of 15 hours and 50 minutes of early learning and childcare will be provided in any one week. Children who enrol in the nursery will be invited into the nursery before they begin to experience a little of the nursery atmosphere and to meet the nursery staff.

More information can be obtained from the Nursery Manager: Peggy Ann Campbell/Ian Macrae (from 5.1.17)

Acting Head Teacher  
Bernera School  
Breaclete  
Great Bernera  
Isle of Lewis  
TEL: 01851 822 892

The opening hours of Sgoil Àraich Bheàrnaraigh are as follows:

DAY	OPENING HOURS
Monday	CLOSED
Tuesday	9:00am - 1:00pm
Wednesday	9:00am - 1:00pm
Thursday	9:00am - 1:00pm
Friday	9:00am - 12:50pm

### TRANSFER FROM NURSERY TO PRIMARY

Before leaving nursery, a profile and transition record for each child will be prepared by Sgoil Àraich 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 opportunities for Nursery Children to work with pupils in Primary 1 in the lead up to the child commencing school.





## **PRIMARY SCHOOL ADMISSIONS**

Children who will be five years of age by 29<sup>th</sup> February 2017 are eligible for infant enrolment to begin school in August 2017. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

In our school, pupils can be taught through the Medium of Gaelic or English and parents should indicate their preference on the enrolment form. At the time of enrolment, parents should bring their child's Birth Certificate and should inform the school of any medical problems or special needs which their child may have. New entrants are invited into the school in June prior to entry to sample some typical Primary 1 activities.

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

Parents who wish to apply for a place at a school other than the local Primary School for new enrolments should apply in writing to:

Mr William Macdonald  
Head of Service - Education ,  
Education and Children's Services Department,  
Lionacleit Education Centre  
Liniclate  
Isle of Benbecula

## **PRIMARY TO SECONDARY TRANSFER**

During the Summer term each session, Primary 7 pupils have the opportunity to attend their chosen secondary schools for an induction period.

When pupils complete P7 they will normally transfer to: The Nicolson Institute  
Springfield Road  
Stornoway  
Isle of Lewis  
Telephone Number: 01851 707000

On induction days, pupils travel on the school bus, meet secondary teachers and sample part of their future weekly timetable. Each year a member of the secondary Guidance Team will travel to the school to meet P7 pupils prior to their transfer to secondary. In addition, a member of the School Management Team will hold discussions with the Head Teacher each year to ensure that all aspects of a pupil's work and personality are known in order to assist with a smooth transfer from Primary to Secondary. Every second year a member of the Secondary School Management Team will also visit the Primary School to meet pupils and staff.

The Principal Teacher for Learning Support visits our school in October/November of each year in order to meet those Primary 7 pupils with additional support needs and participate in review meetings with parents and staff. Such pupils may also be offered the opportunity of additional induction days which will be based in the Support for Learning Base. These induction days would follow a similar pattern with time also spent in the Support for Learning Base getting to know the staff.

Over the last number of years a transition event has been held within the Learning Community for all Primary 7 pupils. This has proved to be most beneficial and has allowed Primary 7 pupils from smaller schools in the surrounding area an opportunity to meet and engage in learning activities with one another.

When possible, pupils in Bernera School meet with pupils in Uig and Breasclate Schools for a variety of sporting and other events. The purpose of this is to give our pupils greater opportunities to meet and engage in learning activities with one another prior to moving to secondary.

## PLACING REQUESTS

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

If you wish to make a Placing Request, you should complete the appropriate form (available from school) and return it to:

Louise Smith,  
Principal Officer,  
Education and Children's Services,  
Comhairle nan Eilean Siar,  
Sandwick Road,  
Stornoway  
HS1 2BW.

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



# SECTION 5 - SCHOOL IMPROVEMENT

## STANDARDS & QUALITY REPORT

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year.

Some of the main achievements over the last 12 months include:

- ◆ P7 pupils participated in and benefited greatly from both enhanced and regular transition days at the Nicolson Institute in preparation for their move into S1 and also additional transition events with pupils from Uig and Breascleite Schools.
- ◆ Primary 7 pupils engaged in learning activities and subsequently sat and passed their Young Leadership Awards.
- ◆ School staff and pupils held a number of charitable events to raise money for charities such as Children in Need, Blythswood and Unicef.
- ◆ The school held its annual Christmas Concert in December. Once again this was held in the Community Centre in order to allow the wider community to attend. The concert was a resounding success, with superb performances from the pupils and an excellent attendance from the local community.
- ◆ Artists from An Lanntair worked with pupils on the "School Run" digital media project. Their finished 3D map was displayed in An Lanntair.
- ◆ The school hosted a number of visitors throughout the school year, many of whom addressed the pupils at Assembly times.
- ◆ Pupils participated in a variety of sporting competitions throughout the session teaming up with pupils from Uig School.
- ◆ All pupils took part in a drama competition at the local Mod.
- ◆ A P5 Gaelic Medium pupil received a first prize award in the local Mod Literacy competition.
- ◆ Pupils have designed and painted boards which were displayed to decorate Stornoway for the Royal National Mod and Christmas.
- ◆ Pupils received Gold, Silver or Bronze certificates for completing the Community Learning and Development EDGE (Environment, Decision-making, Gàidhealtachd, Enterprise) Award.
- ◆ Pupils participated in activities on the Travelling Art Gallery with their peers in Uig School.
- ◆ P4 - P7 pupils joined Uig school pupils for science activities with the Generation Science team.
- ◆ All pupils and staff received defibrillator training from the 'Lucky 2B Here' team. P5 pupils were presented with certificates.

**Should any parent wish to receive a copy of the Standards and Quality Report for Session 2015-16 in Bernera School they may request one from the school office.**



## SCHOOL IMPROVEMENT PLAN

The School Improvement Plan details the Improvement Agenda for the school on an annual basis. All projects which are included in the Improvement Plan are discussed with the Parent Council and the Head Teacher also updates the Parent Council regularly on progress with specific projects throughout the session.

The table below demonstrates the intentions of the School with respect to its Improvement Agenda for the next three years. The Three Year Plan, whilst not fixed, does give cognisance to the Business Plan of the Education and Children’s Services Department and also indicates which areas the school will likely focus on in order to make improvements in coming sessions.

<b>THE THREE YEAR PLAN</b>		
<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<p><b>KEY AREA: LEARNING PROVISION</b> Raising Attainment - Literacy - Improving Listening and Talking through Pupil Led Learning.</p>	<p><b>KEY AREA: LEADERSHIP AND MANAGEMENT</b> Leadership of Improvement and Change Improvements through Self Evaluation</p>	<p><b>KEY AREA: LEADERSHIP AND MANAGEMENT</b> Curriculum for Excellence - Policy Reviews</p>
<p><b>KEY AREA: LEARNING PROVISION</b> Assessment and Moderation - Progression Planning in Science and Religious and Moral Education.</p>	<p><b>KEY AREA: SUCCESSES AND ACHIEVEMENTS</b> Improvements in Performance</p>	<p><b>KEY AREA: SUCCESSES AND ACHIEVEMENTS</b> Raising Attainment - Numeracy</p>

Should any parent wish to receive a copy of the School Improvement Plan for Session 2016-17 in Bernera School they may request one from the school office.

## 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. The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### 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 Skills Development 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
- enhance the quality of research to improve the lives of young people in Scotland

### Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce 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 made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

### 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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/schoolHandbookInsertpupils>).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Records of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, 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.