



# Sir E Scott School

# Sgoil An Tairbeirt



*Information Booklet*  
*For Parents and Pupils*  
*Leabhran Fiosrachaidh*  
*Airson Phàrantan agus Sgoilearan*

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# COMHAIRLE NAN EILEAN SIAR

## SCHOOL HANDBOOK DECEMBER 2020

### Welcome from the Head Teacher

This handbook is designed to give you and your child as much information about Sir E Scott School as possible. I hope you find it useful.

This handbook provides information about important aspects of school life – our aims, our people, our achievements and our expectations. It contains lots of practical details about school routines and procedures and signposts you to find information required which will assist you in becoming familiar with the life and work of your school and your child's education.

Starting Sgoil Àraich/school and moving through the stages are important times for children and young people – and a worrying time for parents. I hope this handbook will help you to understand the changes, which you and your child will experience in Sir E Scott School. I hope too that it will answer some of the questions you may have about how the school is organised, the subjects we teach, and most importantly about how we care for the pupils entrusted to us. If, however, we have missed out anything that you need to know, please contact me or any other member of the school's Senior Management team by telephone through the school office or by email or letter.

If you are moving to the area and would like your son/daughter to visit the school, please contact us and we will be happy to arrange a visit. You will be given the relevant documentation and a tour of the school.

We believe in partnerships between pupils, parents, staff - including those in our associated schools - and the local community. By building on these partnerships we hope to offer your child the best learning and teaching possible and to help them exceed their expectations.

We have a great sense of pride in our school and community and therefore we wish to put the school at the forefront of the community. To do this we need your help!

On behalf of all the staff I extend a warm welcome to you and we look forward to having a very long and successful relationship with you and your child here in Sir E Scott School.

Leis gach deagh dhùrachd

*A M MacSween*

**AM MacSween**  
Head Teacher

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 including the range of subjects and subjects your child will be learning. 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 – into Sgoil Àraich, from Sgoil Àraich to primary school and from primary school to secondary school. 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.

Please note that the information in this school handbook is considered to be correct at the time of publication (December 2020), however, it is possible that there may be some inaccuracy by the start of the school session in August 2021.



## SECTION ONE – PRACTICAL INFORMATION ABOUT THE SCHOOL

### Contact Details

Name of Head Teacher: Mrs Aileen M MacSween  
Name of School: Sir E Scott School  
Address: Harris, Isle of Harris. HS3 3BG  
Telephone Number: 01859 50 2900  
Website: <https://blogs.scotland.org.uk/es/sess/>  
Email Address: [sirescottschool@gnes.net](mailto:sirescottschool@gnes.net)  
Twitter: @SirEScottSchool

**Head of Education & Community Learning** Tel:

**Director of Education, Skills & Children's Services** Tel: 01870 603557

Mr. W Macdonald  
Comhairle Nan Eilean Siar  
Lionacleit Education Centre  
Benbecula  
HS7 5PJ

**FES FM Ltd** Tel: 01851 700811

Mr. J Adams  
Facilities Manager  
3 Rigs Road  
Stornoway  
Isle of Lewis  
HS1 2RF





## About the School

Welcome to Sir E Scott School! We are an all through 2-18 school that provides education for children and young people from Sgoil Àraich through to secondary sixth year. We have a wide catchment area, covering the whole of Harris for secondary education provision and North Harris, Scalpay and the Bays district in the east for primary and nursery provision. Our associated primary school is Leverhulme Memorial Primary.

The school is situated in the village of Tarbert with outstanding views looking out onto West Loch Tarbert. The school takes its name from Sir Edward Scott, whose family owned the North Harris estate between 1867 and 1946. Sir Edward gifted the land on which the original school was built. The last private owner of the estate before it passed on to community ownership in 2003 was Jonathan Bulmer, the cider magnate.

In January 2012, Sir E Scott (Secondary department) moved into brand new custom built facilities, one of six schools built in the Western Isles as part of the Western Isles Schools Project (WISP). In August 2012, Sgoil Àraich and Primary classes moved into the campus and are also now enjoying 'state of the art' facilities.

Mrs. Morag Munro, former Councilor and Chairperson of Education and Children's Services Committee officially opened the new school on 9 October 2012.

We also provide Gaelic Medium Education in the Sgoil Àraich and Primary sectors; we successfully introduced Gaelic Medium Education in the secondary department in RME and History in session 2017-18. Pupils may continue to study Gàidhlig as they transition to secondary education up to the end of 6<sup>th</sup> year, with some studying at Advanced Higher level.

At present we have approximately 200 children on the roll and about 45 members of staff, teaching and non-teaching. We have Gaelic Status in the primary department with 67% of our children in Gaelic Medium Education.

Our community facility includes a public library, swimming pool, fitness room and large Sports Hall. In addition, we have an impressive 21st Century IT provision throughout. External facilities include outdoor play areas for Sgoil Àraich and primary pupils; a football pitch, multi-use games area, an internal courtyard that provides social seating and outdoor learning provision, a main car park area and bus and car drop-off areas. Bike shelters are also available. The grounds are beautifully landscaped, including an outdoor amphitheatre section. FES Facilities Management manages the building.

The building of the new school has provided an ideal opportunity for placing the school at the heart of the Community.

## Sir E Scott School - Staff List

<b>Senior Management Team</b>	Mrs Aileen M MacSween: Head Teacher
	Miss Kirsty Donnelly: Depute Head Teacher (Secondary) Chemistry/RE/ SQA Coordinator
	Mrs Pauline Macleod: Depute Head Teacher (Primary)
<b>Secondary Department</b>	Mrs Liz Rogers: (Faculty Principal Teacher) PE/English Teacher
	Mr Angus Morrison: Physics (Part-time Supply Teacher)
	Mr David McCrick: Biology, Science, Environmental Science Teacher
	Miss Sarah Macleod: Mathematics Teacher
	Ms Sheila Paton: Mathematics (Part-time Supply Teacher)
	Mr Neil Mulhern: (Faculty Principal Teacher) English & Literacy Coordinator
	Miss Isaure Desoindre: French Teacher
	Mr David Murray: (Principal Teacher) Gaelic /RME (GME)
	Mrs Rebecca Maclean: English, Gàidhlig, History (GME)
	Mr Patrick Macleod: History (Supply Teacher)
	Mr Ruari Miller: (Faculty Principal Teacher) Geography
	Mrs Louise Laing: HE/Hospitality/Travel & Tourism Teacher/DYW lead
	Mrs Donalda Maclean: Business Studies Teacher
	Mr David Smith: Technical Subjects (Part-time Supply Teacher)
	Mr Matthew Atkinson: Technical Subjects Teacher
	Mrs Christina Campbell: Art Teacher
	Mr Heiko & Mrs Elfi Rank: Music Teachers (Job-Share)
	Mr Adam Johnson: Principal Teacher Pupil Support/PE Teacher
	HWB Coordinator/ First Aider
	Mrs Anne Campbell: Support for Learning Teacher (Whole School)
<b>Primary Department</b>	Mrs Diana Mackinnon: English Medium Teacher P1-3 & Literacy Coordinator
	Mrs Pauline Macleod: English Medium P4-7 EM Class Teacher
	Mrs Dawn Mackinnon: English Medium P4-7 EM (Part-time Teacher)
	Mrs Annette Brown: (Principal Teacher) Gaelic Medium Teacher P1-2
	Mrs Hannah MacQueen: Gaelic Medium Teacher P3-4
	Miss Donna Maclean: Gaelic Medium Teacher P5-7
	Miss Jennifer Stokes: Gaelic Medium (Part-time Teacher)
<b>Music Instructors</b>	Mr Iain MacIver: Itinerant Gaelic Music Instructor
	Miss Ashley Macdonald: Itinerant Music Instructor (Chanter/Pipes)
	Mrs Rhona Johnstone: Itinerant Music Instructor (Woodwind & Strings)
<b>Sgoil Àraich Department</b>	Mrs Donna Macleod: (Play leader)
	Miss Fiona Mackenzie: (Key worker)
	Miss Rebekah Macleod: (Key Worker)
	Miss Hannah Macleod: (Part-time Key Worker)
	Miss Laura MacAulay: (Modern Apprentice)
<b>Non-Teaching Staff</b>	Mrs Elaine Morrison: Admin Assistant
	Mrs Mary C Martin: Clerical Assistant
	Miss Morag Morrison: Clerical Assistant
	Mrs Maria Price: Support for Learning Assistant
	Mrs Ann M Mackenzie: Support for Learning Assistant /First Aider
	Mrs Flora Morrison: Support for Learning Assistant/First Aider
	Mrs Kate Langley: Support for Learning Assistant
	Mr Ross Miller: Support for learning Assistant /School Operations Assist.
	Mrs Mary Ann McCombe: Support for learning Assistant /Relief School Operations Assistant
	Mrs Isabella Macleod: Gaelic Language Assistant
	Mrs Fiona Morrison: Librarian
	Mrs Annie Macdonald: Cook Supervisor
	Mrs Diane Lightbody
<b>Janitorial Staff (FES FM)</b>	Mr Murdo F Macleod



## Organisation of the School Day



**Sgoil Àraich (Nursery)** Opens at 8.45am, closes at 5.30pm (Monday-Thursday)  
Opens at 8.45am, closes at 1.00pm (Friday)

	Start	Morning Break	Lunch	Finish
<b>Secondary (Monday - Thursday)</b>	0850	1030-1045	1225-1320	1540
<b>Secondary (Friday)</b>	0850	1030-1045	1315-1345	1345
<b>Primary (Monday - Thursday)</b>	0900	1045-1105	1250-1350	1540
<b>Primary (Friday)</b>	0900	1045-1105	1300-1345	1345

# SIR E SCOTT SCHOOL

## Scheme of School Attendance – 2020/2021

### Autumn 2020

Monday 10 <sup>th</sup> August 2020	School Opens	Teachers
Wednesday 12 <sup>th</sup> August 2020	School Opens	Pupils
Thursday 8 <sup>th</sup> October 2020	School Closes	Teachers/Pupils

### Winter 2020

Wednesday 21 <sup>st</sup> October 2020	School Opens	Teachers
Friday 23 <sup>rd</sup> October 2020	School Opens	Pupils
Thursday 19 <sup>th</sup> November 2020	School Closes	Teacher/Pupils
Tuesday 24 <sup>th</sup> November 2020	School Opens	Teacher/Pupils
Tuesday 22 <sup>nd</sup> December 2020	School Closes	Teachers/Pupils

### Spring 2021

Wednesday 6 <sup>th</sup> January 2021	School Opens	Teachers/Pupils
Tuesday 9 <sup>th</sup> February 2021	School Closes	Pupils
Wednesday 10 <sup>th</sup> February 2021	School Closes	Teachers
Tuesday 16 <sup>th</sup> February 2021	School Opens	Teachers/Pupils
Friday 26 <sup>th</sup> March 2021	School Closes	Teachers/Pupils

### Summer 2021

Monday 12 <sup>th</sup> April 2021	School Opens	Teachers/Pupils
Thursday 29 <sup>th</sup> April 2021	School Closes	Teachers/Pupils
Tuesday 4 <sup>th</sup> May 2021	School Opens	Teachers/Pupils
Friday 25 <sup>th</sup> June 2021	School Closes	Teachers/Pupils

## Complaints, Comments and Suggestions Procedure

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

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

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- If you are unhappy with the service or with our response, then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to: Director of Education, Skills and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW.
- If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.

We communicate with parents in many different ways: we hold parents' evenings and information evenings (as per the school calendar), we use GroupCall and send out termly secondary newsletters; fortnightly primary blogs, post on School Facebook & Twitter. We also have regular contributions to the local newspapers. Parent Council meetings are held twice a term. Success and time for reflection assemblies are held termly. We also send out letters for specific events to which parents are invited. Currently we are updating our website and welcome any suggestions you may have for improvement. We welcome communication and regularly phone parents and encourage them to e-mail and to phone us with any enquires or concerns.

Should you have any concerns then please let us know as quickly as possible. The contact number and email address are at the front of this handbook.

Parents should be aware that most communications between school and home will be done by email. It is important therefore, that you notify us of any change in your email address.

An email is usually sent to parents to advise of any letters that are being distributed by pupil post; these letters will usually be more important in nature.

## Attendance and Absence

If your child(ren) is/are to get the most out of their time in Sir E Scott School, it is important that they attend regularly. You will be aware that attendance rates for schools are now published nationally. The government has given schools guidelines on how absence should be recorded which is reflected in the following advice:

If your child is absent you should inform the school office before 8.50am on the day of absence.

If the absence is liable to last for some time, a note should be sent to the Head Teacher as soon as possible. Arrangements will then be made to cover the absence period, including sending homework which the pupil might attempt.

**If you wish your child to be off for a special reason (e.g. to attend a wedding) a note seeking permission should be sent to the Head Teacher. Parents are discouraged from taking their children off school and should be aware that this kind of absence is recorded as an unauthorized absence on your child's attendance record. Likewise, holidays during term time should be avoided: even if a pupil takes extra work home, the teaching that has been missed cannot be made up.**

### GroupCall

GroupCall is an automated message service, which informs parents when their child is absent from school without reason. The messaging service is linked to our morning registration system and a recorded GroupCall message or text will be sent out automatically to the contact telephone number to inform you that your child is absent from school. Please listen to the complete message before responding to it. If you know that your child is to be absent then please inform the school before **8.50am** and this will avoid a GroupCall message being sent out.

### Latecomers

A note or telephone call must be supplied by parents/carers to explain why a pupil is late; however, this does not apply if buses are late.



## Travel to and from School

Primary school children living two miles or more from school and Secondary pupils living three miles or more from school are entitled to free transport. Children who are not eligible for free transport will have to pay a contribution towards the cost of transport if they make use of it. It will be possible for parents to:

- buy weekly books of tickets or
- purchase a termly pass or
- purchase a session pass

Payment for the above can be made by direct debit if parents wish. The overall price is the same regardless of which method parents choose – in other words, there is no cost penalty for choosing to pay weekly or monthly.

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

It is the parent's responsibility to make sure their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Parents and pupils should be aware that misconduct on school buses is taken very seriously by the transport provider, i.e. the Council. Arrangements for dealing with incidents of misconduct are set out in detail in 'School Transport – A Guide for Pupils and Parents', which can be accessed on the Council's website. The following extract from the guide provides a useful overview of current policy:



*'Schools are responsible for taking disciplinary action with regard to the behaviour of children on school transport in exactly the same way as if the misbehaviour occurred in school.....the school may use a progressive range of normal sanctions such as punishment exercises, detention or the withdrawal of school privileges. A school may involve parents where disciplinary sanctions have been applied. If misbehaviour is very serious or persists after a warning the school may recommend the suspension of free transport for a period of time.'*

### Service/Contract Buses

Lochs Motor Transport

## Road Safety

Road accidents pose the greatest single threat of death or injury facing children. The aim of the school's Road Safety Policy is to reduce this risk. Parents have the opportunity to influence their children's attitude and behaviour on journeys to and from school, whether on foot, by bicycle, or by bus. Parents who drop their children off by car have the responsibility of parking safely at the 'drop off' point at the Bus Park, which is at the rear of the school. A member of SMT supervises at the bus park, while the School Operations Assistant mans the designated crossing both ends of the school day.



## 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 or heating faults. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school will ask each parent at the point of enrolment to provide the address and/or telephone number of an emergency contact. Please ensure this information is kept updated and notify the school of any changes.

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

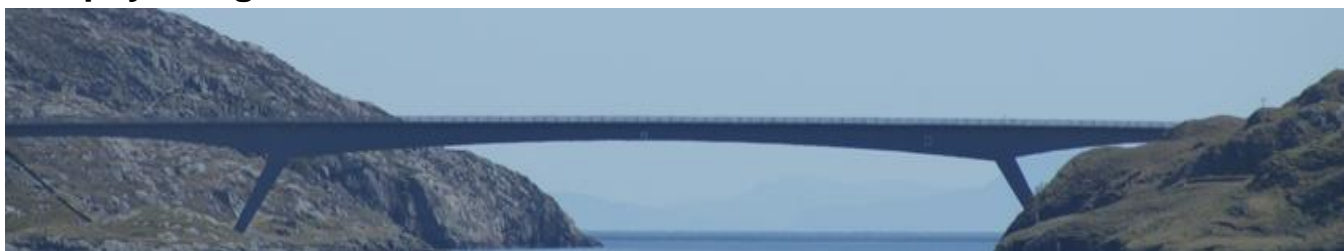
There are occasions when it is necessary for the school to remain closed or to close early. Most commonly this is a result of severe weather conditions in winter, particularly snow and ice, although occasionally the school can be affected by power failure or disruption to the water supply. A decision to remain closed or to close early is never taken lightly and in all circumstances, the health and welfare of pupils is the primary consideration.

A decision regarding non-opening has to be taken very early in the morning (0700-0800) before school buses set out to uplift pupils, and the non-opening of the school will be broadcast on local radio. If a decision is taken to close early, parents/guardians will be informed through the school's GroupCall messaging system, which will give a voicemail alert of that decision. However, no system is failsafe and we do expect pupils to let their class teacher or the office staff know if they are unable to go home due to lack of adult supervision. Staff will get in touch with the emergency contacts given on the Annual Pupil Update form to make alternative arrangements.

The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with parents or carers. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions, pupil safety is paramount. Where there is any doubt, the pupil should remain at home. The full policy is on our website.

Information on unplanned closures and road / weather conditions in the local area will also be available to parents on the Council website: [www.cne-siar.gov.uk](http://www.cne-siar.gov.uk)

## Scalpay Bridge



In certain conditions, particularly high winds from a westerly direction, it may not be possible for buses to cross the Scalpay Bridge. Below is a note of the operational protocol agreed between CnES Technical Services and Hebridean Transport to be applied when high winds affect vehicle movements on the bridge.

1. If the message reads "High Winds Slow" then the bus may proceed to cross the bridge at reduced speed with caution.
2. If the message reads "Bridge Closed to High Vehicles" then the driver of the vehicle must use his discretion to decide if it is safe to cross.
3. If the message reads "High Winds Bridge Closed" arrangements will be made for pupils to remain in school, until it is safe for them to travel home.



If the bus is unable to cross in the morning to collect pupils then the driver of the vehicle must inform the bus operator, who will in turn advise the school and a contact in Scalpay (telephone 01859 540 309) that the bus will not be collecting pupils.

If in the afternoon the bus has collected the pupils from Sir E Scott and is unable to cross the bridge then the driver of the bus must return the pupils to the school and alternative arrangements must be made for their transport when conditions improve.

None of the foregoing affects the rights of parents to make alternative arrangements for transporting children to and from school when weather prevents buses from operating normally.

## General Supervision

**Primary Department:** there are 2 members of staff on duty to oversee playtime activities during the morning break and lunchtime periods. Their role is low-key in nature in order to give the children ownership and independence in developing friendships and their ability to get on with each other in a safe and secure setting. As will happen in any school playground from time to time, incidents and accidents will occur. Playtime supervision allows for a quick alert to any such situation.



The staff on duty will deal with non-serious incidents themselves but will always pass on more serious matters to the class teacher and/or Depute Head Teacher immediately or at the end of playtime depending on the nature of the situation. Accidents will be referred to one of the school's First Aiders. All P6 and 7 pupils have a role as playground leaders helping others during breaks and taking some responsibility for games, safety, fairness etc.

**Secondary Department:** The Head Teacher will carry out a "walk about" at morning break and both the Head Teacher and Depute Head Teacher alternate lunchtime supervision to ensure a presence amongst the pupils and also to be available should any incidents occur. At this stage of the school we would expect our young people to show more maturity and responsibility in their interaction with one another. A number of lunchtime activities provide a focus for some pupils and thus reduces low level misbehaviour.

Senior pupils, who are willing to take on prefect duties, carry out break time supervision.

During periods of inclement weather, primary pupils will use their classrooms for activities whilst in the secondary department each registration class is allocated a classroom. Senior pupils have the option of using the Balcony as a social seating area.

Pupils are encouraged to use the outdoor areas if the weather is at all reasonable and it is important that pupils come to school with appropriate outdoor clothing.

## School Meals

### Cafeteria

A wide range of healthy cold and hot foods and snacks are available during interval and lunchtime from our self-service cafeteria. All items are individually priced and paid for using our Cashless Catering System. Pupils use a pincode or finger scan to make any purchases. Crediting your child's cafeteria account is done by any of the following methods: at the school office or by using the online payment service [www.parentpay.com](http://www.parentpay.com), or at any retail outlet which has a PayPoint service. Applications for ParentPay are made through the school office.



Primary and Secondary School Menus offer healthy and tasty meal options, which reflect the Scottish Government food and drink legal requirements for school lunches. Children of parents in receipt of Income Support are entitled to free meals.

Canteen menus are issued to Primary parents to inform them of what choices are available. Children who bring a packed lunch eat them in the cafeteria.

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

There is also a morning break facility for primary and secondary pupils offered by the cafeteria – primary pupils receive milk and toast /fresh fruit while secondary pupils are able to purchase filled rolls and other snacks. There is free fruit available to all primary and secondary pupils, which offers one piece of fruit a day for all through use of our Pupil Equity Fund.



Further information and application forms can be obtained from the school or from the Catering Officer, Education Department, Comhairle nan Eilean, Sandwick Road, Stornoway (01851 822 733).

Only when the school receives authorisation from the Catering Officer can free meals be provided.

### Access to the Village at Lunchtimes

Please note that primary pupils and S1-S4 pupils who do not go home for lunch are the responsibility of the school for the whole of the school day, including the lunch break, and are not permitted to leave the school grounds unless the school has received a written request from a parent or guardian. Secondary 5 and 6 pupils are exempt from this rule.

## School Dress Code

It is Council policy that pupils attending schools within the Western Isles should adhere to a school dress code.

Sir E Scott firmly believes that the wearing of school dress code helps set a positive tone and ethos in the school, as well as improving our public image.

We believe that it removes the competition to have the latest fashion item, the trendiest or acceptable pair of trainers. Therefore, it promotes equality and fairness, helping all our pupils to feel proud to be a member of our school community and certainly it removes pressure on parents to buy these items. When pupils arrive in school casually dressed, it does not create the impression that they are 'serious about learning'.

Our Community Campus is open to members of the public during the school day.

From a security perspective it is absolutely vital that we can recognise our pupils at any time during the school day. If pupils are casually dressed this will be very difficult to achieve.

We are delighted by the number of pupils who wear our school uniform and with the number of parents who support our SES dress code.

### **The primary uniform consists of the following items:**

- Pale blue polo shirt with school logo.
- Royal blue sweatshirt with school logo.
- Royal blue zipped hoodie with school logo
- An optional school fleece is also available.
- Dark grey/ black trousers. (NOT track suit bottoms or jeans)
- Dark grey/ black skirts.
- Footwear should be black school shoes or black, plain trainers.
- Outdoor clothing will be kept in the cloakroom

### **The secondary dress uniform consists of the following items:**

- Navy blue or white polo shirt with school logo
- Navy blue or white t-shirt with school logo
- Navy blue sweatshirt with school logo
- Navy blue zipped-hoodie with school logo
- White shirt/blouse and school tie
- Smart black trousers/skirt (no denim or tracksuit bottoms)
- Blazer (6<sup>th</sup> year pupils)
- Solid black coloured footwear
- Outdoor clothing will be stored in pupils' lockers and will not be worn in class

For special events such as the annual prize-giving, or other public occasions where pupils represent the school all pupils are expected to wear formal school uniform (i.e. shirt and tie).

Standard items of school uniform can be ordered through the school office at any time, but to help ensure that all pupils have uniform prior to the start of session in August; order forms are sent out to parents during the summer term. We actively encourage recycling of good quality second hand uniform and hold a stock which parents can access at any time.

In any given year, pupils are likely to be involved in a range of activities which may have specific clothing requirements e.g. Geography field trips, but information about these will be issued well in advance.

### **Physical Education Kit**

Pupils require the following: shorts, t-shirt/polo shirt, non-marking training shoes for indoor work. For outdoor work, warm jumper/light waterproof/suitable footwear – training shoes.

***All body jewellery and piercings should be removed or covered to avoid injury.***

Pupils may wear tracksuits for outdoor work. PE kit should not contain offensive logos, such as football colours and logos, and should be clearly marked with owner's name and form class. Pupils unable to take part should bring a note and their PE kit as activities can be adapted to allow participation.

### **Name Tabs**

Please try to ensure that your child's name is clearly marked on all property (jackets, shirts, jumpers, sweatshirts, tie, PE kit, etc.).

### **Footwear and Clothing Grants**

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants are available from the Department of Education and Children's Services, Sandwick Road, Stornoway, Tel 0845 600 7090.

### **Taking Care of Valuables and Personal Property**

The school is not insured for loss of valuables. Pupils should only bring necessary items to school and these should be stored securely in their locker or they can be deposited with a support teacher or class teacher. The onus is on the individual to look after their own belongings; the school will not be responsible for any items lost or stolen.

### **Lost Property**

Please check with the school office if you have lost something. Items of lost property are retained for one term only.

### **Lockers**

Lockers are available for all secondary pupils while primary and nursery children have a cloakroom area.

### **Mobile Phones**

The school adheres to the CNES e-safety policy, which is shared with all pupils, staff and parents. Pupil and parents/guardians are requested to sign and return a Responsible Use form to the school on an annual basis and are asked to remind all young people of their responsibilities when carrying mobile devices in school and on school transport

Secondary pupils are permitted to carry their mobile 'phones to school on a daily basis, which they may use in class at subject teacher discretion for learning and teaching purposes and during break times. Otherwise, the school policy is such that all mobile phones are to be switched off during class time and when pupils move between classes.

We will take a strong stance on this policy and any inappropriate use of mobile phones on school premises will result in devices being taken away from pupils and held by Senior Management for parents to collect. This stance will also include any pupils found on their mobile 'phones in class and in between classes.

We are in the process of setting up a school e-safety working group, which will consist of pupils, staff and parents.

In the primary department, pupils should not have mobile phones in school unless it is for a specific reason, which has been agreed with the parent by the DHT Primary or Head teacher. If there is a need to take a mobile phone to school these MUST be kept switched off during class time. Please see full policy on the school website.



## Fire Drill

Fire drills are held at regular intervals. Instructions for vacating the school buildings and moving to the muster stations are clearly displayed in every classroom and teaching area. The signal in most parts of the school is a long continuous siren. Similar procedures will be implemented in the event of a major incident and there are arrangements in place if evacuation of the school is necessary.



## Medical & Health Information

Many pupils come to school with medical conditions of various kinds of which members of staff need to be aware.

It is extremely important that the school is provided with any relevant medical information at the point of enrolment and is kept updated thereafter on any important changes. Such information will be confidential to staff.

Minor accidents, such as cuts and grazes, are usually attended to on the spot by a member of staff, usually a trained first aider. If the first aider considers that the pupil should be examined by a doctor, parents/guardians will be contacted to collect their child and make their own arrangements to take them to their doctor. Only in the event of a serious injury will pupils be taken by a member of staff directly to the local doctor. If a child is taken ill at school and is unable to continue with classes, parents will be advised and asked to collect.

There are occasions when pupils may seek permission to leave the school premises in order to consult the doctor during surgery hours. This is permissible providing the request is supported by a signed note from the parent or guardian or by a telephone call to the school office.

**Parents should note that school staff are neither expected nor required to become involved in the administration of routine medication to pupils.**

In circumstances where pupils have to follow a course of prescribed medication, parents should try to ensure that doses can be taken outwith school time. Where this is not possible, e.g. where the timing of the doses is important, an arrangement can be made for the pupil to self-administer the medication under supervision.

Please contact the school if you have any concerns in this area.

## Other School Policies/Practical Information

We continue to develop our school website to allow parents to find further information about each sector – nursery, primary and secondary, along with a school policies section on our school website where you can get more information on:

- Homework
- General letters to parents
- Learning and teaching
- Gaelic Education
- Anti-bullying
- Better Behaviour, Better learning
- Religious observance
- Use of mobile technologies
- GIRFEC
- Child Protection
- Nursery Handbook - FÀILTE GU SGOIL ÀRAICH AN TAIRBEIRT

## SECTION 2 – PARENTAL INVOLVEMENT IN SCHOOL

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

We welcome parental involvement at Sir E Scott School (see Parent Council below). We also have parents' evenings throughout the year and parents' open days'/consultation meetings and awareness raising workshops.

We involve parents as much as possible – for example through the use of the homework diary and year planner enabling parents to support learning at home. We are an open school, so if you have any questions then please feel free to contact us.

We send out regular newsletters and post our school's achievements on our Facebook page, on Twitter and on school blogs (Nursery/Primary and Secondary) and we also encourage you to contact Senior Management or Pupil Support teacher in the secondary department, if you have any concerns or to pass on success stories.

### Pupil Diary and Homework

A diary is issued to all primary and S1-3 pupils at the start of session. It should be carried everyday and used to note down things done and to do both in and out of school. It is particularly important for recording homework issued by class/subject teachers. This is one of the ways in which we make sure we have direct and easy access to you and you to us.

These diaries are to be used to pass on information quickly and for you to write down any comments you have. We are increasingly trying to ensure that homework is creative, making full use of different resources. It will, at times, involve exercises but also research and personal investigations. Never believe that your child has no homework! There is always work to be learned, books to be read and vocabulary to be learned. Parents are asked to check the homework diary regularly and are welcome to write comments in the Notes section. Periodic checks will be made by the Head Teacher and other staff to monitor homework.

There are a number of very useful and informative websites should you wish more information:

<a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a> The new national body responsible from 1 July 2011 for supporting quality and improvement in learning and teaching from early years to adult and community learning
<a href="http://www.enquire.org.uk">www.enquire.org.uk</a> Enquire – the national advice service in Scotland for additional support for learning.
<a href="http://www.LTScotland.org.uk/Parentzone">www.LTScotland.org.uk/Parentzone</a> Parentzone – information for parents on all aspects of children's learning.
<a href="http://www.sqa.org.uk/curriculumforexcellence">www.sqa.org.uk/curriculumforexcellence</a> Latest information on the new qualifications.
<a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a> Information on inspection and evaluation of education provision.
<a href="http://www.employersandyoungpeople.org">www.employersandyoungpeople.org</a> Making connections with employers to support learning
<a href="http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple">http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple</a> <a href="http://www.LTScotland.org.uk/supportinglearners/choicesandchanges/16pluslearnchoices/index.asp">www.LTScotland.org.uk/supportinglearners/choicesandchanges/16pluslearnchoices/index.asp</a> 16+ Learning Choices programme (learning opportunities for young people from age 16).
<a href="http://www.playtalkread.org">www.playtalkread.org</a> Ideas to help parents of young children.
<a href="http://www.parentingacrossscotland.org/publications/top-ten-tips.aspx">www.parentingacrossscotland.org/publications/top-ten-tips.aspx</a> Top ten tips for parents series, including starting primary and secondary school.
<a href="http://www.homeworkelephant.co.uk">www.homeworkelephant.co.uk</a> / <a href="http://www.bbc.co.uk/schools/www.gridclub.com">www.bbc.co.uk/schools/www.gridclub.com</a> <a href="http://www.channel4learning.com">http://www.channel4learning.com</a> <a href="http://www.gaelic4parents.co.uk">www.gaelic4parents.co.uk</a> Homework/Learning at home



## Formal Parent Representation

The role of the Parent Council is to:

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

Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council. The Parent Council meets 2 to 3 times per school term. All meetings are open and parents are welcome to attend.

### Sir E Scott School Parent Council

All parents and guardians of SES children are automatically members of the SES Parent Forum. The Parent Forum has elected a Parent Council that meets twice during the school term, with representation from nursery, primary and secondary sectors. There are also staff members. We have a very active parent council. A large part of the remit of the parent council is to improve communication between parents/guardians and the school.

Supporting the school by fundraising is another important part of the council's role. New ideas for either of these activities are always welcome. Get involved! Contact any member of the Parent Council for more information. The Parent Council is accountable to the Parent Forum for Sir E Scott School and will make a report to it at least once each year on its activities on behalf of all the parents.

The Annual Meeting will be held in September of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least two weeks in advance. The meeting will include:

- A report on the work of the Parent Council and its committee.
- Selection of the new Parent Council.
- Discussion of issues that members of the Forum may wish to raise.
- Approval of the accounts and appointment of the auditor.

### Council members are:

<b>Parent Members</b>	Andrew Coghill – (Acting Chair) Contact Tel No – 01859 540 324 Deborah Coghill – (Treasurer) Rhoda Campbell Alison Macdonald Donella Barker Donna Macleod Gordon Macleod Lucy Toor Rebecca Passmore Ruth Miller Anna Morrison
<b>Additional Members</b>	Pauline Macleod – Staff Member Kirsty Donnelly – Staff Member
<b>Councillors</b>	Cllr. Paul Finnegan Cllr. Grant Fulton Cllr. John Mitchell
<b>Advisor</b>	Aileen MacSween (Head Teacher)
<b>Secretary</b>	Mary C Martin

Copies of the minutes of all meetings will be available to all staff and parents of pupils at Sir E Scott School. Copies will be available from the secretary of the Parent Council, the school noticeboards and school website.



# Parentzone

## SCOTLAND

**Information and advice on education  
and learning for parents in Scotland**

***Be at the heart of your child's learning . . .***

Sign up to receive our Parents and Carers e-bulletins  
for the latest developments in Scottish education.

[edscot.org.uk/p/LQE-39I/subscribe](https://edscot.org.uk/p/LQE-39I/subscribe)

Email: [enquiries@educationscotland.gov.scot](mailto:enquiries@educationscotland.gov.scot)

**[education.gov.scot/parentzone](https://education.gov.scot/parentzone)**



## School Ethos

Following consultations with pupils, staff and parents we have drafted the following vision statement, core values and aims –

### Our Vision Statement

**Developing Our Uniqueness while Getting It Right for Every Child**



### Our Values

We will promote the values of the school motto in our day-to-day work:

<b>Dilseachd (Loyalty)</b>	<b>Dicheall (Diligence)</b>	<b>Dealas (Commitment)</b>
Respectful	responsible	aspirational
		confident
		resilient

### Our Aims

In partnership with parents and the wider community and underpinned by promoting our Gaelic language, our culture and our outdoor environment, our aims are:

### Ethos

To create a caring and welcoming place where we are all included and supported to develop, learn and fulfil our potential.

### Health & Wellbeing

To be a caring school community that ensures the health & wellbeing of all, building resilience and celebrating diversity in a safe and secure environment.

### Curriculum

To provide a curriculum to take account of each learner's individuality as they progress through a 2-18 pathway, supporting and guiding all children and young people towards their personal, vocational and curricular aspirations.

### Learning & Teaching

To provide high quality, active and engaging learning and teaching experiences to allow for skills development and discovery.

### Achievement & Attainment

To promote excellence and celebrate success to encourage our children and young people to become confident individuals, responsible citizens, successful learners and effective contributors.

### Leadership

To support leadership of all across the school to take forward change and be the best that we can be.

**Ar Lèirsinn**  
**A' leasachadh Sònrachas agus a' toirt Ceartas do gach Pàiste.**



**Ar Luachan**

Brosnaichidh sinn luachan suaicheantas na sgoile nar n-obair làitheil.

<b>DÌLSEACHD</b>		<b>DÌCHEALL</b>		<b>DEALAS</b>	
Modhail	uallachail	brosnachail	misneachail	subailte	

**Ar N-Amasan**

Ann an co-cheangal ri pàrantan agus ris a' choimhearsnachd san fharsaingeachd, agus le bhith a' brosnachadh na Gàidhlig, ar cultar agus ar n-àrainneachd, 's e na h-amasan a th' againn:

**Àrainn Ionnsachaidh**

Àite a chruthachadh far am faigh sinn fàilte agus cùram agus far a bheil sinn uile a' faighinn taic airson gun ionnsaich sinn, gun dèan sinn adhartas agus gun coilean sinn ar comasan.

**Slàinte Agus Sunnd**

A bhith nar sgoil a nì cinnteach gum bi slàinte agus sunnd aig na h-uile, a' togail air subailteachd agus eadar-mheasgachadh ann an àrainneachd shàbhailte.

**Curraicealam**

Curraicealam a dhealbh a ghabhas a-steach na pearsaichean air leth fhad 's a tha iad a' dèanamh adhartais bho 2 gu 18; a' toirt taic agus stiùireadh do gach sgoilear anns na dòchasan a th' aca a thaobh am beatha phearsanta, an curraicealam agus obraichean.

**Ionnsachadh Agus Teagasg**

Inbhe àrd a thoirt do ionnsachadh agus teagasg a tharraingeas a-steach na h-uile agus a leigeas leotha sgilean ionnsachadh agus an leasachadh.

**Buadhachas Agus Coileanadh**

Sàr-mhaitheas adhartachadh agus soirbheachas a chomharrachadh airson sgoilearan a bhrosnachadh gu bhith nan daoine misneachail, saoranaich chiallach, luchd-ionnsachaidh shoirbheachail agus com-pàirtichean èifeachdach.

**Ceannardas**

Taic a thoirt do cheannardas nan uile air feadh na sgoile airson atharrachaidhean a thoirt air adhart agus a bhith cho math 's a ghabhas.

SGOIL ÀRAICH



AR LÈIRSINN  
OUR VISION STATEMENT

A' faighinn cothrom fàs nar dòigh fhèin.  
A place where every individual child is encouraged to  
reach their full potential.

AR LUACHAN - OUR VALUES

Modhail  
Respectful



Còir  
Caring



Dìcheallach  
Motivated



Cò-obrachadh  
Included





## **Our Aims**

In partnership with parents and the wider community and underpinned by promoting our Gaelic language, our culture and our outdoor environment, our aims are:

## **Ethos**

To create a nurturing, happy, stimulating and welcoming environment where we are all included, valued and supported to develop, learn and fulfil our potential

## **Health & Wellbeing**

To be a caring school community that ensures the health & wellbeing of all, encouraging respectful relationships. Children will be supported to understand their feelings and become emotionally resilient and recognise that everyone has equal status and equal opportunities.

## **Curriculum**

To provide a relevant, progressive and balanced curriculum indoors and outdoors, with high quality learning experiences that supports and challenges our children.

## **Learning & teaching**

To provide high quality, active, engaging learning experiences, ensuring children are at the center of their learning and consulted in decision making, taking account of their individual interests and needs.

## **Achievement & Attainment**

To promote excellence and celebrate success to encourage our children and young people to become confident individuals, responsible citizens, successful learners and effective contributors.

## **Leadership**

To support leadership of all across the school to take forward change and be the best that we can be. Establish strong partnership links with parents and the wider community to work productively together to encourage forward thinking ideas to continually improve the service we provide.

Our aims and objectives reflect key principles of the Health and social care standards- Dignity and respect, Compassion, Inclusion, Responsive care and support and Wellbeing.



At the end of your child's time in Sir E Scott School, we will hope to have prepared him/her well for the next steps whether that be employment, college or university, on or off the island.

Our school aims reflect our values. We aspire to achieve the best learning and teaching possible. We involve our local community regularly and we take every opportunity to celebrate our children's success and achievements. We have a very good relationship with our school chaplain and hold regular termly assemblies.



Our links with the local community reflect our belief that we are an integral part of our Community. We have partnerships with businesses, the local churches and the community councils. We liaise with other agencies. We contribute to local newspapers and we take part in yearly events such as the Remembrance Day Service. We have very close ties with North Harris Trust and Community Learning and we hold a silver award for our eco-school. We raise money for many charities locally for example - Crossroads Care, Blythswood Care and Macmillan Cancer Care. Nationally: Children in Need and Red Nose Day. Internationally: Mary's Meals. This year one of our senior pupils participated in the St Valery Commemorations on Friday 12<sup>th</sup> June.

We have a very positive school ethos – we encourage and promote a positive ethos, underpinned by our work in taking forward our Rights Respecting School Bronze Award by the and we acknowledge this through our Positive Recognition award system. Our school code of conduct is based on positive values and is written in order to encourage pupils to do their best. We use restorative, solution-focused approaches in order to ensure that our pupils achieve their best. The school charters, written by staff, children and young people, based on the principles of Rights Respecting Schools show how we enable our children and staff to show mutual respect.



*Hamish Scott, recipient of the Donald Stewart memorial Trust Award*

We display examples of pupils' work throughout the school and use our School Facebook page and Twitter page to show the community at large these successes. We are a health-promoting school and we prioritise health and wellbeing through taught classes such as PE, PSE and RME, lunchtime clubs, extracurricular activities and also through a variety of workshops with some of our partner agencies.

We try to meet all pupils' individual needs and recognise that some pupils may need extra support. Our Support for Learning Department provides opportunities for pupils to access support as and when it is required. We also hold regular multi-agency meetings with our partner agencies.

## **Pupil Committees**

There are two Pupil Councils - one for primary pupils, the other for secondary - who meet on a regular basis. The pupils elect a chairperson and secretary.

Pupils from all year groups are invited to submit suggestions to the council. Pupil council representatives give feedback on council proceedings to their own form class. The pupil councils feed back to the Parent Council group once a term.

Sir E Scott School has an Eco-Committee, which is made up of two sub committees, one each for our Primary/Sgoil- Àraich and Secondary departments. The main purpose of these committees is to encourage whole school action for looking after the environment by engaging pupils in key issues such as: care for the environment, sustainability, global citizenship and the value of a low carbon future. We have achieved an Eco-Schools Scotland Silver Award.

## **Support/Mentoring**

We operate a School Captain and prefect's system in the secondary department to support junior and younger pupils. As a school we are also piloting the national MVP programme within our authority.

The MVP programme aims to support young people to positively influence the attitudes and behaviour of their peers. Following a pilot programme in Edinburgh and Inverclyde councils in 2012, it has since been introduced in 21 local authorities across Scotland. Currently, our S5 pupils are receiving training and leading in delivering this programme to all S1-4 pupils.

## **Young Leaders Programme**

The P6 and 7 children at Sir E Scott Primary participate in "Young Leaders" – a scheme developed by the Local Authority Active Schools team.

There are several aims of this programme:

- To encourage the children to devise their own playground games, and therefore become more active at playtimes.
- To encourage the older children in the primary school to become more responsible. This includes looking after playground equipment and teaming up with younger children to make others' playtimes more enjoyable.
- To encourage older children in decision making processes.
- To make sure all children are included and enjoy their playtimes.

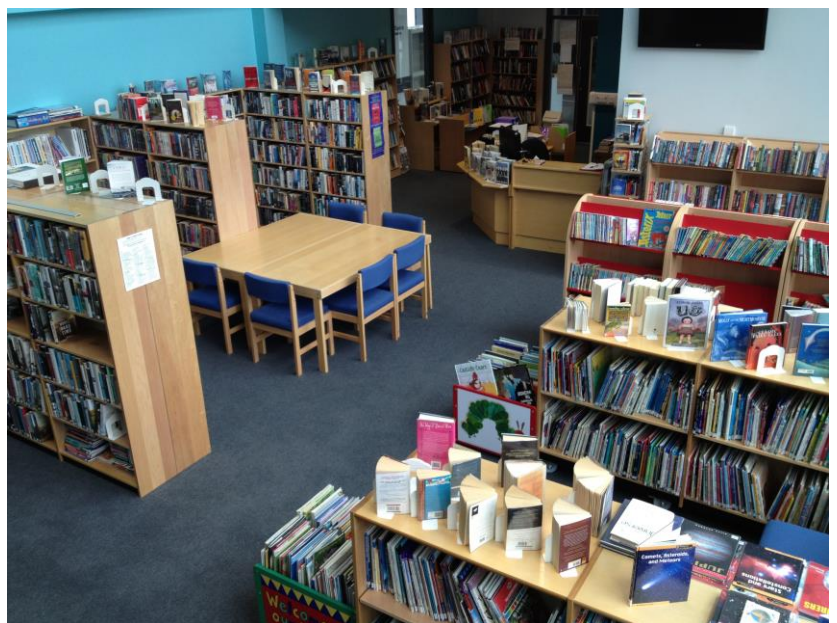
## **Library**

With Tarbert Community Library being located on the school campus,

Sir E Scott School children and staff have access to the full range of services available from the Western Isles Libraries Service.

There is a wide range of children's and teenage fiction and non-fiction books available as well as audio books. The librarian works closely with the school and supports staff and children in finding resources she also organizes a number of author visits annually.

Further information about Western Isles Libraries is available on the local authority website or you can telephone the Librarian on: 01859 50 2926





## Library Opening Times

DAY	Morning	Afternoon	Evening
Monday	10am – 1pm	2pm - 5pm	CLOSED
Tuesday	10am – 1pm	2pm – 4pm	6pm – 8pm
Wednesday	10am – 1pm	CLOSED	
Thursday	10am – 1pm	2pm – 5pm	CLOSED
Friday	CLOSED ALL DAY		
Saturday	10am – 1pm	CLOSED	

## Religious & Moral Education and Religious Observance

Under the Education (Scotland) Act 1980 local authorities have a statutory duty to provide both religious education and opportunities for religious observance in Scottish schools. The former is traditionally delivered through timetabled lessons, while the latter is usually delivered through assemblies, which are primarily religious in content and format.

Current guidelines from the Scottish Government on religious education and religious observance require schools to take account of the increasingly diverse range of faiths and beliefs represented in contemporary Scottish society. The guidelines also state that schools must make a clear distinction between assemblies which are primarily for religious observance and assemblies for other purposes such as celebrating success.

### School Assemblies

A programme of assemblies takes place throughout the school year. One cycle is in the form of whole school/department meetings led by pupils, a guest speaker, school chaplain, Head Teacher or the relevant Depute. In accordance with national and council guidelines, some assemblies take the form of Christian worship. We aim to encourage mutual understanding and to help all our pupils to respect the religious beliefs of others. We hope that on that basis, you will be happy for your son/daughter to attend worship assemblies. However, under the provisions of the Education (Scotland) Act 1980, it is your right to withdraw your child from any or all such assemblies.

Parents who wish to exercise their right to withdraw their child from RME or Religious Observance should put their request in writing to the Head Teacher.



## Pupil Conduct - School Charters

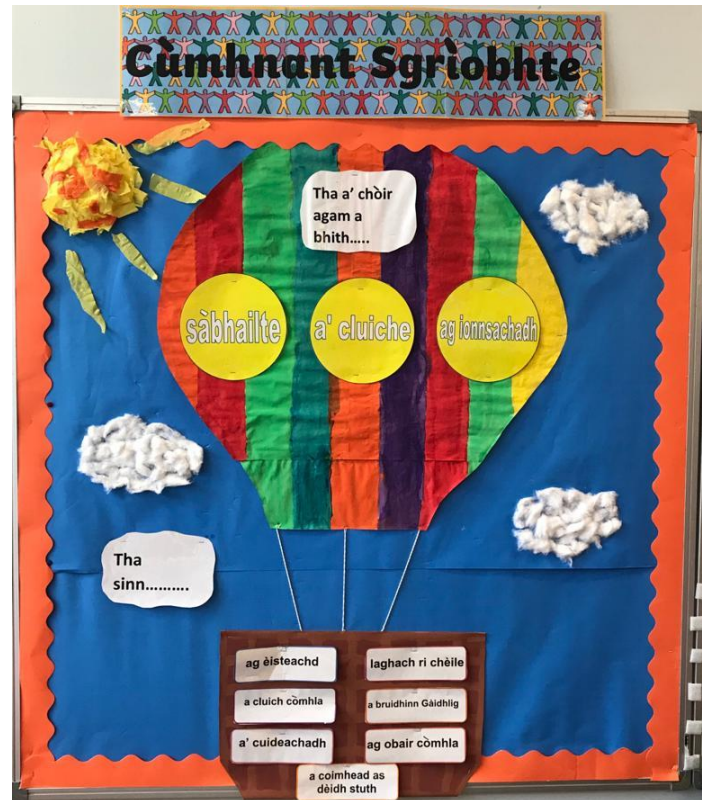
A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules are relatively simple and few in number to allow for the smooth running of the school.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

A calm, orderly classroom environment is a pre-requisite for effective learning and teaching. Disruptive behaviour in the classroom deprives other pupils of the opportunity to learn and will not be tolerated. Staff have therefore been instructed to ensure that a disruptive pupil is removed promptly from the class and sent to the Depute Head teacher, where arrangements will be made for the pupil to continue work under supervision.

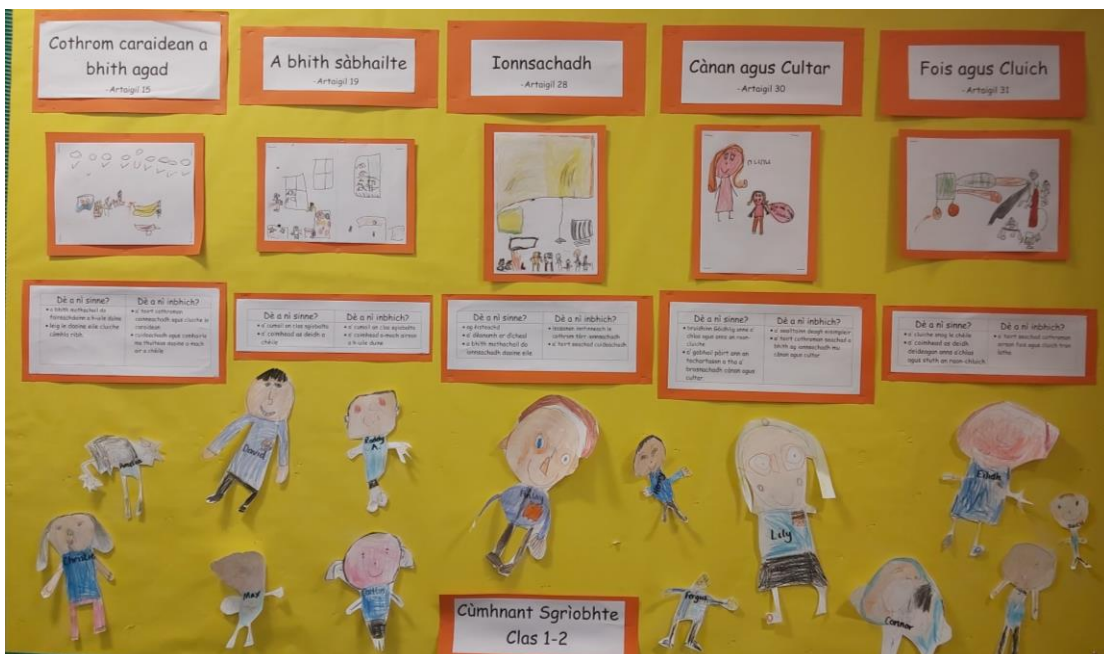
Removal from class for disruptive behaviour will always result in a formal referral report, an interview with the Depute Head teacher/ Head Teacher, a note to parents and, in most cases, a period of detention at morning interval or lunchtime where pupils will be asked to review their behavior and note what they should have done and how they will improve their behavior moving forward.

Behaviour at morning intervals and lunchtimes can be more difficult to monitor, but most problems can be dealt with in a similar way to those that arise in the classroom i.e. prompt intervention and appropriate sanctions.

Where a pattern of persistent negative behaviour develops, this will require additional measures of intervention and support from the pupil support team, parents and, where appropriate, specialist services and external agencies.



Sgoil Àraich Charter



P1-2GM  
Class Charter





P3-4GM Class Charter

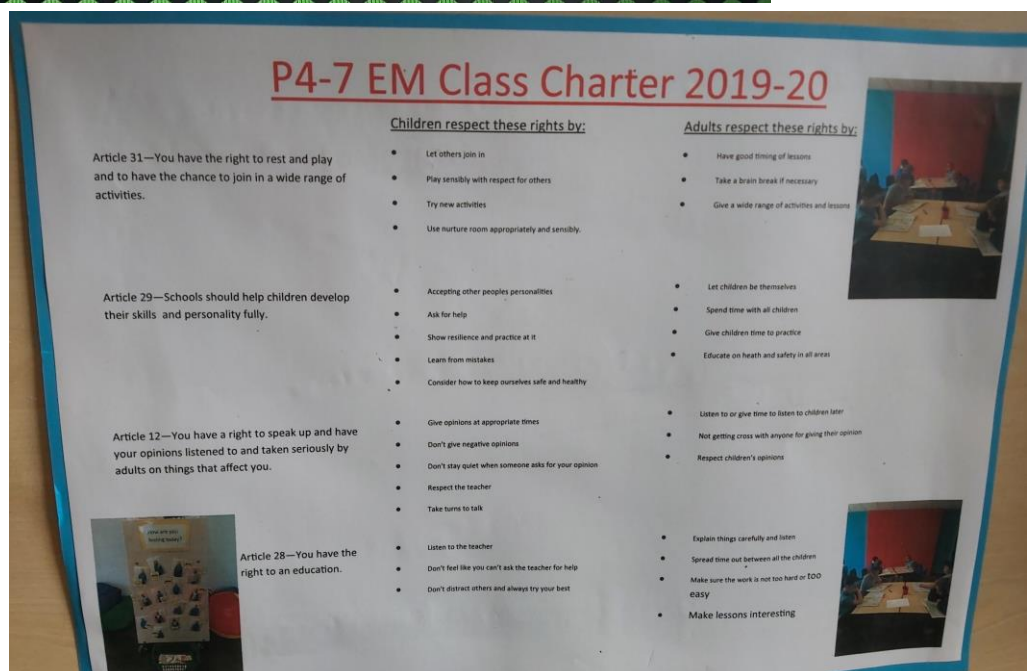


P5-7GM Class Charter



P1-3EM Class Charter

P4-7EM Class Charter



## Dealing with Bullying

Although in a small school there is less opportunity for bullying to occur and go undetected, no school can afford to be complacent and all members of staff at SES are committed to providing a caring, friendly and secure environment for pupils.

Bullying of any kind is unacceptable at SES. Parents can be assured that any report or allegation of bullying will be promptly and thoroughly investigated by senior management so that appropriate action can be taken to stop the bullying and prevent recurrence. The action taken may vary according to the particular circumstances of each case, but may include any or all of the following:

- the involvement of parents;
- a programme of activities aimed at effecting understanding and reconciliation;
- appropriate sanctions e.g. detention, removal of privileges;
- in some cases, exclusion from school;
- intensive monitoring of perpetrators.

The person being bullied will be well supported and informed throughout. Effective arrangements for dealing with bullying at the point of occurrence must be part of a wider strategy for developing a positive school ethos based on praise, encouragement and mutual respect, which helps to discourage bullying and other forms of anti-social behaviour.

PSE lessons and whole school assemblies are a key resource in this regard, while the practice of senior staff maintaining a strong profile around the school at morning intervals and lunch breaks is particularly valuable.

The full version of our recently revised and update anti-bullying policy is available on the school website.

**Cyberbullying** – bullying by means of electronic media such as social networking websites and mobile phones – is a growing problem among young people. Although patterns of behaviour at SES do not usually follow national trends, misuse of electronic media (particularly mobile phones and Facebook) seems to be an exception to the rule and there have been incidents where offensive, threatening or abusive text messages have either been the root cause of a problem or a major contributory factor.

The private and secretive nature of text messaging and internet activity means that most parents will find it very difficult to monitor such activity, even when there is good reason to suspect there may be a problem. Nevertheless, it is important that parents promote the responsible use of electronic media and act promptly if problems do arise.

To ensure that effective action can be taken, it is critically important that malicious, offensive or threatening messages are retained as evidence and not deleted.

Within school, focused input is provided through PSE classes, with support from the local police, in order to raise awareness among pupils of the possible consequences of misusing mobile phones. For most pupils, it is likely that this will be sufficient deterrent, but please note that where problems persist it may be necessary to refer matters to the police.

Local police support the delivery of the school's anti-bullying message, and it is supplemented with a variety of appropriate resources



## SECTION THREE – THE SCHOOL CURRICULUM

Our curriculum model is based on the underlying philosophy of Curriculum for Excellence, local strategy and national guidance. It also takes into consideration the local context and particular needs of pupils at Sir E Scott School.

We believe that each pupil is entitled to

- A curriculum which is coherent from 2-18
- A Broad General Education, including well planned experiences and outcomes across all the curricular areas from early years to the end of S3
- A Senior Phase of education after S3 which provides opportunities to obtain qualifications as well as to continue to develop the four capacities
- A curriculum which provides opportunities for skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.
- Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Support in moving into positive and sustained destinations beyond school



In addition to the above, the Curriculum at Sir E Scott School specifically takes cognisance of the unique position of the Gaelic language in the local community, the needs of the local economy and opportunities provided by the local community.

In 2019-20, Curriculum for Excellence will form the basis of learning, teaching and assessment across the school, while

S4-6 will also continue to follow appropriate learning pathways which will include SQA courses.

Children and young people will experience a **Broad General Education** and Senior Phase derived from the 'experiences and outcomes' of Curriculum of Excellence. The purpose of Curriculum for Excellence is to ensure that all learners in our school develop the attributes, knowledge and skills they will need to flourish in life, learning and work, now and in the future. The aims of Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become a successful learner, an effective contributor, confident individual and a responsible citizen.



In order to achieve this for every pupil we aim to provide a wide range of challenging and enjoyable learning experiences that ensure active involvement of the learner through learning and teaching which:

- Engages and is active
- Sets challenging goals
- Shares expectations and standards
- Provides timely and accurate feedback
- Involves sharing learning intentions and success criteria
- Is cooperative and collaborative
- Reflects the ways different learners progress



During this time of developing new learning experiences within the curriculum, a focus for our school has been to further enhance learning and teaching throughout the school through:

- Assessment is for learning
- Cooperative learning
- Active & outdoor learning, learning through play
- Learning within a context



### **Sgoil-Àraich to Secondary 3 (Broad General Education)**

The curriculum encompasses all the planned learning experiences both within and out with the School. This includes opportunities to contribute to the ethos and life of the school, interdisciplinary learning and the recognition of achievements in the broadest sense. In addition, the curriculum encompasses eight curriculum areas, detailed below

#### **Expressive Arts**

All children in our school experience a wide range of experiences in:

Art and Design

Dance

Drama

Music

These are provided by class teachers and at times by visiting specialists and organisations.





## Languages and Literacy (English & Gàidhlig)

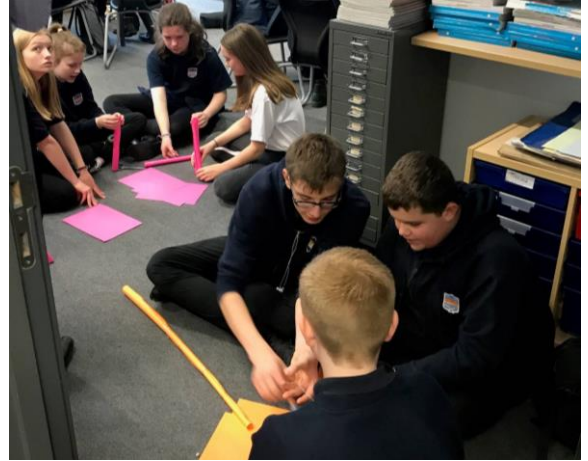
This includes Gàidhlig and English Language: listening, talking, reading and writing. It also includes French for all pupils from P6 – S2. Curriculum for Excellence also ensures that Literacy skills are promoted across all other areas of the curriculum and is the responsibility of all teachers.

The development of literacy is of great importance in the school with activities leading to reading and writing beginning during Sgoil-Àraich and primary one.

The children are encouraged to foster a love of reading from the earliest stage. We use core reading and writing schemes, which extend through the primary school allowing children to progress from year to year. These are supplemented by a wide range of planned language activities that contribute to a child's continuing development.

Early reading is taught by building up sounds and this leads to an emphasis on reading for understanding as children become proficient

Children are also given many opportunities to produce writing of all kinds and most children are able to have become proficient writers as they reach upper primary and secondary classes.



*S2 pupils participating in Latha na Gaidhlig*

## Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future. Curriculum for

Excellence also ensures that health and wellbeing is developed across all other areas of the curriculum with all teachers sharing the responsibility to ensure that pupils have the best start to life and are ready to succeed. We aim to ensure that pupils are achieving, responsible, included, nurtured, safe, respected, active and healthy. In the secondary, we aim to develop tutor time to ensure that every young person is well known.

One of the core elements in our promotion of healthy lifestyles and the development of active, confident individuals who can engage positively with life and learning has been the delivery of outdoor education in formal and informal settings. The school's location within a rugged landscape of outstanding natural beauty provides the perfect platform for activities such as kayaking, rock climbing and mountain biking, which are the core activities in our *Adventure Sport and Recreation* course,



while our *Activities Week* initiative offers these and many more to all pupils in June each year. The importance of outdoor education in developing a deeper understanding and appreciation of the local environment and environmental issues is also reflected in the *John Muir Award* and the through the work of the Sustainability group which are delivered by an inter-departmental team as part of our implementation strategy for *Curriculum for Excellence*.

## Mathematics and Numeracy

Mathematics and numeracy are important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics and numeracy enable us to model real life situations and make connections and informed predictions. The skills equip us to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics and numeracy are key skills, which help us to develop other necessary skills required for life, learning and work. Curriculum for Excellence also ensures that Numeracy is developed across all other areas of the curriculum with all teachers sharing the responsibility to ensure that pupils are aware of and developing skills in different contexts. Understanding the part that mathematics and numeracy plays in all aspects of life is crucial.



## Religious & Moral Education (RME)

Religious & Moral education is provided for all children throughout all stages for the school, from Sgoil- Àraich to S4. Our programme of RME focuses on Christianity and on other world religions, providing children and young people with opportunities to compare and contrast these, and to gain an understanding of the different beliefs in the contemporary world.

We also aim to develop the spiritual, moral, social, moral and cultural values of our children, having regard to the values of the community, and guided by the recommendations contained in national and regional guidelines.

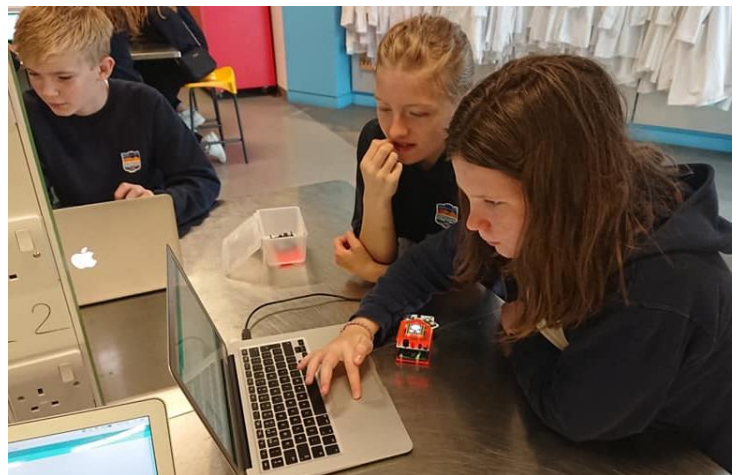
All children and young people throughout the school will participate in Religious Observance and Religious & Moral Education, but parents who wish to exercise their right to withdraw their child from either or both of these should put their request in writing to the Head teacher.

## Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate, investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science



## Social Studies

In this area children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped.

The main areas of Social Studies are:

- People, past events and societies
- People, place and environment
- People in society, economy and business



## Technologies

Pictured below are pupils from Sir E Scott that went through to the First Lego League Finals in Perth who won the ESP award for Inspiration for their design idea and consideration of the local community.



This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving, and exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications allowing for creativity and entrepreneurial skills.

Technologies are organised under the following headings:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

## Rural Skills Course

A new course working in land-based industries started in August 2020. The Rural Skills course is at National 4 and 5 levels for the nine pupils that have opted to study it. Working in partnership with the North Harris

Trust, pupils have been developing their Estate Skills this term and work has included footpath repair, removal of invasive species and ground works for putting in a new picnic table and bench near the ferry terminal.



aimed at introducing pupils in the school to





## Gaelic Medium Education

We offer Gaelic Medium Education in the Pre-school, Primary and Secondary sectors. We have Gaelic Status in the primary department as we have 67% of our children being taught through the medium of Gaelic.

In the Sgoil Àraich, pupils are immersed in the language through their day-to-day play activities.

In the primary department the Gaelic Medium classes cater for those children whose parents wish them to be literate and numerate in Gaelic as well as in English.



In the first three years, Gaelic is used as the only teaching and learning medium through which pupils develop their listening, talking, reading, writing and mathematical skills. There is also a visiting Gaelic singing instructor.

In primary 4, pupils begin reading and writing in English.

In the upper primary years, usage of the two languages is developed so that pupils have an equal facility in both languages by the end of P7. We continue to work at developing the national 1+ 2 Languages policy across the school setting to the benefit of all our learners in GM & EM. We fully endorse and promote the benefits of

bilingualism for all our children and young people, in developing their transferable skills and in fostering an interest in languages, culture and heritage.

## An Clas Gàidhlig

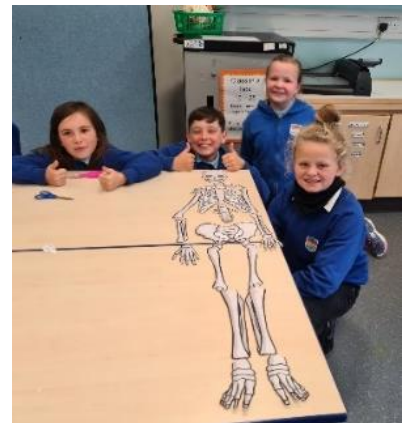
Tha foghlam tro mheadhan na Gàidhlig a' toirt cothrom do phàrantan an cuid chloinne a bhith air an teagasg ann an Gàidhlig cuide ri Beurla.

Anns a' chiad trì bliadhna 's ann tromh 'n Ghàidhlig a-mhàin a thathar a' teagasg gach cuspair. Tha neach-teagaisg seinn Gàidhlig a' tadhal air an sgoil gach seachdainn.

Tha an neach-taic a' frithealadh na clasaichean seo còmhla ris a' chloinn airson cuideachadh le bhith a' cumail Gàidhlig riutha anns gach suidheachadh.



Aig clas 4 tha a' chlann a' tòiseachadh air leughadh Beurla, leis an àireamh mhionaidean a thathar a' teagasg Beurla a' meudachadh beag air bheag



gach bliadhna an dèidh seo, gus mu dheireadh aig ìre clas 7 gu bheil a' chlann gan oideachadh aig leth den ùine anns gach cànan.

### **S1 Gaelic RME Course**

The S1 Gaelic medium RME Course was developed and implemented in 2014/15. The course ran smoothly with all pupils engaging well with the subject. We began the course by considering Religion in a local context and have considered recently religions of the world. This session we have studies: Crìosdaidheachd anns Na Hearadh, Colmcille, Na h-eaglaisean clèireach, Am Bìoball, An t-Seann Tiomnadh, an Tiomnadh Nuadh, Ceistean mòra. Samhlaidh ann an diofar chreideamhan, Sàcramaid suipeir an Tighearna, Islam, Budachd, Siddarta Gotama.

Pupils have improved their literacy skills in Gaelic through reading, writing, speaking and listening in the RE Class. They have learned a great deal of vocabulary that they would likely not have encountered without RME Gaelic Medium Provision. The class have engaged enthusiastically with each aspect of the course and their Gaelic skills have been enhanced as a result. Pupils have produced posters on areas of interest to themselves from each unit. All pupils have been prepared to discuss aspects of religion, ask questions and give their own opinions and viewpoints in class.

Tha na sgoilearan air mòran ionnsachadh mu dheidhinn cho cudromach 's a tha creideamh anns a' choimhearsnachd aca fhèin, eachdraidh a' bhiobaill agus tha iad air ionnsachadh mu chreideamhan eile leithid Islam agus Budachd. Tha sinn air postairean a dhèanamh mu dheidhinn na diofar cuspairean a tha sinn a' dèanamh sa chlas. Tha na sgoilearan air a bhith glè mhath cuideachd air ceistean fhaighneachd mu dheidhinn creideamh, tha iad deònach na beachdan aca fhèin a thoirt seachad agus conaltradh a dhèanamh sa Ghàidhlig.

### **BGE Gaelic Medium History Course**

Eachdraidh is taught to Gaelic Medium pupils from S1-S3. While following the same curriculum as the English Medium class, pupils are provided the knowledge and skills of BGE History with the added advantage of developing their listening, talking, reading and writing skills in Gaelic. This opportunity sets them up well for studying Gaelic and GME subjects beyond S3. Pupils enjoy the extra opportunity to use and develop their language skills in a different context to their Gàidhlig lessons.



Rachel Campbell (S6) and Hamish Scott (S5) participated in the National 2019 “Deasbad” Gaelic Debating Competition.

They got through to the final rounds of the competition which was held in Edinburgh. This was a fantastic achievement and a first for SES School. The team came runners up and Rachel went on to win the award for the best speaker of the competition.



## SECONDARY 1-3 IN 2020-21

In S1-3 pupils follow a common course covering all the curricular areas. Each subject will have the following number of periods per week

	<b>S1</b>	<b>S2</b>
English	4 periods	4 periods
Mathematics	4 periods	4 periods
Science	3 periods	3 periods
Social Subjects	3 periods	3 periods
PE	2 periods	2 periods
Gaelic/Gaidhlig	3 periods	2 periods
French	2 periods	3 periods
PSE/RME	2 periods	2 periods
Art	2 periods	2 periods
Music	2 periods	2 periods
Technical	2 periods	2 periods
Home Economics	2 periods	2 periods
ICT	1 period	1 period
Personal Achievement	1 period	1 period

In S3 pupils begin to make some personal choices – freedom within the curricular Framework while still ensuring that they continue to experience outcomes in the eight curricular areas.

S3 also marks the end of the broad general education. During S3 pupils will continue to follow a curriculum based on the experiences and outcomes of curriculum for excellence, with a certain element of personalization and choice. At the end of S3 choices will be made for the senior phase when pupils begin to study for national 3, 4 and 5 exams. Pupils will choose English, Maths and 4 other subjects.

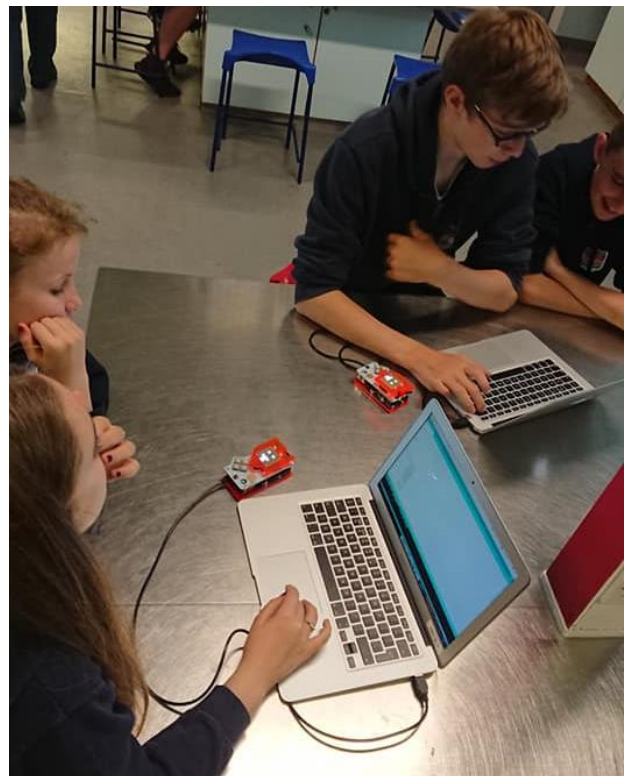
The 2020/21 S4 cohort will study the courses they have chosen at the end of S3. All pupils follow a balanced course, which provides them with depth of skills and knowledge in the curriculum areas:

- English
- Mathematics
- Social studies
- Sciences
- Technologies
- Creative and aesthetic studies/expressive arts
- Modern languages
- Religious education and social education
- Physical education

There is an expectation that all pupils will follow a course in the subjects:

- English
- Mathematics
- Religious education and social education
- Physical education

All courses will allow pupils to develop at an appropriate and challenging level.



## FIFTH AND SIXTH YEAR IN 2020-2021



*Pictured above are Ruth Macleod and Charlie Helfrich, School Captains for Session 2020-2021.*

We are pleased that the majority of our pupils return to school after S4. At this stage a substantial amount of personal choice is involved in the selection of individual courses. Members of the senior management team and PT Pupil Support monitor the courses chosen. We expect our pupils to build on the successes already achieved in S4 and we seek to ensure that the pupils link their course choices to their future plans.



It is customary for pupils at this stage to contribute to the voluntary work, which we encourage, either in school or in the local community. We emphasise the importance of developing study skills and independent learning.

All pupils in S5 and S6 follow courses in at least one of the following levels of National Qualifications:

- **National 4/5**
- **Skills for Work**
- **Foundation Apprenticeships**
- **Higher**
- **Advanced Higher**

More information on Curriculum for Excellence can be found on Education Scotland's Parentzone website - [www.ltscotland.org.uk/parentzone/cfe](http://www.ltscotland.org.uk/parentzone/cfe) or [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

*Rachel Campbell recipient of*

## **Homework**

There is strong evidence that home study raises the level of attainment of individual pupils. Home study encourages pupils to take responsibility for their own learning, helps them acquire and develop good study habits and learn how to plan and organise their work and time.

Homework should be seen as an integral part of the learning process offering pupils an opportunity to consolidate and develop work done in the classroom and to raise achievement. Homework is therefore used to encourage pupils to:

- develop a sense of personal responsibility for their own progress;
- develop skills in independent study.

The type of work and its frequency is a decision for the class teacher who knows the child best.

**In Primary**, the homework will be a mixture of written activities, reading and practical activities to reinforce knowledge and to develop a range of skills. Homework will be related to work that has been covered in class, so the child will be familiar with the work and serious difficulties should not arise. Homework should not be an arduous task and should usually take no longer than 20 minutes.

**In Secondary**, if a subject department sets no formal homework please encourage your child to use the time to do revision work or to complete further reading. **This can also be recorded in the homework diary.** Because of differences in the nature of individual subjects and the levels and times allocated to them it is difficult to lay down precise guidelines about the amount of homework and the time, which should be spent on it. In general, however, it will increase as pupils move up through the school and around examination times will increase significantly.

At the beginning of each session, all pupils are issued with homework diaries, which enable them to keep a written record of homework assignments and spread their workload evenly throughout the week. Homework assignments can also be accessed on the school website.

Parental support is a key factor in the effective operation of a home study policy and there are a number of specific ways in which parents can help e.g.

- taking an interest generally in school work and homework
- establishing a home study routine
- checking that work is completed and well-presented
- providing the right conditions for home study
- advising the school of any difficulties in regard to home study.

The completion of homework assignments is closely monitored by staff and persistent problems in completing and submitting homework are always referred to senior management. More detailed information on the school's homework policy is available on the school website.

## **Sensitive Aspects of Learning**

For sensitive aspects of learning, for example the PSE Sexual Health and Relationship programme, parents are welcome to view materials and have the right to remove their child(ren) from these classes and sessions.



## Active Schools

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

- Young Persons' Leadership Award
- Transition Work
- Bikeability



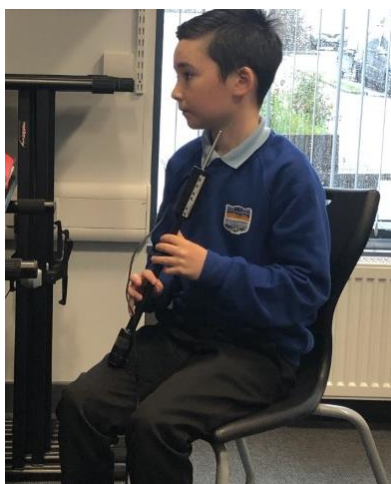
## Young Musicians Initiative (YMI)

This forms part of a National Youth Music Strategy designed to ensure that young people in Scotland have the opportunity to enjoy and develop their musical talent

The YMI comprises two strands; the first in the 'formal' education sector, i.e. schools such as our own; the second is the 'informal sector', which refers to projects and activities which take place outside the school day.

Keyboard, guitar, and chanter tuition are offered to P4-7 pupils in this school through lessons built into the timetable. Recorder tuition for P4 only. Strings tuition is offered to P5-7 pupils. In addition to having access to instruments in the school, most of the participants have their own instruments.

Mr. Iain MacIver, Gaelic Music Instructor is responsible for delivering keyboard and guitar tuition. Miss Ashley Macdonald is our visiting chanter and piping instructor while Mrs Rhona Johnstone provides string and recorder tuition.



## Assessment

Assessment of children and young people's progress is central to the day-to-day learning and teaching which takes place in lessons and extended curriculum activities.

The purposes of assessment include:

- supporting learning
- recognising strengths and helping to plan next steps
- informing learners and their parents of their progress
- summarising achievements (sometimes through qualifications)
- monitoring the education system and influencing future developments.

Assessment within Sir E Scott School has an emphasis on literacy and numeracy.

The Scottish Government introduced Scottish National Standardised Assessments (SNSA) in 2017. The SNSA assessments have been developed to align with Curriculum for Excellence. This was followed by the introduction of Gaelic assessments (MCNG). As far as possible, the Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG), mirror the assessment approach adopted for the English medium Scottish National Standardised Assessments whilst accommodating the particular features of Gaelic Education assessments in literacy and numeracy through the medium of Gaelic.

To that end, children and young people in EM and GM in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching.

The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support.

There is no pass or fail and children and young people do not have to revise or prepare for these assessments. SNSA/MCNG provides Scottish teachers with diagnostic information on aspects of Reading, Writing and Numeracy at P1, P4, P7 and S3 stages. The assessments are marked and scored automatically giving teachers immediate feedback to help children progress through their learning.

Once the assessments have been completed, a diagnostic report is available for teachers based on either an individual or groups of learners. The reports focus on establishing where learners are in their progress in literacy and numeracy, identifying strengths as well as areas that require further support. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

In summary, schools across our local authority use the following standardised assessments:

- Emerging Literacy (GM/EM) – P1
- Reasoning (5) – Primary 1
- SNSA/MCNG – P1, P4, P7 and S3
- CAT (Cognitive Ability Tests) – Primary 5 and S1

We also track children's development skills in the Sgoil-Àraich using the authority wide Pre-school developmental skills overview. The overviews are completed on an on-going basis throughout the course of the year and are shared with parents at Parents' evenings and with class teachers at point of transition to primary 1.

- Secondary 1

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Assessment should support children and young people in developing the four capacities of Curriculum for Excellence and the characteristics associated with them.

These include a range of personal qualities and skills that in the past may not always have been formally assessed, such as thinking creatively and independently, working in partnership and in teams, making informed decisions and evaluating environmental, scientific and technological issues. These skills and attributes are embedded in the experiences and outcomes, which form the basis of Curriculum for excellence.

Assessment focuses on these, as well as on measuring factual recall and routine procedures. Teachers in Sir E Scott School are encouraged to use the key features of the Assessment is for Learning programme, which encourage diagnostic, and formative approaches to assessment that directly support learning.

As it is important that assessments should be reliable with shared standards and expectations being applied across the country, arrangements are in place for moderation of learning at Sir E Scott School and in working closely with our feeder primaries and colleagues across Comhairle Nan Eilean Siar. One key way we aim to do this is through discussing evidence of learning from the children and young people.

We aim to capture what they say, write, make and do and discuss this in relation to the experiences and outcomes, ensuring that the planned learning experiences provide valid evidence. Assessment & moderation practice at school level, and at local authority level through LQAGs and secondary subject network meetings helps teachers develop a shared understanding of standards. We try to keep parents well informed about school life, of changes in policy, of curriculum matters and of any factors related to the progress or development of their own children.

Our school website [www.sirescott-school.co.uk](http://www.sirescott-school.co.uk) is also a useful source for school related information.



Prizegiving Assembly October 2020







### Reporting to Parents

We try to ensure that parents receive information at times which are useful to their children and that they have every opportunity to discuss progress with us. Our school reporting system also allows parents an opportunity to make their own comments on the progress of their children.

At Sir E Scott School, we believe that reporting is extremely important. We continue to refine our practice and an electronic report is issued annually.

Reports will be issued at the appropriate times during the year. Dates will be given at the start of the session and are in the School's Year Planner.

While pupil reports are very important, providing scope for an informed discussion between parents and the school, you need not wait until these are issued to get in touch with us. Simply contact any member of the Senior Management team or PT Pupil Support for primary and secondary pupils; the Play leader and play assistants for Sgoil- Àraich children and you will be given an update on your child's progress. A meeting can be arranged or, if appropriate, a member of staff may report back by telephone. The Head Teacher and other members of the Senior Management Team will review the work of a sample of pupils throughout the year.

## Parents' Meetings



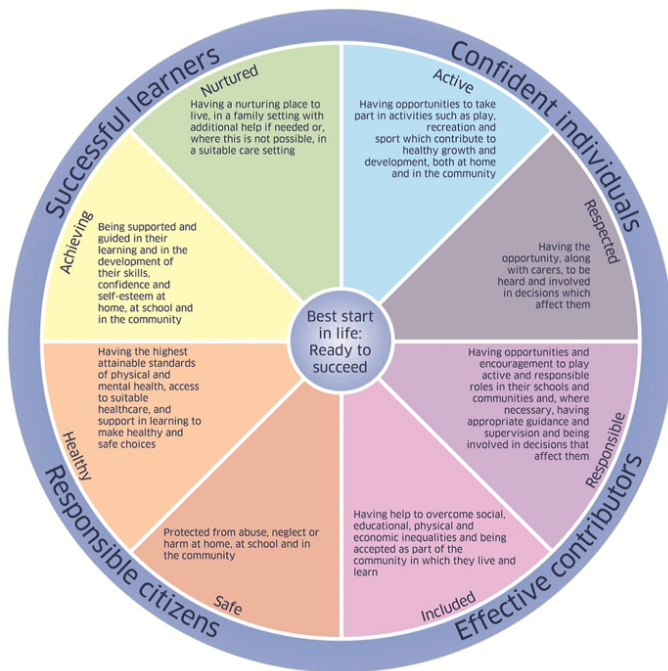
Throughout the year, we will have a series of parents' meetings. The main function of these meetings will be to allow you time with your child's play leader, keyworkers and teachers. However, other meetings will also be held on topics such as the curriculum, course choices, Health & Wellbeing.

## SECTION FOUR – SUPPORT FOR PUPILS

We aim as far as is possible to educate pupils who have additional support needs alongside their peer group. When necessary, extra help is provided. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or class.

The Additional Support Needs of the Children are identified through a process of Staged Assessment and Intervention. The process of Staged Assessment and Intervention provides a structured system for identification, assessment, planning, review and record keeping for individual children who receive additional support of any kind. The Getting it Right Approach for Children and Young People (GIRFEC) in the Western Isles puts in place a network to promote wellbeing so that children and young people get the right help at the right time.





All Looked After Children and Young People are considered to have additional support needs. This is the case unless the school establishes they do not have additional support needs. The Local Authority must consider whether each looked after child requires a Co-ordinated Support Plan (CSP). The CSP is used to ensure a co-ordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the difficulties the Authority will take to support the pupil's needs. The teacher of children with visual and hearing impairment also provides an assessment service. The Speech Therapist also visits the schools to help any pupils who require support.

In addition, an Educational Psychologist advises on the varied behavioural and learning difficulties that all pupils can experience. He can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not allowed to discriminate against disabled pupils.

Mediation is provided by Resolve in the Western Isles. It is a non-judgemental voluntary process which seems to resolve misunderstandings in the early stages to prevent them escalating. Parents also have the right to have an advocate present at Mediation and this is available through Advocacy Western Isles.

Parents should also be aware of the following organisations, which provide advice and further information.

- Children in Scotland: Working for Children and their Families, trading as Enquire – a charitable body registered in Scotland under registration number SC003527.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

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

## Pastoral Support Arrangements

Many pupils require additional measures of support at some time during their school years. These are often short-term and directly connected to specific events such as illness or difficult family circumstances. Sometimes, however, barriers to learning are more complex and require significant measures of support within the school. Sometimes, additional support from external specialist services will be required.

While all members of staff have a role to play in ensuring that the needs of our learners are being met, this is the primary focus of the school's Pupil Support Team, which monitors pupil progress and decides on appropriate intervention and support strategies for any pupils who may be experiencing difficulties. Membership of the Pupil Support Team includes:

- Head Teacher
- Depute Head Teacher (Primary)
- PT Pupil Support
- Learning Support Teacher
- Principal Teacher of Learning Support
- Education Psychologist

The team meets each month to review and fine-tune current programmes of support and to consider any recent referrals and / or incidents. The team also has a vital role at points of transition (e.g. Sgoil-Àraich – P1, P7-S1, and S3-S4) and works with primary and secondary colleagues to ensure that pupils have the support they need to negotiate these challenges successfully.



Colleagues from the Health Visitor service, Child and Adolescent Mental Health (CAHMS) team, social work and other agencies work with the Pupil Support Team when appropriate. This provides a useful additional layer of professional dialogue and access to additional resources as required.

In general, the school aims to educate pupils with additional support needs in mainstream classes, but in all cases strategy will be dictated by the needs of the child. Further information on the authority's intervention policy is available at [www.cne-siar.gov.uk](http://www.cne-siar.gov.uk). The layout of the school is available for viewing on the school's website.

## Transitions

We have developed very good working relationship across departments in the school to allow for a seamless transition for our children, from Sgoil-Àraich to primary and primary to secondary. Our transition work is ongoing throughout the session between the different departments, we include children and young people in relevant whole school events and performances, for example Latha Na Gàidhlig, DYW focus days, Christmas performances. In addition, we have a more focused programme of transition work between January and June, which includes a variety of pastoral and curricular transition work. This programme allows our children and young people to become familiar with primary and secondary classrooms and the relevant teaching staff. Children transitioning from our Leverhulme Memorial School, our associate primary school, are also included in this transition programme.

## Sgoil Àraich Enrolment

Pre-school education enrolment usually takes place in January on a date notified to parents by local press advertisement. The Sgoil Àraich provides Early Learning and Childcare funded hours and additional childcare through the medium of Gaelic for children aged 2 to 5 years. Eligible children can access up to 1140 hours funded each year. Parents can also pay for additional hours. The service is open all year and also provides care for children P1-3 during holiday times. Places for school age children are not funded.



Children aged 2 years can be enrolled at the group if they meet the requirement for statutory provision. Children aged 2.5 years can be enrolled at the group if there is sufficient space and their third birthday falls before the 28<sup>th</sup> of February of the current academic year. Children who enrol in the Sgoil Àraich will be invited to spend an induction session in the nursery to experience a little of the Sgoil Àraich atmosphere and to meet the staff.

**MORE INFORMATION CAN BE OBTAINED FROM THE SGOIL ÀRAICH MANAGER, MRS AILEEN M MACSWEEN**

## Transfer from Sgoil Àraich to Primary



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

The Sgoil Àraich and primary departments work closely throughout the session, usually using a transition project as a

focus for collegiate working. Mrs. Annette Brown, P1-2 GM teacher provides weekly support to the Sgoil Àraich and is instrumental in taking this transition work forward. Further information on this work can be accessed on our school website.



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## Primary School Admissions

Children who will be four years of age by 28<sup>th</sup> February 2020 are eligible for infant enrolment in August 2020. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

In our school, pupils can be taught through the Medium of Gaelic or English. The default position for enrolment to primary 1 within our Local Authority is now Gaelic Medium



education for all children and therefore parents wishing to opt for English medium education are to indicate this request 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 May prior to entry to sample some typical P1 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 the Head of Education, Lionacleit Education Centre, Benbecula, HS7 5PJ indicating the name of the school that they wish their child to attend.



### **Primary to Secondary Transfer**

A visit to the Secondary Department is organised before the summer holidays and children from other catchment areas will have the opportunity to meet and get to know each other and their teachers.

We have a very good working relationship with our associate primary school. We hold regular

meetings and at the key transition stage we visit primary schools to meet Primary 7 pupils. For some pupils, especially those with Additional Support Needs (ASN), we have an extended period of transition from the beginning of Primary 7 onwards.

Primary 7 come to the secondary department for three days in May and we hold a parental information afternoon that week.

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### **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.

### **Senior Phase and Post School Transition**

We have a very good transition to senior phase in S4 and have very good working relationship with the local Colleges and Skills Development Scotland in order to make the transition between school and post school a smooth one. Our leaver destination record is very good. This is a national indicator which tracks the destination of all 16 and 17 year olds.



We have an extended transition for our leaver's who have Additional Support Needs.

## School Leaving Dates

Current regulations on school leaving dates are as follows: -

- There are **two** statutory leaving dates, one at the end of May and one at the end of December.
- In order to leave the school at the end of May a pupil must be **sixteen years of age on or before 30 September of that calendar year**. Pupils whose date of birth is on or before 30 September 2004 may therefore leave school on 31 May 2020.
- In order to leave school at the end of December a pupil must be **sixteen years of age on or before 28 February of the following calendar year**. Pupils whose date of birth is on or before 28 February 2005 may leave school on 22 December 2020

Please note that some pupils may not attain the statutory leaving age by the end of their fourth year in secondary school.

A fourth year pupil whose sixteenth birthday is after 30 September must remain in school until the next leaving date in December, unless they enroll for a full time course at a College of Further Education.



*School leavers enjoying a farewell get together with physical distance measures in place in June 2020.*

## Education Maintenance Allowances (EMAs)



EMAs provide financial support for 16 to 19 year olds from low-income families who are attending full-time education in school or college. The programme was introduced across Scotland in 2004-05 and was revised in 2009-10 to ensure that allowances are targeted at those young people who need them most.

A young person is eligible to apply for EMA payments once they have reached the age of 16 and have embarked on a valid programme of study – this constitutes the 'learning agreement'. **Applications are made annually and forms are available from the school office.** The Education Department will notify all applicants directly regarding the outcome of their application.

The allowance is paid weekly directly into the young person's bank account. Periodic bonuses of £150 are payable in December and June of each year. Parents should be aware that weekly

and bonus payments depend on the pupil meeting the attendance requirements and making good progress with his or her programme of study.

## **SAAS Student Support**



Student support may be available in the form of Student Loans. Application Forms and further information are available from the SAAS website and via college/university.

## **Skills Development Scotland (SDS)**

Careers education in its broadest sense is the concern of everyone who helps pupils towards:



1. Self-awareness.
2. Understanding the career implication of curricular choice.
3. Obtaining information on jobs.
4. Reaching decisions about their careers.
5. Successfully making the transition from school to working life/further study.

The local Skills Development Scotland team works in partnership with Sir E Scott School. It is important that we provide support to help pupils develop Career Management Skills at the right time and in the appropriate format. Our focus will still be on those leaving school and those who may require earlier intervention, whether those who need help with employability issues or those who need help to plan their career options. Skills Development Scotland will be offering a range of interview sessions, career planning activities and information sessions at parents' evenings by arrangement.

Their web service, [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) is available for all pupils to access as well as their parents/carers and teachers. This site contains a number of information resources and advice guides, as well as programmes to support career planning. If you register on the site, it can tailor information to individual needs, store CVs, and highlight local opportunities.

Please refer via school Pupil Support Team or contact the local Skills Development Scotland. The school's Career Adviser is Willie Macleod Tel: 01851708905  
[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## **Driving Lessons**



It has become increasingly common practice in recent years for S6 students to take time off school for driving lessons in Stornoway. Often this has resulted in the loss of most or all of a day, with the inevitable loss of learning and teaching time. While it may be possible for some S6 students to do this without damaging their prospects of academic success, it is not true for all and the practice is generally disruptive of the work ethos the school seeks to encourage. Current policy is as follows: -

*There is no objection to S6 students taking driving lessons during the school week as long as this does not mean missing timetabled lessons. Where driving lessons are considered to be desirable or necessary, parents and students are strongly encouraged to arrange them at times where there is no impact on teaching time. The introduction of the Asymmetric week now allows students to plan and book driving lessons for Friday afternoons.*

*Please let the school know in advance if a course of lessons is being planned. Lessons which have not been notified in advance and / or result in the loss of teaching time will be classed as unauthorized absence.*

Driving lessons are a worthwhile activity, but the school's first priority has to be ensuring that a sound work ethic is maintained and academic success is not compromised.

## **Employment of Pupils**

The practice of secondary pupils working part-time is not unusual and, providing the hours are not excessive, can bring positive benefits beyond the financial rewards. Part-time working can help to foster a sense of independence and responsibility in young people and can help to take the pressure off family finances.

However, part-time working can also have a seriously detrimental impact on school work. Pupils who work long hours during the week are often tired in school, lack concentration in class and are unable to complete homework to a satisfactory standard and there have been some instances of this in recent times.

National legislation lays down detailed regulations for the part-time employment of young people, the breaking of which constitutes an offence. Parents should be aware that the offence committed is not by the young person, but by the employer or by the parent who fails to ensure compliance with the law.

Although the regulations do not apply to young people over the age of 16, a full programme of study at Intermediate and Higher level is very demanding and the benefits of working must be weighed very carefully against the impact on study time.

The regulations affecting part-time working may vary slightly from area to area and each local authority will have its own set of bye-laws governing the employment of children. A copy of the Comhairle's current by-laws together with an application form for a permit of employment is available on the school and council website.

## **SECTION FIVE – 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 School's Standard and Quality Report will be sent to parents in June each year. This report will also be available on the school's website.

### **School Improvement Plan**

The School Improvement Plan (SIP) will also be available on the website too. The SIP is designed to highlight the school's priorities and how these link with the local education authority's policies. The projects are designed to improve the school and are a three-year plan. The improvement agenda is discussed with parents and pupils as well as staff and all parents are encouraged to take part in this process.

### **Performance Information**

The school's performance at local and national level is set out at the end of this handbook in table form (Appendix 1). The trends and information on overall school performance at SCQF levels and leaver destinations are also included.

### **Transferring Education Facts about Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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 about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

## **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>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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 Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at **[mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk)** or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## Extra-curricular Activities

Staff and parents at SES work hard to provide a variety of interesting, enjoyable and challenging activities and experiences, which help our young people to develop as confident individuals and responsible citizens. These range from regular lunch-time and after-school clubs offering activities such as swimming, football, highland dancing and badminton to more ambitious projects and trips.

## Fire Skills Youth Engagement Programme

The programme was delivered by Scottish Fire and Rescue Staff supported by Community Learning Development, PC David Fraser (Police Scotland), Lucky to Be Here and staff from the Stornoway Airport Fire Station and Bristows Helicopters. The programme was funded through the Western Isles LEADER programme. Pictured below are pupils receiving their certificates.



The school strongly encourages pupil participation in a number of more challenging activities, which require high levels of commitment from pupils, but bring great rewards in terms of personal development.

Young Enterprise and Traditional Music are both areas of endeavor in which the school has an enviable record of participation and competitive success at local and national level. The Duke of Edinburgh award, which we offer in partnership with Community Education, is also well established at the school and many of our pupil's progress through to the silver and gold stage before leaving school.

The following list provides an overview of extra-curricular activities that can be on offer during the school session (however, due to Covid 19 no such activities could take place):

### *Secondary*

Swimming Club  
Senior Choir  
Scripture Union  
Girl Guides  
Boys Football Club  
Junior Badminton Club  
Archery  
Piping Classes

### *Primary*

Swimming Club  
Junior Choir  
Science Club  
Rainbows/Brownies  
Sradagan  
Junior Badminton Club  
Scouts  
Piping Classes  
Guitar/Accordion Classes  
Fiddle Club  
Art Lab  
Motive 8 Sessions

## Junior and Senior School Choirs

The Junior and Senior School Choirs have an excellent reputation at both local and National Mods. Although all children receive tuition in Gaelic singing as part of the curriculum, the school choir is run as an additional activity, and some practice is required after school hours, as well as some during the school day. The school's Gaelic Music Instructor, Mrs Jayne Macdonald is in charge of all matters relating to the choir.

If you wish your child to join the choir, there are certain criteria that must be adhered to upon entry:



- The choir must have 25% of its members fluent in the medium of Gaelic.
- Children are required to be able to sing in unison with others. It is important for all children to be able to do this, as songs often have an emphasis on part/ group singing.
- Children must be able to learn up to several songs at once. There is a very strong work ethic, which can let others down if children fail to practice all songs required.
- During competitions, children are expected to stay with the choir party at all times, for practice purposes.

If you feel that your child can meet these criteria, please make an initial appointment with Mrs Macdonald



We are undoubtedly indebted to the number of staff, parents and community members who give their time and commitment to supporting and delivering the variety of extra –curricular activities available to our children and young people.

**Please note that we are currently working on developing a section on our school website to celebrate our children's achievements, whether they are curricular or extra-curricular.**



## Activities Week



Our 'flagship event' for Secondary pupils however is the annual Activities Week, which is held during the last week of the summer term and offers pupils a remarkable set of opportunities.

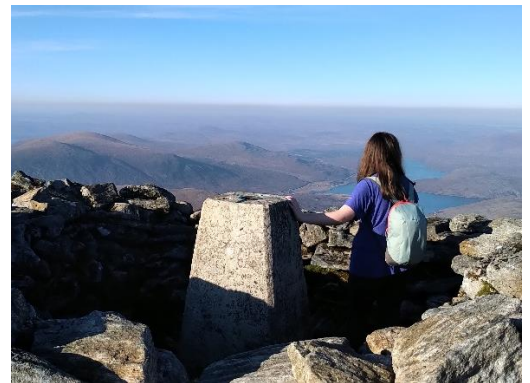
Activities week takes place during the last week of the summer term. Normal timetable is suspended and pupils participate in a programme of activities and experiences which we hope will excite, engage, challenge and inspire them.

In putting the programme together, we try to cater for all ages, abilities and tastes, so in addition to a

variety of outdoor and sporting activities, there are opportunities in the creative and expressive arts. All activities are fully compliant with the relevant health and safety guidelines and 'adventurous' activities such as sailing, kayaking and climbing are always led by fully qualified instructors. Pupils are able to participate in at their top choices.



There are significant costs associated with Activities Week - instructors, equipment, materials, transport etc - and although it is usually possible to access some financial support from corporate sponsors, the school has to find a shortfall of some £3,500 to cover costs. To help address the funding gap, parents are asked to make a flat-rate contribution - currently £15 per child. Additional funds are raised throughout the year by means of sponsored activities and the fundraising efforts of our extremely supportive Parent Council.



Due to Covid19, pupils participated in various outdoor activities at home in the summer of 2020. Pupils engaged really well in various outdoor activities during lockdown, ranging from walking, football, cycling, tennis, kayaking and even cutting peats. Enjoying some stunning scenery at the same time too!

