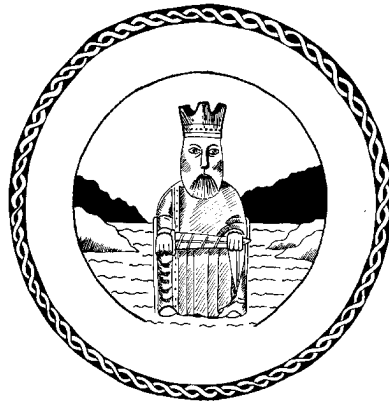




COMHAIRLE NANEILEAN SIAR
WESTERN ISLES COUNCIL

Bun Sgoil Uige School Handbook



December 2016

Uig School
Crowlista
Isle of Lewis

Telephone: 01851 822 872

Fax: 01851 672 482

Email: uigschool@gnes.net

Web: <https://blogs.glowscotland.org.uk/es/uigschool/>

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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 Uig 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.

Your sincerely

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

SECTION 1 - PRACTICAL INFORMATION ABOUT THE SCHOOL

BACKGROUND INFORMATION ABOUT THE SCHOOL

Uig School was built in 1971. It is a modern, single-storey building which has been well maintained. There are three spacious, south-facing classrooms which open on to a large, attractive hall which is used by all the classes for co-operative play, by visiting teachers and as the dining room. Off the hall is a small, well-stocked library. The office, staffroom and pupils' cloakrooms are just inside the front entrance. Storage facilities are excellent and allow resources to be easily retrieved. The school also has access to the sports hall in the local Community Centre for PE and school events.

There is a large playground to the front of the school offering a grassed area and a tarred area which is marked for games. The children are able to borrow a variety of items of equipment at break times to encourage active play. There is also a small garden at the front of the school which is maintained by the children and an eco-garden with pond to the rear of the school. Behind the Community Centre there is a community play area which may be used by the children during school hours with adult supervision and the children also have access to a bouldering wall at the rear of the school.

Uig School has gained a silver Eco-schools award.

Pupils are involved in a number of Global Citizenship activities which bring together citizenship, international education and sustainable development education. These projects equip pupils with the skills, knowledge, values and attitudes to understand and address global issues. We feel that the school is a focal point within the community. We encourage the children to participate in community events and use our local environment for field trips and educational visits. We attend events in Stornoway, at An Lanntair and Ionad Spòrs Leodhais and at neighbouring schools. We share visits with Bernera School where practical, which allows children from both schools to get to know one another.

Children are encouraged to have a healthy and active lifestyle through studying health topics. Our school has achieved gold status as a Health Promoting School and we are privileged to have Mrs Wade promote physical activity and active play during breaks.

Children are involved in a variety of extra-curricular activities. We encourage parents to take their children to sporting and recreational events which are not organised by the school. Some pupils participate in the local Mod which is held in Stornoway in June. We encourage parents to attend these events to give support to our pupils. Pupils support a variety of charities throughout the year, including the Blythswood Shoebox Appeal and Children in Need.

We recognise and celebrate pupils' personal achievements within and beyond school at whole school assemblies and on our achievements board.

Sgoil Araich Uig, a Gaelic nursery for children aged between 2½ and school age came under the direct management of the school in February 2010. A Sgoil Araich handbook can be requested from the school office.

Parents who are interested in Gaelic medium education should make an appointment to speak with the Head Teacher.

CONTACT DETAILS

Name of Acting Head Teacher:- Mrs Peggy Ann Campbell

Mr Ian Macrae (from 5.1.17)

Name of School:- Uig School

Address:- Crowlista

Isle of Lewis

HS2 9JE

Telephone Number:- 01851 822 872

Fax Number :- 01851 672 482

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



ABOUT UIG SCHOOL

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

Present Roll:-
Nursery - 7 pupils
Primary - 12 pupils

The Sgoil Àraich provides education for Nursery pupils aged 2 1/2 years onwards and education is delivered through the medium of Gaelic.

English Medium Education is provided from Primary 1- Primary 7 and there are currently 12 pupils in that stream.

There is provision for Gaelic Medium Education in Uig School. However, there are no pupils currently in this stream, though if there was sufficient demand a Gaelic Medium Class Teacher would be provided for the school.



ORGANISATION OF THE SCHOOL DAY

Start Time: - 9:10am

Morning Break:- 10:40am

Lunch Time:- 12:30 - 1:30pm

Close of School Day:- 3:30pm

Currently our pupils receive teaching and instruction from visiting staff or by video-link on the following days.

DAY/TIME	9:10-10:40	11:00-12:30	1:30-3:30
Monday	FIDDLE		
Tuesday	Gaelic Music		
Wednesday			
Thursday	ASSEMBLY		
Friday			CHANTER

STAFFING

UIG SCHOOL

Acting Head Teacher: Mrs Peggy Ann Campbell
Mr Ian Macrae (from 5.1.17)

TEACHING STAFF

P1-7 Miss Helen Halligan
Reduction - Class Contact Time Mrs Peggy Ann Campbell
Support for Learning Mrs Anne Wilson
Gaelic Music Instructor: Mr Finlay Smith
Chanter Instructor: Mr Nicholas Gordon
YMI Instructor (Fiddle) Mr Neil Johnstone

NON-TEACHING STAFF

School Assistants: Mrs Kirsty Wade
Mrs Kathanna Latimir
School Cook: Mrs Fiona Callan
Cleaner in Charge: Mrs Linda Knowles



P1-7 Class Teacher -
Helen Halligan

SGOIL ÀRAICH UIG

Manager , Sgoil Àraich Uig: Mrs Peggy Ann Campbell
Mr Ian Macrae (from 5.1.17)
Nursery Key Workers: Ms Rhona Macleod
Mrs Mairi Macdonald
(Mon, Tues, Thurs and Fri)



Nursery Key Worker -
Rhona Macleod



Nursery Key Worker -
Mairi Macdonald

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

<p><u>SESSION 2016 – 2017</u></p> <p>TERM 1: AUTUMN 2016 15 August 18 August 13 October</p> <p>TERM 2: WINTER 2016 25 October 26 October 25 - 28 November 29 November 21 December</p> <p>TERM 3: SPRING 2017 5 January 8 February 9 -13 February 14 February 31 March</p> <p>TERM 4: SUMMER 2017 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><u>SESSION 2017 – 2018</u></p> <p>TERM 1: AUTUMN 2017 14 August 17 August 12 October</p> <p>TERM 2: WINTER 2017 25 October 26 October 24 - 27 November 28 November 21 December</p> <p>TERM 3: SPRING 2018 4 January 7 February 8-12 February 13 February 30 March</p> <p>TERM 4: SUMMER 2018 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



School Assistant -
Kathanna Latimir

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, a member of staff 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).



School Assistant -
Kirsty Wade

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 Uig School pupils to wear their school sweatshirts regularly with a white polo top or shirt and a dark skirt or trousers 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%202007.pdf>

Parents can reinforce this policy by encouraging children to wear school uniform. We would also like all the children to change into their gym shoes whilst they are in the school building as this keeps their feet dry in wet weather and helps to maintain the school floors. It is important that parents **label their children's clothing**, particularly their sweatshirts, fleeces and gym shoes so that any found articles can be returned immediately.

Weather in Uig can be wet and windy and all children should bring a jacket to school. Sweatshirts, cardigans, t-shirts and fleeces can be purchased through the school.

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. However, the school office does keep a small stock of good quality second hand uniforms which can be obtained throughout the session.

P.E. KIT

Children should have P.E. kit: shorts, t-shirt and gym shoes each day, as they will need it for music and movement, drama etc. Kit should be kept in school and can be taken home at weekends for washing.

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 must be submitted annually and 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 available to all pupils and are cooked on the premises.

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



School Cook - Fiona Callan

A monthly menu of cooked meals is available at a cost of **£1.95** per day.

We have included sample menus on the next page. Parents are able to

discuss the options with their children and then order the lunch of their choice. Payment for the week is made on a Monday, either in cash or by cheque made payable to Uig Primary School with the cheque card number written on the back.



We encourage pupils to bring healthy home-packed lunches to school and food and beverages must be transported in non-breakable containers. A member of staff oversees pupils in the dining hall during lunchtime.

Children of parents in receipt of Income Support are entitled to free school meals. However, please note that application forms must be submitted annually. Application forms are available from the school office or Department of Education and Children's Services.

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

We also have a Healthy Eating tuck shop where toast is prepared and sold at a cost of £5.00 per term. In addition, fruit is available to P1-3 through the Free Fruit for Schools initiative.

Please contact the school if your child has any special dietary needs.

SAMPLE SCHOOL MENU - JAN 2016

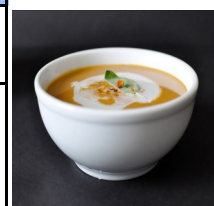
Week 1



Mon	Tues	Wed	Thurs	Fri
Sausages	Assorted Wraps	Lasagne	Roast Chicken	Breaded Haddock
Potatoes, Salad	Potato Wedges, Salad	Mixed veg, Garlic Bread, Salad	Potatoes, Yorkshire Puddings, Veg	Chips, Peas, Salad
or	or	or	or	or
Leek and Potato Soup & Sandwich	Lentil Soup & Sandwich	Jacket Potato and filling	Tomato Pasta, Salad	Vegetable Soup & Sandwich
Ice cream	Chocolate Muffins	Oaty Biscuit & Milk	Jelly and fruit	Chocolate Krispie Cake

Week 2

Mon	Tues	Wed	Thurs	Fri
French Bread Pizza	Spaghetti Bolognese	Toad-in-the-Hole	Turkey Burger	Fish Fingers
Potato Wedges Salad	Garlic Bread Salad	Potatoes Carrots Salad	Curly Fries Sweetcorn Salad	Chips, Beans Sweetcorn Salad
or	or	or	or	or
Lentil Soup & Sandwich	Macaroni Cheese, Salad	Jacket Potato and filling	Tomato Soup & Sandwich	Tomato Pasta, Salad
Chocolate Angel Delight	Ice cream	Shortbread & Milk	Jelly	Butter-scotch Sponge



Week 3



Mon	Tues	Wed	Thurs	Fri
Pizza	Chicken Chow Mein	Assorted Wraps	Beef Burger in a bun	Breaded Haddock
Spaghetti hoops, Salad	Noodles, Carrots, Salad	Potato Wedges, Salad	Curly Fries Beans, Carrots, Salad	Chips, Peas, Salad
or	or	or	or	or
Macaroni Cheese, Salad	Jacket Potato and filling	Tomato Pasta, Salad	Lentil Soup & Sandwich	Tomato Soup & Sandwich
Lemon Drizzle Muffins	Ice Cream	Scone	Jelly or fruit	Homemade Biscuit & Milk

Week 4

Mon	Tues	Wed	Thurs	Fri
Homemade Sausage Roll	Shepherd's Pie	Sausage Butty	Chicken & veg Pie	Salmon Fish Fingers
Spaghetti hoops, Mixed Veg, Salad	Carrots, Salad	Mixed veg, Garlic Bread, Salad	Potatoes, Yorkshire Puddings, Veg	Chips, Peas, Salad
or	or	or	or	or
Lentil Soup & Sandwich	Hot Cheese Roll, Salad	Jacket Potato and filling	Tomato Soup & Sandwich	Tomato Pasta Salad
Cupcakes	Jelly or fruit	Caramel tart	Chocolate iced sponge	Shortbread & Milk



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.

As the buses link up with buses to and from Stornoway, it is important that parents ensure children are ready at the arranged times, approx:

Mangersta 8.50am
Carnish 8.57am
Ardroil 9.00 am

Reef 8.45 am
Valtos 8.50 am
Crowlista 8.55 am

As part of our Health and Well-being programmes children are taught road safety which includes awareness of their own and others' safety in cars and buses. However, 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. Parents are always contacted before children are sent home early either by GROUPCALL or by telephone. 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 name, 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.

Children will be taken home by the bus contractor unless other arrangements have been made and agreed and no child will be sent home unless the Head Teacher is satisfied that an adult will be waiting for him or her. In the event of extreme weather conditions or power cuts, parents will be kept notified by announcements on Radio nan Gaidheal and Isles FM, where possible between 8.00am and 8.30am. In addition, up-to-date information will be posted on Comhairle nan Eilean Siar's website www.cne-siar.gov.uk, their Facebook page and Twitter <https://twitter.com/WesternIslesOEM>. Parents may also contact Faire (701702), the Comhairle's helpline, to enquire about school closures.

Parents may wish to contact the school if they are concerned about the safety of children because of severe weather conditions and are free to collect them from the school if they wish.

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. Bus contractors may decide not to collect children if road conditions are too dangerous during winter months. Parents will be informed if this decision is taken. The school will however remain open to children who can make their way to school safely.

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/policy/MMD40101%20Bad%20Weather%20Policy.pdf>

[documents/](#)



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 the School Assistant 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.

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

Staff within Uig 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.



SUGGESTIONS

Pupils may pop their suggestions in a box located on top of the water fountain in the foyer. Pupils' ideas and opinions are valued and are sought during whole school Assemblies, during Circle time and via the Pupil Council.

Parents may also wish to make suggestions in this way.

MEDICAL AND HEALTH INFORMATION

ILLNESSES

Any child who is unwell **should not** attend school. Children with diarrhoea and/or vomiting should be kept at home until they have had no symptoms for **48 hours after an episode** of diarrhoea and/or vomiting.

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. It is also a parent's responsibility to inform the school of allergies when enrolling a child.

The Head Teacher, the two School Assistants and the Nursery Key Worker are trained in First Aid and hold First Aid At Work certificates. A qualified First Aider accompanies children on all school trips.

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. In cases where parents may not be home, the emergency contact will be informed.

The Public Health Nurse, visits the school annually for Primary 1 health checks. Parents are informed in advance in writing of these medical checks and asked for their consent. Parents are also welcome to attend these examinations. Children's eyesight and hearing are also periodically checked.

Where pupils have particular and very specific needs, members of staff, including the Head Teacher, have been trained in specific medical procedures in order to care appropriately for these pupils. The competency of members of staff to undertake such procedures is regularly assessed by staff trainers from NHS Western Isles.

DENTAL SERVICES

Under the Childsmile programme, all pupils in the school brush their teeth each day providing parental consent has been given. Over time this has been proven to reduce the decay pupils experience and improve the oral and general health of the children. A Dental Health Support Worker, visits the school regularly to ensure this is done correctly.

The schools dental service visit the school regularly to carry out surveys on Primary 1 and Primary 7 pupils 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

Parents are responsible for supplying written information about medicines which their child needs to take at school. Medication will not be administered without parents/guardians recording details of medication.

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 administered or supervised by the Head Teacher or in her absence a nominated member of staff, **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.

MEDICAL AND HEALTH INFORMATION (CONTD.)

HEAD LICE

Parents are asked to be vigilant and to regularly check their children's hair for head lice or eggs. If live, moving head lice are found, parents should use lotions as per instructions and 'wet combing' to remove head lice. Information leaflets issued by Western Isles NHS Board are available from the school office. Further advice may be sought from the School Nurse, local GP practice or chemist in Stornoway.

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

A number of 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>

ADDITIONAL SUPPORT NEEDS

Additional Support Needs
Most Able Children

CARE AND WELFARE

Anti-Bullying
Bereavement
Care and Welfare
Child Protection
Cross Curricular Aspects
Discipline
Dress Code
Health and Safety
Inclusion
Induction
Partnership with Parents
Promoting Positive Behaviour
Racial Equality
Pupil Participation in Decision Making

LANGUAGE

Listening and Talking
Reading
Handwriting
Spelling

Mathematics

HEALTH EDUCATION

Drugs Education
Sex Education
Personal and Social Education

ICT

ICT
Internet Access
E-Safety and the Acceptable Use of
Communications Technologies

LANGUAGES IN THE PRIMARY SCHOOL

French Language
Gaelic language

OTHER

Citizenship
Continuing Professional Development
Environmental Studies
Expressive Arts
Homework
Quality Assurance
Religious and Moral Education

SAFETY AND SECURITY

SCHOOL SECURITY

All visitors, including parents, are asked to report to the School Office on arrival. Access can be gained by ringing the door bell at the main entrance to the school. The main door is one of our fire escape doors and so it can be quickly and easily opened in the event of an emergency.

Contractors must also report to the School Office before commencing work.

Exterior lighting is provided for personal safety and building protection.

FIRE SAFETY

A fire drill is undertaken once a term.

VOLUNTEERS

Parents are always welcome to help in our school. However, for the protection of pupils, the Education and Children's Services Department requires any persons coming into regular close contact with children to be checked on an 'enhanced disclosure' basis. The Department will be responsible for processing volunteers' Disclosure Scotland checks. Please contact the school if you would like to be considered as a helper.

PHOTOGRAPHS/VIDEO

When a child enrolls at the school, parents are asked to sign an agreement to say whether or not their child may be photographed or filmed.

CYCLING

Children in Primary 6 and Primary 7 receive cycle training every two years. Children may ride bicycles to school. Younger children should be accompanied by a responsible adult. Bicycle racks are provided at the side of the schoolhouse garage and a box for helmets and outdoor clothing is located at the front entrance.

CLUBS AND ACTIVITIES

There are currently no clubs available to children living in the Uig area.

Parents may wish to contact Ionad Spòrs Leòdhais for information on after school and weekend clubs. Flyers received by the school advertising clubs are distributed in pupil wallets or by email.

MONTHLY NEWSLETTER

A monthly summary of school news appears in Uig News, our local community magazine. Newsletters are sent home regularly to parents outlining coming events and items of interest. These letters are displayed in the school and on the Community Centre notice board.

SCHOOL FUND EXPENDITURE

The School Fund is used to purchase and renew educational resources to support learning and teaching and it also covers extra-curricular activities – fees and transport costs, exhibition visits, visiting theatre groups, field trips, shows and other school centred projects.

Fund raising takes place throughout the year and parents and the community in Uig are very supportive of these events. Uig Parent Council has raised money for Educational trips, parties and equipment for the school.

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 June. 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 with the Parent Council and shares in an open and transparent way the work of the school. The Head Teacher is also keen to ascertain the views of parents on the life and work of the school and involve them in the School 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

Our school welcomes parental involvement. We recognise that children do better in school when parents are actively involved in their education.

Uig School Parent Council constitution states that parents of Uig Primary School pupils and nursery children are automatically members of the Parent Council and are therefore entitled to have a say in what happens in the school. The Parent Council meets once a term and all meetings are open and all parents are welcome to attend.

As a member of the Parent Council you can expect to:

- ◆ get information about what your child is learning
- ◆ get information about events and activities at the school
- ◆ get advice and help on how you can support your child's learning
- ◆ be told of opportunities to be involved in the work of the school
- ◆ have a say in selecting a Parent Council to work on behalf of all parents at your school.

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).

If you wish to discuss any matter regarding the school, you can contact any of the Uig School Parent Council office bearers/members listed below:

Names	Role	Telephone No
Peggy Ann Campbell	Acting Head Teacher	01851 822 872
Ian Macrae (from 5.1.17)	Acting Head Teacher	
Elly Green	Chairperson	01851 672 250
Gillian Davies	Treasurer	01851 672 300
Shona Macleod	Clerk	01851 672 201

PUPIL INVOLVEMENT

Pupils are encouraged to look after the school environment, equipment and to be kind to one another. They are given responsibilities and are encouraged to be actively involved in school life. Such participation encourages positive behaviour and helps pupils to feel valued. The Eco-school committee is responsible for encouraging whole-school action for the environment and a Pupil Council is elected annually to allow pupils to have a say in what happens in their school.

Pupils at the upper stages develop organisational skills to achieve Young Persons Leadership Awards with Active Schools Co-ordinator, Jenna Stewart. They use their skills and knowledge to organise buddy systems, playground games, wet weather activities and Christmas party games.

COMMUNITY INVOLVEMENT

Uig School enjoys close links with a number of individuals, local organisations and businesses. Such links enhance learning and teaching and provide excellent opportunities to develop skills for learning, life and work.

At Uig school we attempt to develop tolerance and empathy by involving pupils in charitable events such as fundraising for Children in Need, filling shoeboxes for Blythswood and donating some school funds to charities such as Macmillan Cancer Support and Comic Relief.

We very much appreciate the support and assistance we receive from:

- ◆ Uig Community Shop
- ◆ Stornoway Amenity Trust
- ◆ An Lanntair
- ◆ Uig Bus Services
- ◆ Church of Scotland
- ◆ Ionad Spòrs Leòdhais
- ◆ Jane Paton
- ◆ Active Schools
- ◆ Uig News
- ◆ Uig Community Centre Association



We also invite guest speakers such as representatives from the Linda Norgrove Foundation and Save the Children to share their work and experiences with pupils.

We use ICT to broaden children's knowledge and appreciation of the people and world about them. The internet provides many valuable resources to enhance children's knowledge and understanding of world around them. On occasions, Glow Meet's are arranged to allow pupils to join national events such as Choices for Life.



THE VISION, VALUES AND AIMS OF UIG PRIMARY SCHOOL

The Vision, Values and Aims of the school were reviewed during Session 2015-16 through a collaborative series of exercises and workshops with pupils, parents and staff. 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

Uig School encourages creative, confident individuals.

SHARED VALUES

Friendship
Confidence
Enthusiasm
Teamwork
Truth
Learning

SCHOOL AIMS

In Uig School, we aim to

Learning and Teaching

- ◆ Raise the standard of attainment by providing a broad and balanced curriculum, in line with national guidelines, which challenges and motivates all pupils to reach their full potential.
- ◆ Provide high quality learning and teaching experiences which enable pupils to enjoy their education and develop positive attitudes towards learning.

School Ethos

- ◆ Provide a happy, caring and stimulating environment among staff, pupils, parents and the local community, based on the promotion of mutual respect and consideration for others .

Support for Pupils

- ◆ Provide appropriate support to children in all aspects of their learning and wider achievement, promoting a physically active and healthy lifestyle.

Partnerships

- ◆ Seek progress through partnerships, working closely with parents and other agencies with whom we share a common purpose to help children be the best they can be.

Staff

- ◆ Improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.



SCHOOL ETHOS

Uig School aims at excellence in all that it does. High standards and expectations permeate every aspect of school life and are evident in the behaviour and attitude of its pupils and staff.

Supportive and caring relationships encourage a positive attitude to learning and build pupils' confidence and self esteem. The school strives to promote positive aspects of healthy living and activity that will enable pupils to pursue a healthy lifestyle into adult life.

Pupils feel valued as individuals and take a pride in their school. They are listened to and are actively involved in many aspects of school life. Well-established links with parents and the local community enhance learning and teaching.

School staff plan quality experiences across the curriculum to meet the needs of each pupil thus enabling them to achieve to their fullest potential. Our pupils begin to develop the knowledge, skills and attitudes needed to meet the challenges of life and work in the 21st century and through global citizenship activities, begin to understand how they can play a full and active part in communities at local, national and global levels.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

Uig 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. Uig Primary School is a non-denominational school and its curriculum for Religious and Moral Education is based on Christianity with time for children to explore the world's major religions and to develop and reflect upon their own values and beliefs.

A whole school assembly is led by the Head Teacher to which classes/year groups or individual children may be asked to contribute. We have regular visits from speakers who come to talk with the children about their work or charities. Rev Hugh Stewart of Uig Church of Scotland also serves as School Chaplain to the school and visits the school regularly to take Assembly and conduct acts of Religious Observance.

All other Religious Education lessons are taught in each class as part of our Religious and Moral Education programme or through integration into other subject areas. Class lessons deal with a variety of issues and provide children and staff with opportunities for discussion.

Parents have the right to withdraw their child from Religious Education and/or Acts of Religious Observance. **Those 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.** An opportunity will also be provided for parents to indicate their preference at the time of enrolment.

Parents can be assured that should they choose to exercise this right, arrangements will be made for pupils to participate in worthwhile alternative activities and children will be appropriately supervised by a member of staff elsewhere at such times.

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.

We see Uig School as an extension of the community and we try to advance the values and standards of the community. This is a small school where each child is known and valued as an individual and we seek to enhance the confidence and self-esteem of each pupil through appropriate activities and positive guidance and praise. Children are given tasks of responsibility and are encouraged to care for each other, their school building and grounds and the larger community. The importance of co-operation with parents is considered vital. All members of staff, including visiting teachers and ancillary staff, are aware of the ethos of positive behaviour in the school.

Golden Rules are decided by pupils. 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. Where any misbehaviour occurs, each incident is dealt with by the class teacher and is usually reported to the Head Teacher.

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. Advice may also be sought from partners such as the Educational Psychologist and Inclusion Team. 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.

We are encouraging positive behaviour through:

- ◆ Golden time
- ◆ Buddy systems
- ◆ Use of rewards and sanctions
- ◆ Use of praise including celebrating success in school and local community
- ◆ 2-way diary – pupils aware that school and parents communicate

Pupils are given responsibilities:

- ◆ Classroom monitors
- ◆ Dining hall monitors and sweepers
- ◆ Pupil Council
- ◆ Eco-committee
- ◆ Working in enterprising ways



PROMOTION OF POSITIVE BEHAVIOUR

At Uig 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 (Action Plans/IEP's) 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.

DEALING WITH BULLYING

Our School community aims to provide a safe and caring environment for all who enter its doors and in which each child feels valued, confident and secure. Children are encouraged to discuss any concerns, worries or problems they might have either personally with their teacher, with other adults working in the school, with the Head Teacher or during Circle Time as soon as possible.

Programmes of work support and nurture the health and well-being of our pupils. A range of issues relating to relationships, tolerance and emotional health are regularly discussed as part of the Health and Wellbeing programme as are subjects such as internet misuse and cyberbullying. Class teachers are also assisted in the delivery of these topics by local authority staff and local police.

Each member of staff is aware of his/her role in promoting a positive ethos, relationships and participation in activities which promote a healthy lifestyle. Our school community prides itself on the high standard of behaviour of all of our pupils and we would want any incidents of bullying to be raised immediately with the Head Teacher or any staff member.

Occurrences of bullying are minimised when staff, pupils and parents are seen to be working 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. Parents should contact the school office if they wish to view the school's anti-bullying policy.

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/ASD07750%20Anti-Bullying%20Policy.pdf>

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. 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 curriculum is based on the values of wisdom, justice, compassion and integrity and includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. By providing structure, support and direction to young people's learning, the curriculum should enable them to develop these four capacities. The curriculum is divided into four contexts of learning, these being:

- ◆ The ethos and life of the school
- ◆ Curriculum areas and subjects
- ◆ Interdisciplinary projects and studies
- ◆ Opportunities for personal achievement

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.

At different times, the children may be taught as a class, as a small group or individually. Although the subjects above are sometimes taught separately, many are integrated. Teachers use a variety of methods to motivate the children and they try to create an atmosphere which promotes active and purposeful learning. Pupils are encouraged to take a pride in their work, complete all tasks and to take care of books and equipment. Above all it is hoped that the pupils will enjoy their learning experiences and develop skills and knowledge about the world in which they live.

School staff have created programmes of work to ensure children receive a coherent, broad general education during their time at Uig School. Programmes are based on Curriculum for Excellence experiences and outcomes and include opportunities for community involvement, interdisciplinary learning and the development of skills for learning, life and work.

A range of approaches are used to deliver the curriculum including active and outdoor learning. Collaboration and co-operation is encouraged amongst pupils.

Pupils at all stages are involved in the planning of topics to ensure personalisation and choice.

Curriculum for Excellence aims at progression. Pupils work through a series of targets which are set out in graded levels which become increasingly challenging:

EARLY The pre-school years and P1, or later for some.

FIRST To the end of P4, but earlier or later for some.

SECOND To the end of P7, but earlier or later for some.

THIRD In S1-S3 but earlier for some

FOURTH Broadly equates to Standard Grade Int 1

SENIOR In S4-S6 but earlier for some

Further information on Curriculum for Excellence can be found at :

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

THE FOUR CAPACITIES

successful learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

confident individuals

with

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

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

To enable all young people to become:

responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

effective contributors

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Please make an appointment with the Head Teacher if you wish to discuss the school curriculum.



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 - Language and Literacy, Mathematics and Numeracy, Health and Wellbeing, Science, Social Studies, Religious and Moral Education, Expressive Arts and Technologies 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 Uig School each child should regularly experience being a part of enterprise projects.

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

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

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 P5-7 pupils have the opportunity to learn the chanter from the Chanter Instructor, who attends the school on a weekly basis. They are also given the opportunity of learning to play the violin. This is delivered through a video link between a Violin Instructor and the school, also 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). Uig School is currently on a Consultancy Allocation and the PTLS visits Uig 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.

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/>

HOMEWORK

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.

Homework is an important part of a pupil's education and help from parents is greatly appreciated. Homework is set and noted in a Homework Diary. Parents are encouraged to supervise and help with homework, encouraging good study habits and self discipline and we ask that you sign the diary when work is complete.

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.

MAIN FEATURES OF HOMEWORK TASKS

Homework may not always be in written form; it may be preparation for a talk, finding information for a topic or doing some work on the computer. 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 THEIR CHILDREN IN COMPLETING THEIR HOMEWORK

- ◆ 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.

SENSITIVE ASPECTS OF LEARNING

Uig School has developed programmes of work for P1-4 and P5-7 in Health and Well-being. Included in these programmes are sensitive aspects of learning such as relationships, sexual health, parenthood, bereavement and drug awareness.

Such topics are introduced in a very simple way in Nursery and are covered in more depth as children progress towards P7.

At Uig School we value partnerships with health practitioners and community organisations in the delivery of sensitive aspects of learning.

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

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
- ◆ Create an overview of physical activities for the school year
- ◆ Introduce and demonstrate new sports and games
- ◆ Encourage participation in the local Sports Festival
- ◆ Support schools with award and funding applications
- ◆ Organise whole school and inter-school events

In addition, Jenna supports pupils in activities such as:

- ◆ 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. Next steps in learning are decided in consultation with pupils and where appropriate, parents. Opportunities for peer assessment are also built into activities.

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.

Teaching and Nursery staff use AifL strategies to ask pupils better questions and provide helpful feedback leading to improved achievement and to provide clearer information for parents. They also 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 CAT 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. School staff use assessment results to compare a pupil's potential with attainment in Curriculum for Excellence Literacy and Numeracy.

Annual Assessment Programme:

Primary 1: Reasoning

Baseline literacy

Primary 3: Progress in Maths (PiM)

Progress in English (PiE)

Primary 5: Cognitive Abilities Tests (CATs)

Primary 7: Progress in Maths (PiM)

Progress in English (PiE)

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 information about their children's strengths, progress and achievements in November and June each year. An interim progress report is issued in November followed by meetings with parents to discuss progress and achievements, next steps in learning, any specific support needs and ways that they can help support learning at home.

In June, full written reports are issued with meetings arranged at the request of parents. Class teachers may ask to meet with parents at other times during the school year if they wish to discuss a child's progress.

At P7, pupils sum up their achievements using an e-portfolio. E-portfolios are shared with Nicolson Institute staff when a pupil transfers to S1.

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 Plan. 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.

TRACKING PUPIL PROGRESS

School staff track and monitor the progress of pupils as they go through the school. Class Teachers update pupil records with comments and assign a level and progress code for each area of the curriculum.

The Head Teacher monitors the work of pupils regularly and has regular discussions with class teachers relating to pupil progress as part of the ongoing quality assurance work within the school.

ENTERPRISE IN EDUCATION

The process of education involves more than just the acquisition of knowledge. It aims to develop the core personal and interpersonal skills and aptitudes considered essential for participation in personal, social and economic life in the community today and in the future.

Every child who attends Uig School will experience working in enterprising ways through topic work, whether to organise an event, serve on a committee, carry out a make and do project or to fundraise. To make enterprise activities more realistic, attempts are made to include a mix of business, community and environmental activities and, where possible, these are supported by members of the community. Enterprise activities are planned in a way that meets the needs, abilities and aspirations of the pupils through real and relevant projects which give pupils roles and responsibilities and an opportunity to reflect on their contributions, skills and effort. This is done mainly through self and peer assessment. Enterprise projects promote progression and continuity in learning, they have Literacy, Numeracy and Health and Well-being at their core and develop skills for learning, life and work.

At Uig School, enterprise education gives children the opportunity to:

develop enterprising skills and attitudes through learning and teaching across the whole curriculum.
experience and develop understanding of the world in all its diversity
participate fully in enterprise activities

We promote an enterprising approach to learning by:

giving pupils responsibility
making learning real
taking roles
providing relevance
encouraging reflection

Further information about Enterprise Education can be found at

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/enterprise/about/enterprisingteaching.asp>



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.

The principles of GIRFEC centre around the child. At Uig School we apply the Getting it Right values and principles to support children and families and strive to ensure that each child is safe, healthy, active, nurtured, achieving, respected, responsible and included. Where pressures, risks and needs are identified, school staff work with partners using the local authority system of staged intervention to support the learning and general progress of children. It provides pupils, parents, school staff and other agencies with a structured system for identification, assessment, planning, review and record keeping for individual children who require additional support of any kind.

Applying a getting it right approach contributes directly to helping children and young people become successful learners, confident individuals, effective contributors and responsible citizens. We recognise that children develop in different ways and at different rates and our teaching methods take account of these differences. Some children may experience specific learning difficulties which demand additional help and we try to ensure that able children are given work which challenges them. Additional support may be long or short term depending on the nature of the difficulty identified. It may involve the input of other professionals such as the Support for Learning teacher or Speech and Language Therapist.

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.

ADDITIONAL SUPPORT NEEDS (Contd.)

OTHER AGENCY INVOLVEMENT

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 SC033576
- ◆ Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

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

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.

For pupils with additional support needs, an action plan, individual programme of appropriate targets, tasks and activities or co-ordinated support plan is devised to build on their strengths and by meeting their very specific needs, help them to attain and to develop their self-esteem.

The Head Teacher meets with the Principal Teacher of Learning Support each term to discuss the progress, achievements and attainment of pupils who require additional support.

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>

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. In Uig School, Mrs Wade and Mrs Latimir supervise children in the dining hall, in the school playground and during wet weather indoor play. They deal with minor incidents and report those of a more serious nature to class teachers or the Head Teacher as necessary.

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.

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.

Staff in Uig 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

Transition simply means moving from one school or class to another. In our school, the main points of transition are when children move from pre-school to P1 and from P7 to S1. We are also aware that joining the nursery class or moving between teachers are times of transition. It is our aim to prepare children for the next step in their education and to work with our nursery, primary and secondary colleagues to ensure transition is smooth.

An enhanced transition is planned by school staff, Principal Teacher of Learning Support and parents of pupils with additional support needs to ensure they make a successful transition whether from nursery to P1 or P7-S1.

HOME TO SGOIL ÀRAICH/NURSERY

- ◆ Staff take cognisance of Pre-birth to 3 documents
- ◆ Settling in reports
- ◆ Allow parent to stay in nursery until child settles
- ◆ Informal chats

NURSERY TO PRIMARY 1

- ◆ Wall displays to highlight transition activities
- ◆ Information packs distributed to parents
- ◆ Regular meetings with Head Teacher
- ◆ Profiles
- ◆ Planning – Learning wall
- ◆ Attainment and achievement
- ◆ Opportunities to use school library, hall
- ◆ Planned visits to primary classroom and to work with Primary staff
- ◆ Buddy system
- ◆ Open day

PRIMARY 7 TO SECONDARY 1

- ◆ P7-S1
- ◆ Planned induction days at the Nicolson Institute
- ◆ Visit from Nicolson Institute Guidance staff
- ◆ Liaison between P7 teacher and PTLs, Nicolson Institute.
- ◆ Transition event organised by Community Learning and Development
- ◆ 'Moving Up' pack
- ◆ P7 teacher visit S1 subject specialists
- ◆ On-line events such as 'Choices for Life'.
- ◆ Childline workshop
- ◆ Exchange of PPRs and attainment and achievement data on e1
- ◆ P7 ePortfolios
- ◆ Parents' evening arranged by Nicolson Institute staff.

MOVING BETWEEN SCHOOLS

When a pupil leaves Uig School and enrolls at a new school, a member of staff will contact our school office to confirm enrolment and to request the pupil's records. When a new pupil joins a class at Uig School, the Head Teacher will contact the pupil's last school to confirm enrolment and request the pupil's records. If a pupil leaves Uig School and the school has not been informed of enrolment elsewhere, the child may be identified as missing from education. In such circumstances, the Head Teacher would follow Comhairle nan Eilean Siar guidelines to track and trace missing children.

SGOIL ÀRAICH / NURSERY ADMISSIONS

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 28th of February of the current academic year. If demand for places outweighs supply, priority will be given to children eligible for their pre 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
Uig School
Crowlista
Uig
Isle of Lewis
TEL: 01851 822 872

The opening hours of Sgoil Àraich Uig are as follows:

DAY	OPENING HOURS
Monday	9:00am - 2:15pm
Tuesday	9:00am - 12:30pm
Wednesday	CLOSED
Thursday	9:00am - 12:30pm
Friday	9:00am - 12:30pm

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 visits to the Primary Class in the lead up to the child commencing in Primary 1.



PRIMARY SCHOOL ADMISSIONS

Children who will be four years of age by 29th February 2017 are eligible for infant enrolment in August 2017. Enrolment takes place at the beginning of February, on a date specified by press advertisement. These dates are also displayed on notices in the nursery, the local shop, and the local newsletter.

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

indicating the name of the school that they wish their child to attend.

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 Uig School meet with pupils in Bernera 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.

The main purpose of the Standards and Quality Report is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of children and young people.

Uig School publishes an annual Standards and Quality Report which identifies strengths and areas for improvement. The report forms the basis of the School Improvement Plan.

Should any parent wish to receive a copy of the Standards and Quality Report for Session 2015-16 in Uig 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. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.

Improvement projects are identified through self-evaluation which is directly linked to quality indicators. This means that we can measure our success at improving the quality of education which we provide.

We value the contribution that parents and the wider community make to the life of the school. All projects which are included in the Improvement Plan are discussed with the Parent Council and the Head Teacher also updates the Parent Council on progress with specific projects throughout the session.

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

HMIe INSPECTION REPORT

Uig School and nursery class were inspected in June 2010. A copy of the report by HM Inspectorate of Education can be viewed at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/UigPrimarySchoolEileanSiarWesternIsles.asp>

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 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.