



Sgoil Uibhist a Tuath *School Handbook*



2024/2025





Sgoil Uibhist a Tuath

Bayhead, North Uist, HS6 5DS

Telephone: 01870 604884

E-mail: sgoiluibhistatuath@gnes.net

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

Executive Head Teacher: Miss Sarah Jane MacSween

Head Teacher: Mrs Dianne Morrison

Head Teachers' Introduction

Dear Parent/Carer and friends

We would like to welcome you and your child to Sgoil Uibhist a Tuath and extend a warm welcome to those of you joining our school community for the first time.

This handbook is designed to give you an insight into our school and highlights our vision, values and aims. The purpose of this handbook is to provide you with the information you require about our school and to explain our curriculum, priorities and high expectations.

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

Many of you will already have close links with the school and we look forward to working with you to strengthen existing relationships. Throughout the session various activities, events and meetings will be organised in order to involve you in the life of the school. We look forward to working together to develop a partnership that will enable each child to achieve their full potential and hope you enjoy being part of our flourishing school community.

Our aim is to provide an educational experience of the highest quality for all children. We work closely with other agencies to ensure all pupils are well supported and enjoy an education that encourages them to be the best they can be in order to provide them with skills for learning, life and work. We have a dedicated and hardworking staff who strive to provide challenging and exciting learning opportunities for all.

We are very proud and appreciative of the invaluable support we receive from parents and the wider community.

We look forward to meeting you in your time as a parent in our school.

If you wish to find out more about any aspect of our school please do not hesitate to contact us.

Yours sincerely

Sarah Jane MacSween (Executive Head Teacher) and Dianne Morrison (Head Teacher)

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Section One



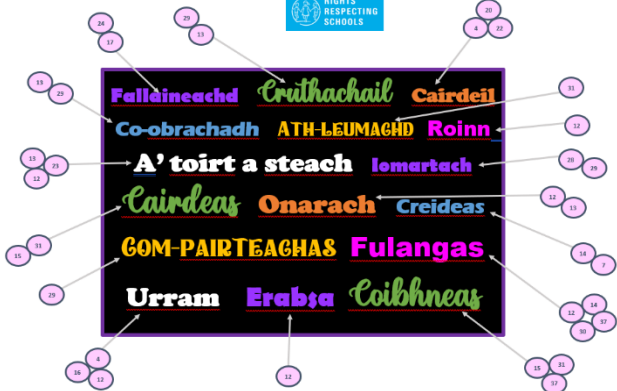
Ar Lèirsinn

Ag obair cho cruaidh sa 's urrainn dhuinn gus
gun ruig sinn àirde ar comasan.
To work as hard as we can to reach our full potential.

Ar n-Amasan:

- ❖ Create a welcoming and happy environment where children enjoy learning and staff enjoy working. - [UNCRC Articles 3, 28 & 29](#)
- ❖ Provide a safe and supportive place for teaching and learning. [UNCRC Article 4](#)
- ❖ Create an atmosphere of friendship, trust and honesty. [UNCRC Article 12](#)
- ❖ Respect each other and our differences [UNCRC Article 14](#)
- ❖ Play our part in taking care of our world [UNCRC Article 12](#)
- ❖ Use Gaelic in the daily life of the school [UNCRC Article 30](#)
- ❖ Respect the religious beliefs of the local community [UNCRC Articles 14 & 30](#)
- ❖ Work in partnership with parents and the wider community [UNCRC Article 12](#)
- ❖ Take care of our belongings and the property of the school [UNCRC Article 29](#)
- ❖ Celebrate achievement [UNCRC Article 29](#)
- ❖ Provide a variety of experiences and opportunities for learning (A chance to learn lots of different things) [UNCRC Article 29](#)
- ❖ Encourage creativity and enterprise [UNCRC Articles 13 & 29](#)
- ❖ Encourage health and wellbeing in mind and body [UNCRC Articles 24, 27 & 31](#)
- ❖ Promote outdoor learning and an awareness of our natural environment (machair, beaches, sticklebacks) [UNCRC Article 27](#)
- ❖ Develop life skills (cooking, woodwork, sewing, knitting, crocheting, caring for pets) [UNCRC Article 29](#)
- ❖ Learn about who we are, where we have come from and what makes us unique [UNCRC Articles 12, 13, 14, 15, 18 & 30](#)

Ar Luachan



Ar Luachan



School Information

Sgoil Uibhist a Tuath was opened in August 2016 as an amalgamation of 3 primary schools in North Uist, Carinish, Lochmaddy and Paible. The school serves all the villages in North Uist and the islands of Grimsay in the south and Berneray in the north.

The school is a mixed non-denominational school that provides education for children from Primary 1- 7. We currently have a roll of 80 pupils and the school provides teaching through the mediums of Gaelic and English.

In August 2022, CnES took over the management of Saoghal Beag Nursery. The nursery is known as Saoghal Beag Sgoil Araich Uibhist a Tuath. We very much look forward to working in close partnership and building positive relationships with the nursery staff, children and parents.

In Gaelic Medium education the whole curriculum is delivered through the medium of Gaelic for the first three years with English introduced as a second language in the fourth year. For further information on Gaelic Medium Education, please refer to page 29 of the handbook.

Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised. When the Head Teacher deems it necessary to form composite classes, parents will be informed.

School Floor Plan - (Appendix 1)

Contact Information

Name of Executive Head Teacher: Miss Sarah Jane MacSween

Name of Head Teacher: Mrs Dianne Morrison

Name of School: Sgoil Uibhist a Tuath

School Address: Bayhead, North Uist, HS6 5DS

Telephone: 01870 604884

E-mail: sgoiluibhistatuath@gnes.net



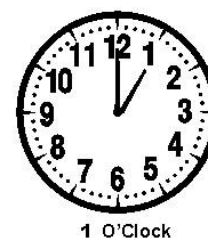
School Website

Our school website has just been created and will be updated regularly. Our newsletters, important reminders and information will be posted on a regular basis. We also use text messaging and email as a means of communication with parents.

Website: www.sgoiluibhistatuath.eileanansiar.sch.uk

School Hours

Start Time:	9.00am
Morning Session:	9.00am -12.30pm
Interval:	10.30am until 10.50am
Lunch break:	12.30pm until 1.15pm (1.20pm Friday)
Afternoon Session:	12.15pm -3.00pm
Finish Time:	3.00 pm (Mon- Thurs) 3.30pm (Friday)



Details of School Holidays 2023-2024 – (Appendix 2)

Gaelic Medium Education

Parents have the option to have their children educated through the medium of Gaelic. The school has three classes in the Gaelic medium stream (P1-2, P3-4 and P4-7). P1-3 is total immersion, P4 have English language introduced into their curriculum and at P5-7 stages bilingualism is further developed.

In Gaelic Medium education the whole curriculum is delivered through the medium of Gaelic for the first three years with English introduced as a second language in the fourth year.

Gaelic Medium Education is an option within Scottish education that gives children and young people an opportunity to become fluent in Gaelic. As children and young people move from stage to stage, they will continue to develop their fluency. In so doing, they also fulfil all the aims and goals of Curriculum for Excellence and accrue all the benefits of bilingualism. (Education Scotland)

The advantages of becoming bilingual

- Being bilingual helps children become more aware of language itself and how it works. A child speaking Gaelic will know that some nouns are masculine and feminine. This makes it easier to learn languages such as French and Spanish where the same rules apply.
- Having two languages offers many career opportunities.
- They are better readers, and generally find it easier to learn other languages.
- Children in Gaelic medium education (GME) can be fluent in two languages with advantages learning other ones.
- Having two languages can access different literatures and more ways of thinking and acting.
- Gaelic bilinguals have a better understanding of the wider Scottish cultural identity.
- Children exposed to different languages at an early age tend to be more focused at 'multitasking', than children who speak one language.
- Research shows that children educated through Gaelic are on par with or outperform children educated in one language. (Bòrd na Gàidhlig)

For further information on the benefits of GME (1) and FAQ's relating to GME (2) please refer to the following links created by Evelyn Coull NicLeòid, CNES, Gaelic Education Manager:

Link 1

<https://vimeo.com/642371384/59d09fcd49>

Link 2

<https://vimeo.com/showcase/9069192>

GAELIC FIRST POLICY

Comhairle nan Eilean Siar operates a Gaelic First enrolment system where your child will be automatically enrolled in Gaelic Medium Education unless it is specifically requested to do otherwise. Currently, more than 50% of children are enrolled in GME at P1. We want to see this number grow in order that we both retain our language and provide all our children with the many benefits bilingual children gain through the acquisition of another language.

For further information on Gaelic Medium Education and Gaelic (Learners), please refer to:

<https://www.cne-siar.gov.uk/leisure-sport-and-culture/gaelic-language-and-culture/>

or email gaelic@cne-siar.gov.uk

School Staff

Senior Management

Executive Head Teacher
Head Teacher

Miss Sarah Jane MacSween
Mrs Dianne Morrison

Class Teachers

P1-2 GME

Mrs MacInnes

P1-4 GLE

Miss Buchanan

P3-4 GME

Miss Steele (Probationer Teacher 4 days)
Mrs Findlay 1 day (Probationer Teacher Cover)

P5-7 GME

Miss MacKay (3 days) and Mrs Morrison (2 days)

P5-7 GLE

Mrs Ellwood

Support for Learning Teacher

Mrs MacGillivray

Nursery Teacher GME

Miss MacKay (1hr per week)

Nursery Teacher GLE

Miss MacKay (1hr per week)

RCCT (Reduced Class Contact Time)

RCCT Teacher P1-7 GME

Miss MacKay

RCCT Teacher P1-7 GLE

Mrs MacGillivray

School Instructors

Chanter Instructor

Mrs Esther MacDonald

Fiddle Instructor

Miss Anna Black

Non - Teaching Staff

School Assistant

Mrs Elaine MacKenzie

Education Attainment Officer

(Mon-Tue)

Mrs Celia MacSween

Support for Learning Assistant

(Thurs)

Mrs Morag Ann MacIassac (Supply)

Support for Learning Assistant

(Monday)

Mrs Fiona Stewart (Supply)

Support for Learning Assistant

(Tue & Wed)

Mrs Cirsty MacInnes

Support for Learning Assistant

(Mon-Fri)

Mrs Amy MacIntosh

Support for Learning Assistant

(Mon - Friday)

Miss Kayreen MacLeod

Support for Learning Workers

Mrs Kate Ann MacRury

Miss Katelin Morrison

Janitor

Vacant Post

Cook-in-Charge

Mrs Wendy MacInnes

Kitchen Assistant

Mrs Joan Marie Johnson

Canteen Supervisor

Miss Kirsteen MacKinnon

Head Cleaner

Miss Catherine Laing

Cleaner

Miss Harriet MacDonald

Cleaner

Miss Kirsteen MacKinnon

Cleaner

Mrs Mary Flora MacDonald

Work Experience and Students

Throughout the school year we welcome university students and secondary school pupils on work experience. Their contribution to school life is very valuable and our children benefit greatly from their input.

Specialist Teaching Timetable

Please note that this timetable is subject to change

Wednesday	Mrs MacDonald – Chanter/Piping	1.15pm– 3.00pm
Tuesday	Miss Anna Black – Fiddle	1.15pm-3.00pm
Thursday	Miss Peigi MacVicar – Gaelic Singing	9.00am – 3.00pm

School Office

The school office is open daily from 08:30 to 16:00. The school building is fitted with a secured entry system. All visitors should press the buzzer for the school office at the main entrance, where you will be directed appropriately. Entrance to the school is restricted to the main front door. No parent should enter the school via the side doors.

If you wish to speak to any member of staff you must:

- report to the school office
- sign in
- wear a visitor's pass at all times
- sign out before leaving

Emergency Closure

We make every effort to maintain a full educational service but it may be necessary, occasionally, to close the school at short notice and send the pupils home - for example in exceptionally bad weather or if the electricity or heating system fails. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur.

The School will ask each parent to provide the address and/or telephone number of a person who can be contacted in these circumstances. Parents should also feel free to contact the school if they are concerned about the safety of their children because of severe weather conditions, and are free to call for them at any time.

Emergency Closure (continued)

School closures are usually announced on Radio Nan Gaidheal's morning news programme and posted on the council website. The school and Council will also make every effort to inform parents via text, email, social media and messages using the Groupcall messaging service.

Bus drivers will also have been informed of school closures prior to collecting children. In the event of an early closure the school will contact all parents or emergency contacts via Telephone or Groupcall messaging service to notify them of the closure and the reason.

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

If any parent is unsure whether the school is open or not they can also contact FAIRE on 01851701702 or 01870602425 before 9am.

Enrolment

Infants join the School in August each year but enrolment usually takes place at the end of January/beginning of February on a date notified by press advertisement to parents of prospective pupils. Children who will be five years old before the last day of the following February are eligible for infant enrolment. At the time of enrolment, parents should bring their child's birth certificate with them to the school and should inform the school of any medical problems or special needs which their child may have. If you are enrolling your child at any other time you will be shown round the school at the time of enrolment, when you and your child will be able to see the classrooms and meet the appropriate teacher.

Placing Requests

Parents of children who live outside our official catchment area and who wish their child(ren) to attend Sgoil Uibhist a Tuath must submit a placing request to the Director of Education for approval before their child can be accepted for enrolment to the School.

Parents who wish to make a placing request should contact: Mrs Mary Clare Ferguson, Head of Education, Lionacleit Education Centre, Benbecula, Tel. 01870 604880.

School Uniform

'Better Behaviour – Better Learning', states that in many schools with a high ethos of achievement, there has been a sustained effort to either maintain or introduce a dress code to the school. The benefits of a dress code can be summarised as follows:

Differences between pupils are reduced, which in turn reduces some of the causes of isolation and bullying.

- The self-esteem of particular groups of pupils can be improved.
- Security can be improved – it is easy to spot who does and who does not belong to the school community, especially on trips out of school.
- Pupils can feel a stronger sense of belonging and commitment to the school.
- It can improve the image of the school in the local community.
- It can create a sense of purpose within the school environment.

The Comhairle's Policy is that pupils attending schools within the Western Isles should wear school uniform. The policy, and guidelines on its implementation, are set out in Appendix J7 in the Schools Administration Handbook.

The Parent Council supports the Head Teacher and the teaching staff in maintaining the high standard of appearance of all pupils. The appearance of pupils can reflect the quality of the school and it is therefore important that all pupils adhere to the DRESS CODE POLICY. We are confident that all parents share this view and will support the school by ensuring their child/children attend school wearing the correct uniform.



School Uniform Dress Code

There is a standard uniform for all pupils at Sgoil Uibhist a Tuath which consists of:

- Purple school sweatshirt with school logo (scoop neck/V-neck)
- Purple school cardigan with school logo
- Plain white polo-shirt (school logo optional)
- White blouse/shirt
- School tie
- Plain **black** knee length skirt/pinafore dress/ trousers
(**no jeans/leggings/skinny leg trousers**)
- Plain **black** trousers/shorts (no jeans/leggings/skinny leg trousers)
- Purple check A-line dress (Summer months)
- Plain **black** tights or white/black socks
(sports socks only to be worn during PE lessons)
- **Black**, plain, formal and polished shoes (leather like – not canvas). **Black** trainer style shoes are not acceptable
- Plain **black**/ white socks (sports socks only to be worn during PE lessons)
- **Black**, plain, formal and polished shoes (leather like – not canvas). **Black** trainer style shoes are not acceptable

PE Kit

- Plain white T shirt (School logo optional)
- Plain **black** shorts/sports leggings
- White socks or sports socks
- Plimsolls or trainers

All PE kits should be free from any logo or brand name, apart from the school logo.

FORMAL OCCASIONS

Our uniform for formal occasions consists of:

Formal School Uniform

- White shirt/blouse
- School tie
- **Black** knee length skirt or trousers
- **Black** trousers
- Plain **black** tights or white socks
- **Black**, plain, formal and polished shoes (leather like – not canvas). **Black** trainer style shoes are not acceptable

Ordering Uniforms

Sgoil Uibhist a Tuath's uniform can be ordered through the school office. Our range of school uniform can be viewed via the school website.

Uniform Price list – (Appendix 3)

Second Hand Uniforms

Second hand laundered uniform donations are displayed at the front entrance for easy access for all families.

Footwear

All children should wear plain black, formal shoes (leather like – not canvas). Black trainers are not acceptable.

In the event of inclement weather, children may wear black boots or wellington boots to school but these MUST be stored in a bag and school shoes worn whilst inside the building.

Trainers may only be worn during physical activities.

School Uniform

FREQUENTLY ASKED QUESTIONS (Appendix 4)

We encourage parents and carers to contact the school if they are unsure about any aspect of the school Dress Code Policy

Footwear and Clothing Grants

All parents in receipt of Income Support, Income Based Job Seekers' Allowance or certain levels of Tax Credit are eligible for a clothing grant from the Education Authority to ensure that their children are able to make full use of educational provision. Application forms for clothing grants are available from the Education and Leisure Services Department, Comhairle nan Eilean, Sandwick Road, Stornoway: Tel. 0845 6007090.

<https://www.cne-siar.gov.uk/media/4665/mealsclothingapplication.pdf>

Jewellery

For safety and appearance; pupils are allowed to wear one plain stud in each ear lobe. Any other piercings are not permitted.

All jewellery must be removed before physical education lessons or sports activities.

Equipment

The school provides all the necessary textbooks, exercise books etc., but each pupil should have a pen, pencil, sharpener, ruler and rubber, as well as a school bag in which to carry them. All items of equipment should be marked with the pupil's name. Pupils are strictly forbidden to have items which display any professional football team.

Electrical Equipment

If mobile phones, electronic devices or electrical items are brought into school, they must not be used during the school day. Use of mobile phones/electronic devices/electrical items during school hours will result in them being confiscated. The school will not accept responsibility for any loss or damage.

All clothing and personal **items should be clearly labelled with your child's name**. This is especially important as uniform items look similar and can easily be confused for another child's.



Travel to and from School

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

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

Travel to and from School (continued)

Payment for tickets can be made by direct debit. 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 pickup 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.

For Further information regarding bus travel to school as well as the purchasing of travel passes please contact the Lionacleit Education Centre on 01870 604880.

The School Transport policy can be viewed at:

<https://www.cne-siar.gov.uk/media/4760/home-to-school-transport-policy.pdf>

School Parking

Our first priority is for our children to be able to arrive and leave the school safely at the end of each day.

We ask that all visitors and parents observe the following procedures.

- Designated parking within the school area **should be used when visiting the school.**
- In the morning the entrance within the school area should only be used as a drop off point. This area must be kept clear to allow buses to drop children off safely.
- At the end of the school day the entrance area must be kept clear of all vehicles to enable buses to pick children up safely.
- Once the buses have left the entrance area parents have two options.
- Parents are free to drive into that area to collect their child/ren.
- Parents can park in the designated parking area and collect their child/ren from the shelter at the side of the school building.

It is important that all parents cooperate with these instructions in order to ensure the safety of all children.

Please do not park your car on the pavement outside the school gates.

School Meals

Canteen Price List - **(Appendix 5)**

School meals are paid for daily.



The Head Teacher and a canteen supervisor are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.

For children who bring in a home packed lunch it is just as important to make sure the lunchboxes that children take to school provide a healthy, balanced lunch. A fridge is provided to ensure that lunches are kept chilled.

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

Special Dietary Requirements

Please inform the school if your child has any special dietary requirements or allergies so that this information can be passed onto the school kitchen and school staff.

Special Diet Form - **(Appendix 6)**

Meals are free for P1 – 5 pupils. Parents should let the school know in advance if their child has any special dietary requirements. Children are entitled to a free midday meal where they are:

- children of families who receive Income Support
- children of families who receive Income Based Job Seekers' Allowance
- children of families who receive support under Part VI of the Immigration and Asylum Act 1999
- children who receive Income Support or Income Based Job Seekers' Allowance in their own right
- children of families who receive Child Tax Credit but do not receive a Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £13,230

Further information and application forms can be obtained from the school, or from: The Education and Leisure Services Department, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Tel: 0845 600 7090.

<https://www.cne-siar.gov.uk/media/4665/mealsclothingapplication.pdf>

Healthy Break Time Snacks

We aim to promote healthy eating at school and encourage parents to provide healthy snacks for their children at break times.

Drinking water is available in school at all times. We encourage all parents to ensure their children are given healthy snacks and packed lunches. We would request that parents support this policy.

Water Bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water cooler available to top up bottles. Please bring a named water bottle to school. School water bottles are available for purchase from the school office at £3.00 each.

Walk a Mile

Every child in the school runs or walks a mile at a time of the teacher's choosing. The children are not required to change for this activity and go out in all weathers. In addition to the physical benefits, the initiative provides many opportunities for cross curricular learning and teachers and parents have noted that it has improved relationships between children as well as between pupils and staff.



Medical & Health Information



Medical and Health Care

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

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

The school dentist visits annually to check P1-P7 pupils. A letter is issued to parents prior to the examination for consent and parents are informed whether or not any further treatment is required.

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

School Staff work closely with the Speech Therapy and Occupational Therapy Departments when necessary.

Height, Weight and Hearing checks are carried out in P1 and at other times if required.

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

In Primary 7 the school nurse speaks with the older children to support them in understanding body changes as they approach puberty.

Administration of Medicines



Teachers and School Assistants will not issue medicines to pupils unless they have been prescribed by a doctor and have written consent from parents. In the case of long term or regular medication being taken, clear written instructions are needed in case the regular member of staff is absent and there is a temporary member of staff involved. If your doctor recommends that your child requires medicine during the school day you must complete an **Administration of Medicine Request Form**, which can be obtained from the school office.

- (Appendix 7)

For the safety of pupils the authority will not allow medicines to be given or taken at school until this procedure has been followed. The appropriate forms are available from the School Office.

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

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

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

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

Supervision of Playground

An adult presence is provided in the playground at break times in accordance with the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. During intervals, our school assistant, support staff and janitor interact with the children and are vigilant to ensure that they are happy and safe.

There is janitorial supervision in the playground from 08.45. In the event of extreme weather this supervision is moved inside and children are allowed indoors. Please note that children are not allowed into the school until the supervision is in place.

Outdoor waterproof clothing is provided for all children to allow for outdoor learning and play outside during inclement weather.

Indoor Intervals

From time to time a decision is made for children to have their break indoors. As teachers will also be having their break at the same time, supervision will be provided by support staff. We therefore require, in the interests of safety, the highest standards of behaviour.



Section Two

Parental Involvement

Our school recognises that parents play an important part in their children's education. Children do better and achieve more when parents and school work closely together. Sgoil Uibhist a Tuath values Parental Involvement as an effective way of enhancing school achievements and promoting better ethos and communication.

We hold two parents' evening a year where we share information with parents about children's progress. We are happy to arrange individual meetings with parents at any other time during the year as the need arises.

In each term parents are given a detailed report on their child's progress in numeracy, literacy and health and wellbeing. In term 3 a detailed report on their child's progress in all curricular areas is given. Parents and children are invited to add their own comments to these reports which provide useful feedback to the teachers.

Each child is issued with a homework diary which is used not only as a diary, but as a means of communication between home and school. Parents are asked to check and sign the diary each time homework is completed. The diary also includes some details of school events and is therefore a very convenient way for parents to keep up to date with what is happening each term.

Learning Journeys

All children from P1 to P7 have a Learning Journey which they complete throughout the session with support from their class teacher.

Learning Journeys include:

Target setting, personal achievements, evidence of children's work, assessments, reflection of their year, etc.

Teachers' comments will be inserted regarding your child's learning and progress at the end of each term. Learning Journeys will be shared with parents on a termly basis. Parents are encouraged to write comments for their child to read.

Parents Views

We sample parents' views annually and share these with parents. Following consultation with the Parent Council we decide on how best to act on any issues arising and draw up an action plan. We also encourage parents to share views and ideas through our suggestion box which is for all pupils, parents and staff. We try to keep parents regularly updated through our school website, Facebook page, newsletters, letters, Groupcall and programmes of events throughout the year.



Communication

Positive lines of communication between home and school is an essential element of the work of all schools. We value the regular liaison between home and school and we appreciate the time you take to ensure this happens regularly.

To ease communication we communicate with parents/carers in a range of ways including:

- Newsletters (we include a tear-off slip for your views)
- School website
- Announcements made on Radio nan Gaidheal
- Homework diaries
- Learning Journeys
- Letters, text and email messages to inform of events and provide relevant information

The Head Teacher is at the front door each morning welcoming the children to school as part of the informal entry system and during dismissal at the end of the school day. Parents are welcome to speak informally to the Head Teacher at this time. For matters of a more serious or sensitive nature, you should contact the school and arrange to speak to the Head Teacher in the first instance and then the Class Teacher.

Parent Council

Parent Councils were introduced by the Scottish Government in 2007 to replace School Boards and to encourage local communities to work with schools in the education of children and to provide a means for the expression of parents' interest and view. Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council.

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)

Sgoil Uibhist a Tuath's Parent Council forms a particular link between parents and the school. We have a very active Parent Council who meet at least once a term and all parents are welcome to attend the meetings. The members are actively involved in moving the school forward. Their contribution to the development of the curriculum and school plans is invaluable.

The current Parent Council members are:

Chairperson: **Mr Conor Lawless**

Vice Chair: **Mrs Emily Durie**

Secretary: **Mrs Alana MacInnes**

Treasurer: **Miss Claire Imlah**

School Volunteers

Sgoil Uibhist a Tuath actively encourages and welcomes volunteers to participate in school activities.

Activities included the following: School grounds maintenance, Library support, accompany the children on school trips, supporting afterschool clubs, providing Gaelic support or help at the drop in cafe. We feel this support generates substantial benefits and is valued by all concerned.

All volunteer helpers undergo a PVG Scheme check (formerly Disclosure Scotland) before working with our children. Parents wishing to become included in these types of activities have to undergo a PVG check. This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper.

The following web site gives useful information for parent councils

<https://education.gov.scot/parentzone>



The Curriculum 3-18



The Four Capacities

Curriculum for Excellence aims to improve our children's life chances, to nurture successful **learners, confident individuals, effective contributors, and responsible citizens.**

A Curriculum for Excellence balances the importance of knowledge and skills.



The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

- **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes.

Each area contributes to the four capacities.

- **Interdisciplinary learning**

How the curriculum should include space for learning beyond subject boundaries.

- **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

- **Opportunities for personal achievement**

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

The Curriculum 3-18 (continued)

In addition, children learn through all of their experiences - in the family and community, mother and toddler, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make. It is the responsibility of schools and their partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.

Curriculum for Excellence is based on 7 principles: Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance. There are also 6 learner entitlements: a broad general education, a coherent curriculum, support, positive and sustained destinations, a senior phase, skills for learning, life and work. In Sgoil Uibhist a Tuath we embrace A Curriculum for Excellence and focus on children's experiences to ensure they receive the best possible educational outcomes.

A system of monitoring and evaluation is in place to make sure that our programmes of study and resources are appropriate and that effective learning is taking place. Our curriculum is supported by clear planning, active methodology and continuous professional development for staff. We strive to ensure that the education we provide is deep, challenging and relevant and that there is an element of choice and responsibility for learners.

To ensure continuity teachers and practitioners will share information to plan a child's 'learning journey' from 3-18 helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. We aim to make transitions as seamless as possible from Nursery to Primary, between stages in school and at the Primary/Secondary interface.

As well as improving the quality of learning, attainment and achievement for children, there is a focus on ensuring that they experience success in all areas relevant to growing, living and working in the modern world. Within Sgoil Uibhist a Tuath we emphasise children's achievement as well as attainment. Through Curriculum for Excellence, children enjoy greater choice and opportunity to help them realise their potential.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

The areas covered by a curriculum for excellence are: **Languages, Numeracy and Mathematics, Sciences, Social Studies, Expressive Arts, Religious and Moral Education, Technologies, Health and Wellbeing.** These curricular areas may be taught as discreet strands but may also be part of an INTERDISCIPLINARY approach when aspects of many curricular areas are taught within a common theme providing important links in their learning.

Interdisciplinary Learning

This refers to learning based upon experiences and outcomes drawn from different curriculum areas or subjects within them. The aim of Interdisciplinary Learning is:

- To ensure progression in skills and in knowledge and understanding
- To provide opportunities for mixed-stage learning which is interest based
- To enable learners to make connections between different areas of learning
- To contextualise learning to give practical applications to abstract ideas and to develop cognitive skills
- To increase pupil choice, planning and decision making through chosen themes and projects

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Curriculum Levels

The levels of A Curriculum for Excellence are:

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

First Level covered between P2 and P4

Second Level covered between P5 and P7

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

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

In the Early stages there is an emphasis on learning through play which is a natural way for children to learn. The pupils may think they are playing but the teacher ensures that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way. It encourages the children to co-operate with each other and become independent, imaginative and collaborative learners. Throughout the school teachers apply active learning strategies to deliver the curriculum.

Learning Environments

Curriculum for Excellence also encourages extending the learning beyond the classroom and into the local environment. Through a variety of activities pupils are motivated and enjoy work covering all areas of the curriculum. Learning outdoors and visits are planned throughout the year.

Within classes, children are helped to develop socially and educationally by working in groups. Our pupils may work in ability, mixed ability, friendship and collaborative groups. The groups change according to the area of study being undertaken and teachers use a variety of strategies, i.e. group and individual teaching methods in their work programs.

Skills

The CfE emphasises the development of skills for learning, life and work. We use Blooms Taxonomy to identify skills used at school. These are wide ranging and include:

Higher order skills - thinking about complex issues, problem solving, analysis and evaluation and creativity.

Critical thinking skills - making judgements and decisions, communicating, co-operating with others, self-organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

Languages and Literacy

The English Language Curriculum is made up of 3 components

READING WRITING LISTENING and TALKING



Using innovative and engaging teaching strategies, we endeavour to develop in each pupil competence, confidence and enjoyment in listening, talking, reading and writing. Reading is a very complex process involving many skills. Children are taught phonics or 'sounds' and blend these to make words, they are also introduced to common words. Our school develops all of these skills through a number of structured reading schemes including Storyworld and Literacy World. Reciprocal Reading strategies are used to develop higher order thinking and reading skills and provide opportunities for the children to discuss, analyse and evaluate a range of texts. In addition, a variety of resources are used to develop language skills. Children are encouraged to read a variety of texts for enjoyment which they can access through our school and Linclate Community Library within Sgoil Lionacleit.

Written language covers spelling, grammar, personal, imaginative and descriptive writing, poetry, writing of summaries, comparisons and instructions, letter writing, designing and completing simple forms.

As Listening and Talking permeates the curriculum, we encourage our pupils to express themselves confidently and to listen carefully. We create many opportunities for the children to give talks to a variety of audiences. Children take part in talks, discussions, debates, drama and reciting poetry. Listening for information or to each other is a skill we develop throughout the school. There are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors and parents.

From P1 through to P7 the children are taught Gaelic. We use Go Gaelic materials as our core resource. There is also emphasis placed on using classroom games and interactive methodology to enhance the development of language skills.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate.

Modern Languages

Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.

The Scottish Government's policy, [Language Learning in Scotland: A 1+2 Approach](#), is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards. Gaelic will be taught at all stages.

Learning a new language in the early years should be enjoyable. Children will be introduced to Gaelic with a gentle approach, little and often. This will consist of games, songs, rhymes and stories as well as day to day instructions and conversational phrases. The emphasis will be on listening and talking and having as much fun with the language as possible. There will also be opportunities to learn about the cultures and customs of others.

Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020. In Sgoil Uibhist a Tuath Children from P5-7 will have the opportunity to also learn the French language and culture.



Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions.

Teachers use a variety of methodologies to develop sound mathematical knowledge and skills. The development of mental maths skills is a priority. We provide a carefully structured and balanced maths programme which includes:

- Number
- Money
- Measurement
- Shape, position and movement
- Information Handling
- Problem solving and enquiry

Pupils study all of these aspects at a level appropriate to their own individual stage of development. The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in everyday situations. We are committed to ensuring that children develop high levels of numeracy skills through their learning across the curriculum.

Mathematics and Numeracy (continued)

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

The main teaching resource used to support the teaching of numeracy skills is Big Maths. Other mathematical skills are developed using Heinemann Mathematics and Tee-Jay Mathematics.

Mathematics is about solving problems not just 'doing sums'. The ability to calculate quickly is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life situations. We promote a deep understanding of number so that our pupils have different strategies to hand, to solve a calculation.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future

From early in life, numbers, patterns and shapes intrigue children and often form part of their play. As they develop, they learn to count, measure and calculate, and apply these skills to analyse and solve problems in different contexts. Children can be highly motivated by rewarding and successful experiences in mathematics.

Features of learning and teaching in mathematics include:

- understanding of the purposes of the mathematical processes they are learning
- learning in depth to ensure development of understanding of the concepts
- development of secure skills in applying processes making
- imaginative, effective use of technologies, resources and teaching approaches
- the placing of the ideas and applications in relevant contexts
- problem solving as an integral part of all learning and teaching in mathematics

Health and Wellbeing

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children. It ensures they develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

The Health and Wellbeing curriculum encompasses three areas:

- ❖ Personal and Social Education
- ❖ Food and Health
- ❖ Physical Education



When dealing with sensitive aspects of learning e.g. relationships, sexual health and drug awareness letters will be sent home to parents prior to the activity. The school fosters close links with multi agencies involved with health education. Lessons are delivered by professionals from each specialist field in partnership with the school. Parents wishing to withdraw their children from these lessons should send a letter to the Head Teacher indicating their wishes.

As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of active and healthy living. We strive continually to:

- ❖ improve the health and well-being of all children, staff and members of the wider community, working in partnership with children, parents, staff and key agencies
- ❖ promote fairness and respect for self, others, the community and the environment
- ❖ provide children with an appropriate health curriculum and personal and social development programme
- ❖ ensure our school is a safe and supportive learning environment for all

Physical Education

Our children participate in two hours of well-planned P.E. delivered by PE specialist teachers each week. P4 children benefit from attending swimming lessons for a block of 8 weeks. Athletics, gymnastics, games and Scottish Country dance are all taught using National Guidelines. Children are encouraged to appreciate the benefits of healthy living and physical fitness. Teachers, Active Schools Coordinators and visiting coaches train the children in sports such as basketball, football, tennis, dance, mini golf and rugby. Our children attend festivals and competitions throughout the year.



Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education

Expressive Arts

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. Our children get the opportunity to put these skills into practice during assemblies and productions as well as taking part in community events.

Art and Design

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

Music

This plays an important part in school life. Children play tuned and non-tuned percussion instruments and traditional Scottish instruments. Primary 5-7 receive instruction in either Chanter or Fiddle from the Youth Music Initiative. Pupils in primary 5 receive (YMI) general musicianship and pre-instrumental programme commencing early in the first term. This is followed by instrumental music tuition and recruitment which takes place towards the end of a 20-week programme.

Dance

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

Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values and ideas



Social Studies

Through Social Studies, 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 of how it has been shaped. Social Studies may be approached individually or integrated into carefully managed programmes of topic studies by making connections across and between subject boundaries. Films, books, television, radio, visiting speakers and educational visits can all be used to consolidate the skills and content of this curricular area.

Social Studies (continued)

Children will participate in activities incorporating the 3 main organisers:

People, past, events and societies: including:

- people in societies
- people and events in the past



People in place and environment: including:

- people and landscapes
- people and communities

People in society, economy and business: including:

- society and the economy
- decision-making in a democracy

Learning through social studies enables children and young people to:

- Broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- Develop the capacity for critical thinking, through accessing, analysing and using information
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures.
- Establish firm foundations for lifelong learning and, for some, for further specialised study and careers.



Technologies

The technologies curriculum relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational skills, problem solving and planning. Information Communication Technology (ICT) is an integral part of this curriculum area.

Computers are an important aid to learning and teaching and are used extensively at all stages. We use laptops where our progressive skills programme is taught. All classes have interactive whiteboards. Children have access to classroom computers and a wide range of software is used to introduce and consolidate skills across the curriculum.

Technologies (continued)

ICT is used to deepen learning and share learning experiences in a variety of ways such as Glow and educational software to facilitate learning.

Safe use of ICT is essential. Our school is in the process of creating an Internet Safety Policy where children will be required to sign a responsible user agreement to show that they will act in a responsible way when using ICT.

Learning through technologies enables children and young people to:

- Develop an understanding of technologies and their impact on society - in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- Gain the confidence and skills to embrace and use technologies now and in the future
- Evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the Sciences, pupils develop an understanding of the environment and their place in the living, material and physical world. They also develop an understanding of the impact of science on their world. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through science children engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Children participate in activities incorporating the key concepts identified:

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

Sciences (continued)

Learning through the sciences enables children and young people to:

- Investigate their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.

Religious & Moral Education

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

Learning through religious and moral education enables children and young people to:

- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- Develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- Develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action

Spiritual, Moral, Social & Cultural Values

As a non-denominational school, we can have pupils from different religions and backgrounds. All pupils are taught Religious and Moral Education each week. The programme for Religious Education in our school aims to help pupils learn about Christianity and Other World Religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

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

We have developed a very positive relationship with our school chaplains. They are always keen to offer support and are actively involved in enhancing the life of our school. Family members are warmly invited to meet the team at the beginning of each session. The chaplains attend many school events including our annual Christmas Carol Service which takes place in the local church.

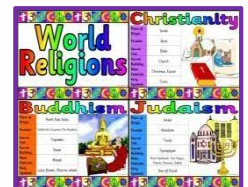
Assemblies contribute to the whole school ethos allowing us an opportunity to come together as a community. They also allow pupils to be involved in experiences which stimulate, challenge and extend their capacities for spiritual response to the world in which they live.

Religious Observance

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

Further information can be found on the following link

<https://education.gov.scot/Documents/cfe-briefing-16.pdf>



More information regarding Curriculum for Excellence is available at Education Scotland website <https://education.gov.scot/>

Standardised Assessment

Standardised Assessment is an important part of how teachers know what progress is being made. In the classroom, teachers are constantly questioning, listening, observing and correcting.

Questioning is used well and involves all children. All pupils are actively involved in recording their progress in their Learning Journeys. Pupil self-evaluation is really well developed through the use of Learning Journeys, with learners becoming aware of their strengths, areas for development and next steps. Sometimes teachers set specific tasks or use commercially produced assessment materials to obtain evidence of what has been learned throughout the year.

Pupils are encouraged to work with the teacher and their classmates to assess their work and to identify how to improve. This also helps them set personal targets for their own learning which are shared with parents.

Research has shown that learners learn best when:

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

All the teachers working in the school plan collegiately for assessment across all the curricular areas.

Formative assessment, where teachers and pupils work together to set targets and determine whether these have been met, is used alongside summative assessment. This information is recorded, along with examples of work which confirm targets being achieved.

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals. A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on.
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning

Standardised Assessment (continued)

Your child's progress is not only based on formal assessments, but on the learning that takes place within the classroom and in different settings out with the classroom. Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or studio clip as part of a particular learning experience. Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

Reporting to Parents

Pupil reports are sent home every term in their Learning Journey highlighting your child's key strengths and development needs while also giving an overview of their progress. During each session two Parent Evenings are held where parents can view and discuss their child's work with the class teacher. In addition to this there are Open Evenings prepared by pupils and staff where pupils have the opportunity to share their work. Parents are welcome to make an appointment at any time during the school year if they would like to discuss any concerns regarding their child(ren)'s learning.

Homework

Homework is given out at the discretion of the class teacher and should not normally take more than 30 minutes to complete (10-15 minutes for Early Stages). The school encourages children to spend some time each evening reading as part of a reading programme or for pleasure. A variety of homework tasks provide practice in skills already learned in school, but will not be lengthy exercises. Occasionally children will be asked to do some research at home for class projects. We wish parents to supervise their children's work whether it be listening and sharing reading or giving help in other tasks.

**Parents are encouraged to take an active part in their child's homework –
(Appendix 8)**



Section Four

Pastoral Support Arrangements

Getting it right for every child (GIRFEC)



GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

The School is committed to developing a climate of care amongst all members of the community. The central part of that commitment lies in care and support on a personal level for every pupil by the staff. Such care depends upon creating a positive environment in which staff take a personal interest in those pupils with whom they are involved, not only in lessons but also in the variety of activities that the school offers. It also depends upon open communication between staff, but also between staff and parents.

Getting it right for every Child (GIRFEC) is a Scottish Government initiative to provide a consistent way for people to work with all children and young people. The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to and where they feel secure in their ability to discuss sensitive aspects of their lives:

- in promoting a climate in which children and young people feel safe and secure
- in modelling behaviour which promotes health and wellbeing and encouraging it in others
- through using learning and teaching methodologies which promote effective learning
- by being sensitive and responsive to the wellbeing of each child and young person

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

For more information please visit: www.scotland.gov.uk/gettingitright

Support for Pupils

Additional Support

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.



Getting It Right For Every Child (GIRFEC)

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.

Staged Assessment & Intervention - (Appendix 9)

At Sgoil Uibhist a Tuath we value partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head Teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

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

In addition, an Educational Psychologist advises on the varied behavioural and learning difficulties which all pupils can experience. He/She 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**.

Staged Assessment & Intervention (continued)

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
- Advice and information is also available at <http://www.enquire.org.uk>

Further information locally can be obtained from the School or Executive Head Teacher, Mrs Anne Graham.



Child's Wellbeing Plan

When it is identified that a pupil requires additional support, the Class Teacher and Head Teacher will inform the Learning Support Manager and discuss the support required and the strategies being implemented by the class teacher. This will be recorded on the Child's Wellbeing Plan and feedback will be sought from the pupil and parents. The parents will receive a copy of the plan. Strategies detailed on the plan will be evaluated throughout the year.

If further support is required, parents will be contacted again to discuss this. It may be decided that advice or help is required from other agencies. If this is necessary, then parents will be asked for permission for the school to undertake this.

During Child's Plan meeting there may also be representatives from other agencies e.g. Speech and Language Therapy and Social Work. At these meetings we have the opportunity to share advice and expertise in order to support children in the best way possible. Parents' and children's views are expressed at these meetings. Strategies and any support suggested will be conveyed to parents.

A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Co-ordinated Support Plan.

Child's Wellbeing Plan (continued)

Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all, that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including Language and Mathematics.

If you feel that your child may require some additional support please in the first instance contact the Head Teacher to arrange to speak to their Class Teacher.

www.scotland.gov.uk/gettingitright

Specific Learning Difficulties (Dyslexia)

Dyslexia is a specific learning difficulty. We use the term when a child is struggling with aspects of reading and writing and there is a clear difference between these and the way they perform in other areas of school work.

If you think your son or daughter may be dyslexic, your first step is to approach the school. Strategies are put in place to help deal with any problems which teachers or parents have identified. Assessments may be carried out to establish the nature and severity of the problem your son or daughter is facing. This may involve specialist help and advice from an Educational Psychologist. We will keep you and your child fully informed of the results of these assessments.

Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being

Child Protection (continued)

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Coordinator or another member of staff.

Miss MacSween (Executive Head Teacher) and Mrs Dianne Morrison are our Child Protection Co-ordinators

Transitions

Transfer from Nursery to Primary

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

Transfer from Primary to Secondary

When pupils complete Primary 7, they will normally transfer to Sgoil Lionacleit in Benbecula. Children transferring to secondary school will be offered a range of transitional activities and in June, prior to entry, they will spend a week in Sgoil Lionacleit.

Sgoil Lionacleit Head Teacher: Mr Gordon Young

Address: Sgoil Lionacleit, Liniclate, Benbecula, HS7 5PJ

Tel: 01870 603690

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

Sgoil Uibhist a Tuath liaise with the Guidance staff and Support for Learning staff in Sgoil Lionacleit to ensure a successful transition for pupils with additional support needs.

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

Data Protection

Transferring Education Facts about Pupils

Education authorities and the Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for purposes within the Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement
- Target resources better

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to the Scottish Government and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website.

Scottish Government works with a range of partners including HM Inspectorate of Education and SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Section Five

School Improvement

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year. This is available for parents to view on our School GLOW page. This is used as an evaluative tool to provide priorities for learning for the next session.

Curriculum for Excellence continues to be at the centre of our development work. Through self-evaluation activities and discussion, the following priorities have been identified in our School Improvement Plan for the session 2022-2023:

This session, the four Uist Primaries are strengthening their partnership working. Some of our School Improvement Projects are very similar across all schools and staff now have increased opportunity to plan, assess and moderate learning and teaching together.

Our two projects focus on:

1. Refreshing the Uist Primaries' Curriculum – Religious and Moral Education as a key driver to raise attainment in Reading.
2. To improve transitions for all learners so that the pace and quality of learning are maintained – Maths and Numeracy as the key driver.

School Improvement Plan - (Appendix 10)

School and the Community

Sgoil Uibhist a Tuath is part of the community in which we are situated and encourages links with many other members of this community for our mutual benefit. It is an important aspect of our children's education to learn to be active and caring members of the community. We take part in local sporting events and support local fund raising where possible. We have good relationships with many local organisations and services such as the police, fire service, other schools, social work department, community groups and local churches.

Personal and Social Development

The school recognises it has an important part to play in the personal and social education of each child. We aim to help all pupils develop a positive regard for themselves and others. We encourage our children to acquire life skills which will enable them to participate effectively in society.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their efforts may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by giving stickers and certificates to award pupils for good work, effort or demonstrating strengths within their wellbeing. Wider achievements are recorded in children's Learning Journeys and house points are given accordingly.

Extra-Curricular Activities

We provide a range of after-school activities and clubs run by our very willing and supportive staff and community members. Pupils can experience a diverse range of clubs from creative to sporting activities at different times of the year. These include cooking, athletics, swimming, highland dancing, Gardening Club, football, cross country and Euro quiz.

We hold a Book Fair once a year when parents and children can come along after school and browse through the books before buying. Any profits made are re invested in the school through free books commission. This allows for the children to choose new books for our school library. There are many opportunities for children to be involved in activities out with the timetabled school day.

After School Activities

If you would like your child to be involved in any of the after school activities please contact the school for further information. **After School Activities – (Appendix 11)**

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 and healthy lifestyles now and into adulthood. Our Active Schools Co-ordinator, Christine MacQuarrie, 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:

Athletics Basketball Coaching Club Golf Football & Shinty Festivals Bikeability

Through our Active Schools co-coordinator, our Primary 7 also receive training in the Young Person Leadership Award. This involves planning and carrying out games and physical activity opportunities for the younger pupils in our school.

Pupils in Primary 6 and 7 are offered the opportunity of undertaking training in Bikeability. This is done through the school and supported by Active Schools. Training is usually given during terms 3 or 4 and once pupils have passed both the written and practical tests, they may ride their bicycles safely on the main road.

Pupils in Primaries 5, 6 and 7 receive music tuition in chanter or fiddle from a music specialist once a week. We find that this encourages them to take part in Fèis classes in the evenings in Terms 2, 3 and 4.

Primary 4 children also have a period of 16 swimming sessions at Sgoil Lionacleit swimming pool. Many of our children are members of North Uist Athletics Club which takes place on a Thursday evening at Sgoil Uibhist a Tuath. School teams participate in a variety of sporting competitions including the North of Scotland cross-country competitions. The school is affiliated to the North of Scotland Schools Athletics Association.

Pupil Voice

We encourage our children to be effective global citizens who recognise their responsibilities towards each other and the wider world. Our aim is that our children will be able to take their place in the world and contribute to it confidently, successfully and effectively. To achieve this we encourage children to share their opinions and take on leadership opportunities within the school. Each year the children can apply to lead on one of the five groups who meet every week. Pupils are members of one of the five groups.

List of Office Bearers

Pupil Council		Eco Committee		Health & Wellbeing Group		Enterprise Group	
Chairperson	Seonaidh Morrison	Chairperson	Rachael Scanlon	Chairperson	Tom Og Marks	Chairperson	Lottie MacLean
Vice Chair	Ewan MacLean	Vice Chair	Dani Nicholson	Vice Chair	Guthrie Wheeler	Vice Chair	Rebecca MacDonald
Secretary	Jonathan MacDonald	Secretary	Seumas Black	Secretary	Annaleise Robertson	Secretary	Eilah MacDonald
Treasurer	Freya Nicholson	Treasurer	Greig Keltie	Treasurer	Johan Prior-Pitt	Treasurer	Orla Morrison Kelsey Roberston

Pupil Council

Children have a say in school decision-making through their Pupil Council. Members meet weekly with a teacher to discuss issues raised by their classmates and to express ideas and opinions. Each meeting has an agenda and minutes are taken. The Pupil Council Chair is responsible for reporting back after each meeting to the whole school during our Friday assembly. The Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in 'real life' decision making within their own school setting.



Eco Group

Eco Schools is an international programme which has been designed to encourage whole-school action for the environment. It is about involving young people in our schools in environmental issues, issues that affect them now and in the future. Our Eco Group is already involved in co-ordinating many activities around the school. Our school grounds have tree planting areas, a composting area, planting boxes and a wild garden to provide various habitats for wildlife. Members of the Eco Group are focused on promoting recycling, reducing waste and reusing. The Eco Group Chair is responsible for reporting back after each weekly meeting to the whole school during our Friday assembly. Our Eco Committee worked hard to help us gain Green Flag status for our school.

Health and Wellbeing Group



As a health promoting school we encourage our pupils to lead a healthy lifestyle. The Health and Wellbeing Chair is responsible for reporting back after each weekly meeting to the whole school during our Friday assembly. Our Health and Wellbeing group worked hard to help us gain the Sports Scotland Gold Award status for our school.

Enterprise Group



We are keen to give the children lots of opportunities to take part in all aspects of school life and have a say in school decision making. Throughout the school year, the Enterprise group are involved in a variety of projects and lead on the Rights Respecting Schools agenda. Representatives also encourage the rest of school to adopt an enterprising attitude towards tasks in class. The group plans, implements and evaluates their projects. The aim is to give our pupils the skills and attitudes that they will require in real life situations, for example independence, confidence, perseverance, problem solving, communication and co-operation. The Enterprise Group Chair is responsible for reporting back after each weekly meeting to the whole school during our Friday assembly. Our Enterprise group are working hard to help us gain Silver Rights Respecting Schools status for our school.

Attendance

If a pupil cannot attend school because of illness or other circumstances **parents should in the first instance phone the school before 8.45am** to explain the reason for absence. A written explanation confirming the absence should be sent in on the child's first day back at school.

(Appendix 12)

If parents intend to withdraw their child from school for any reason they must complete the relevant Absence Request Form available from the school office. Where possible, requests for absence should be submitted at least one week in advance of the proposed date(s).

(Appendix 13)

The Scottish Executive has issued new guidelines which require us to categorise the majority of family holidays taken during term time as Unauthorised Absence. This includes holidays which overlap the beginning or end of term. It is only acceptable for the school to authorise family holidays taken during term time under exceptional circumstances, such as:

'A family holiday judged to be important to the wellbeing and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.'

Parents will be informed by letter if their child has an unsatisfactory attendance record. If the high absence rate continues the school must inform the Social Worker and Director of Education.

The forms that require to be completed prior to taking a child out of school during term time can be requested from the School Office.

(Appendix 14)

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. The general aim is to produce an atmosphere of friendly cooperation, encouraging respect and consideration for others.

We have a positive approach to discipline by encouraging and rewarding good behaviour. As part of our nurturing school ethos we promote a restorative and solution orientated approach. This involves the children identifying what went wrong and how to move forward from the incident. In particular, they take into consideration how the other person is feeling.

The School's aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other people and property. In general, respect for people, school buildings, furniture and equipment is expected at all times. Strict observation of the rules concerning Health and Safety is essential. It is expected that pupils observe rules and discipline procedures of the school and co-operate with their peers and the staff to enhance the quality of life within the school. School rules are relatively simple and few in number to allow for the smooth running of the school.

Where there are concerns about behaviour parents are invited to come along to the school to discuss issues further.

Dealing with Bullying

You should inform the school immediately if you become aware of any incidents of bullying. This can be done either by telephone or by coming into the school in person. However, any complaint/concern must also be put in writing. Quite naturally, some parents may worry about overreacting to a situation particularly because bullying can be difficult to define, since it covers a wide range of behaviour. The following kinds of behaviour could be defined as bullying:

- Physical Bullying-Pushing, kicking and hitting and other forms of violence
- Verbal Bullying-name calling, sarcasm, spreading rumours, persistent teasing, threats
- Emotional bullying-excluding (not speaking to) tormenting (e.g. hiding books, unpleasant gestures) ridicule, humiliation
- Racist, Cultural Bullying-being attacked because of your religion, colour or where you come from
- Sexual Bullying- unwanted physical contact, suggestive or verbal comments

You should keep a written record of any such incidents including the date, those involved and what happened. This will help the school deal with the situation and agree the best way to support the child inside and, where possible, outside the school.

Your initial complaint will be responded to within 24 hours but it is important to realise that it may take some time to address a bullying problem and parents are requested to work cooperatively with the school and with other parents involved in what might be a fairly lengthy process.

Teachers will always listen to the pupils who confide in them about bullying and will make careful notes of the information given. If a teacher wishes to deal with the problem in the first instance, they should exercise their professional judgment on the action taken. In all circumstances, the Head Teacher will be informed.

Anti – Bullying Policy Guidelines Appendix 17

<https://blogs.glowscotland.org.uk/es/suat/policies/policypromotingpositivebehaviour/>

Complaints, Comments and Suggestions Procedure

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

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

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









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

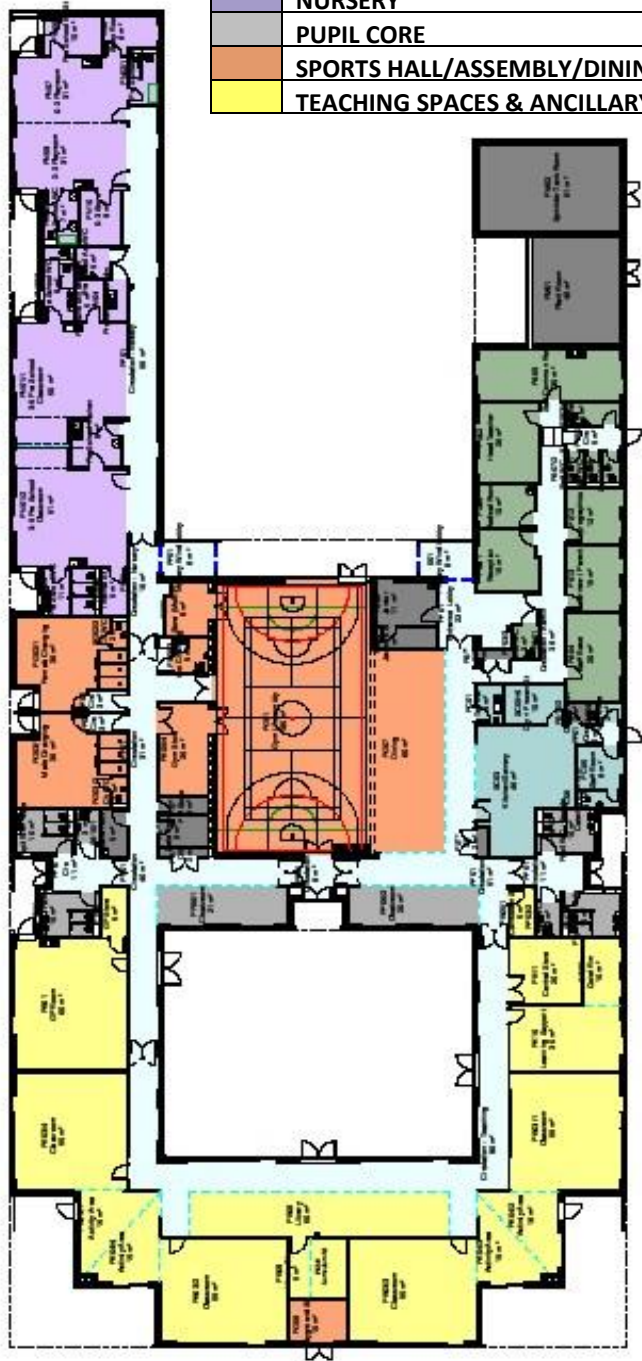
- a) before the commencement or during the course of the school year in question*
- b) in relation to subsequent school years*

Useful Websites- Appendix 15

Useful Links & Contact Details - Appendix 16

Appendix 1

SCHOOL FLOOR PLAN	
	ADMINISTRATION
	CATERING
	CIRCULATION
	FACILITIES MANAGEMENT
	NURSERY
	PUPIL CORE
	SPORTS HALL/ASSEMBLY/DINING
	TEACHING SPACES & ANCILLARY



Appendix 2



COMHAIRLE NAN EILEAN SIAR

Education, Skills and Children's Services Department

Appendix
WMD41553

SCHOOL TERM DATES AND MID TERM HOLIDAYS: 2023-24

AUTUMN 2023: TERM 1	Teachers' Attendance Days: 44 Pupils' Attendance Days: 41
Monday, 14 August 2023	Schools open for teachers
Monday, 14 August 2023	In-Service day for teachers (<u>centre based</u>)
Tuesday, 15 August 2023	In-Service day for teachers (<u>centre based</u>)
Wednesday, 16 August 2023	In-Service day for teachers (<u>centre based</u>)
Thursday, 17 August 2023	Schools open for pupils
Thursday, 12 October 2023	Schools close for teachers and pupils
Friday, 13 October 2023	Occasional Holiday – all schools
WINTER 2023: TERM 2	Teachers' Attendance Days: 40 Pupils' Attendance Days: 39
Wednesday, 25 October 2023	Schools open for teachers
Wednesday, 25 October 2023	In-Service day for teachers (school based)
Thursday, 26 October 2023	Schools open for pupils
Friday, 24 November 2023	<u>Mid term</u> holiday – all schools
Monday, 27 November 2023	<u>Mid term</u> holiday – all schools
Thursday, 21 December 2023	Schools close for teachers and pupils
SPRING 2024: TERM 3	Teachers' Attendance Days: 59 Pupils' Attendance Days: 58
Thursday, 4 January 2024	Schools open for teachers and pupils
Friday, 16 February 2024	<u>Mid term</u> holiday – all schools
Monday, 19 February 2024	<u>Mid term</u> holiday – all schools
Tuesday, 20 February 2024	<u>Mid term</u> holiday – all schools
Wednesday 21 February 2024	In-service date for teachers (school based)
Friday, 29 March 2024	Schools close for teachers and pupils
SUMMER 2024: TERM 4	Teachers' Attendance Days: 52 Pupils' Attendance Days: 52
Monday, 15 April 2024	Schools open for teachers and pupils
Friday, 26 April 2024	<u>Mid term</u> holiday – all schools
Monday, 29 April 2024	<u>Mid term</u> holiday – all schools
Thursday, 27 June 2024	Schools close for teachers and pupils

GENERAL DATES	DETAILS
14-16 August 2023	In-Service Days
25 October 2023	In-Service Day
21 February 2024	In-Service Day
13-21 October 2023	National Mod
29 March 2024	Good Friday
01 April 2024	Easter Monday
12 August 2024	Proposed start date for teachers 2024
15 August 2024	Proposed start date for pupils 2024

Appendix 3

Sgoil Uibhist a Tuath Uniform Price List

SUAT SWEATSHIRTS	Purple Round Neck - Children	24" 26"		£9.00	
		28" 30"		£11.00	
		(32") (34")		£14.00	
	Adults	Small		£14.00	
		Medium		£15.00	
		Large		£16.00	
SUAT SWEATSHIRTS	Purple V Neck - Children	24" 26"		£12.00	
		28" 30"		£14.00	
		32" 34"		£16.00	
	Adults	Small/Med/Lge		£16.00	
SUAT SWEATSHIRTS	Purple Cardigan – Children	24" 26"		£10.00	
		28" 30" 32"		£12.00	
		(Adults) - Small, Medium, Large	(34") (36") (38") (40")		£15.00 £16.00
	SUAT POLO SHIRTS 2 BUTTON SHORT SLEEVE				
	Children	22"/24" 26"/28"		White	£8.00
		30" 32" 34"		White	£10.00
36"			White	£13.00	
Adults	Small (35/37"), Medium (38"/40"), Large, (42")		White	£13.00	
SUAT SHORT-SLEEVED Gym T SHIRTS					
Children	20" 22" 24" 26"		White	£5.00	
	28" 30" 32"		White	£6.00	
Adults	Small (35/37"), Medium (38/40"), Large (42")		White	£7.00	

Appendix 4

Extract from Sgoil Uibhist a Tuath's Dress Code Policy

FREQUENTLY ASKED QUESTIONS

Q. Is navy or grey an acceptable alternative colour to black?

A. No. The school colours are purple and black.

Q. Can my child wear trainers or other similar sports/leisure shoes provided that they are plain navy or black?

A. No. We ask that children wear plain black school shoes. Trainers can be worn for PE.

Q. Can my child wear open toed black sandals in the warmer months?

A. Yes, but socks must also be worn.

Q. Can my child wear boots to school in the cold/wet weather?

A. Yes, boots and wellington boots can be worn to school but we ask that they also bring a pair of school shoes to wear indoors during the day. Boots cannot be worn in class.

Q. Can my child wear plain black trainers?

A. Trainers may only be worn during physical education lessons and outside break times. Shoes are to be black, formal, plain and polished.

Q. Can my child wear any type of clothing provided that the clothing is in the school colours?

A. Children can wear any of the uniform items listed in the dress code policy, but not other items of clothing, even if they are in the school colours i.e. sweatshirt and cardigans. However, plain white polo shirts and t-shirts without the logo can be worn.

Q. What can my child wear when it is a non-uniform day?

A. For non-uniform days, guidance will be given regarding the type of clothing that can be worn. Pupils will be strictly forbidden to wear items of clothing in the colours and style of any professional football team.

Q. What if my child loses an item of their school uniform?

A. We advise all parents/carers to ensure that their child's clothing is clearly marked with their name. The school is not responsible for any lost items.

We encourage parents and carers to contact the school if they are unsure about any aspect of the policy or if they have difficulty abiding by it for any reason.

Appendix 5

Cash Cafeteria Price List

TRADITIONAL MENU PRICE LIST APRIL 2022			
	NURSERY	PRIMARY	ADULTS
Main Meal	£	£	£
Two Course Meal	1.58	2.09	4.42
Soup or Sweet	0.43	0.59	1.57
Main Course	1.15	1.50	2.85

Free School Meals – P1-5

On 6 January 2022, **free school meals** were extended to all **primary 1 to 5** children in local authority schools across Scotland. Access to free school meals is an important part of the school meal service in Scotland. Our Government wants to ensure that every child has the best possible start in life and gets every chance to succeed at school. This policy is fully funded by the Scottish Government.

Appendix 6

Food Allergies/Intolerances Details



SGOIL UIBHIST A TUATH

Medical Diet

Communication Report		
Name:	Photo of pupil will be taken and inserted here by the school office staff.	
Class		
Home Telephone Number:		
Emergency Contact 1		
Name of Contact:		
Phone Number:		
Emergency Contact 2		
Name of Contact:		
Phone Number:		
Doctor / Dietician		
Name:		
Phone Number:		
In an emergency take the following action		
Details of Diet (including likes and dislikes)		

Copy given to catering staff and dining room supervisors	Date:
Signature of Parent:	Date:
Signature of Doctor/Dietician:	Date:
Signature of Operations Manager:	Date:

Appendix 7

Comhairle nan Eilean Siar

Department of Education

PARENTAL REQUEST FOR ADMINISTRATION OF MEDICINES

To: Head Teacher.....School

I wish my child (Name)

..... (Date of birth)

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

..... (Date of completion)

Name of medicine

Reason for taking medicine

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

Time(s) at which to be given

Dosage (and means of administration if applicable).....

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

Signed

Name

Date

Appendix 8

Learning at Home

Learning does not always take place in the classroom. Much of children's learning takes place at home, through interacting with family, friends and the wider community.

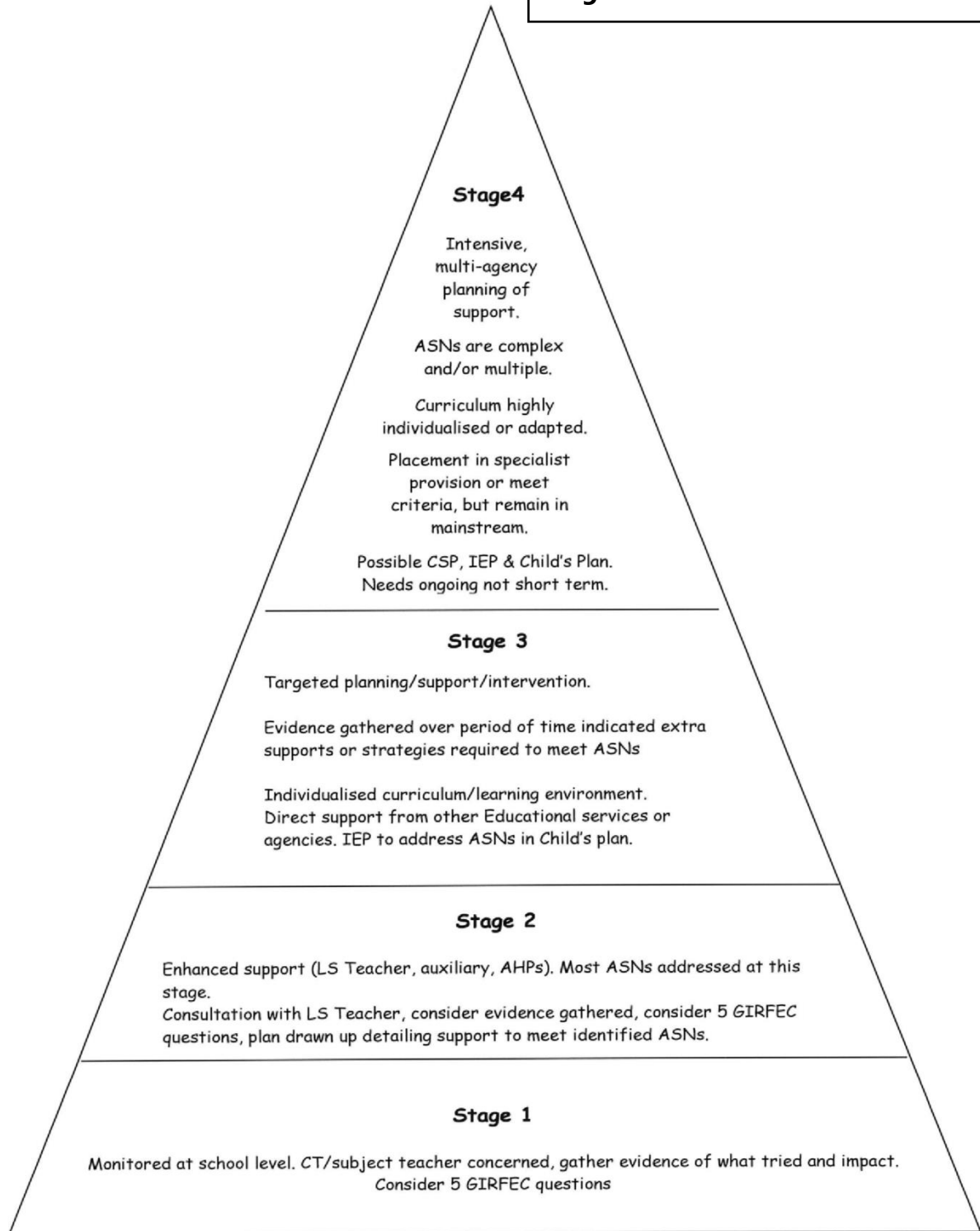
Homework

The purpose of homework is to allow children to become independent learners. Homework typically reinforces skills previously taught and may also include research using reference books, internet etc. Pupils are encouraged to read for enjoyment daily. Parents are encouraged to be actively involved in developing their children's reading skills. Homework tasks can include a combination of both formal and informal activities taken from eight curricular areas and in a format appropriate to the task.

What can I do as a parent?

Parents, carers and families can make a positive difference to a child's learning. Your support can play a vital role at all stages of your child's education.

- **Encourage any reading**
- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed
- **Help prepare for change** particularly at key transitions – talk about the change together
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents' nights, reviews



Appendix 10

**A copy of Standards & Quality Report 2022-2023
School Improvement Plan 2023-2024 (SQIP) is
available to view on the school website**



Sgoil Uibhist a Tuath

**Aithisg Ìre de Mhathas 2022-23
Plana Leasachaidh na Sgoile 2023-24**

**Standards & Quality Report 2022-23
School Improvement Plan 2023-24
(SQIP)**



Appendix 11

After School Activities – An example from session 2023-2024

Day	Activity	Location	Stage	Times
Monday	Lego/Science Club	Sgoil Uibhist a Tuath	P5 – 7	3.00pm – 4.00pm
	Cross Country Club	Sgoil Uibhist a Tuath	P1 - 7	3.00pm – 4.00pm
Tuesday	Cooking Club	Sgoil Uibhist a Tuath	P4 - 7	3.00pm – 4.00pm
	CnaG Sradagan (Dates confirmed each term)	Sgoil Uibhist a Tuath	P1 - 3	3.00pm – 4.00pm
	Football	Sgoil Uibhist a Tuath	P1 - 7	6.00pm – 7.00pm
	Highland Dancing	Clachan Church Hall	P1 - 7	5.30pm – 7.30pm
Wednesday	Swimming Sessions (1hour) (Ability Groups)	Sgoil Lionacleit	P4 - 6	4.00pm – 6.00pm
	Feis Classes	Claddach Kirkibost Centre	P4 - 7	Evenings
	CnaG Sradagan (Dates confirmed each term)	Sgoil Uibhist a Tuath	P4 - 7	3.00pm – 4.00pm
Thursday	Athletics	Sgoil Uibhist a Tuath	P1 - 3 P4 - 7	6.00pm - 7.00pm 7.00pm - 8.30pm
Friday	Highland Dancing	Clachan Church Hall	P1 - 7	5.30pm – 7.30pm
Saturday	Cross Country	Liniclate Track	P1 - 7	10.30am
	Highland Dancing	Sgoil Lionacleit	P1 - 3 P4 - 7	11.15am – 12.00pm 12.00pm – 2.00pm
	Horseriding Club	Stables	P1 - 7	11.30am – 2.00pm
Sunday	Park Run	Sgoil Lionacleit	P1 - 7	12.30pm

Appendix 12

Sickness / Absence note for pupils

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

Name (in full)

Class

Home Address

Date of first day of absence

Date of last day of absence

Number of school days absent

Please give details of the reasons for absence.

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

.....

Sickness / Absence note for pupils

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

Name (in full)

Class

Home Address

Date of first day of absence

Date of last day of absence

Number of school days absent

Please give details of the reasons for absence.

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

Appendix 13

INTENTION TO WITHDRAW CHILD/REN FROM SCHOOL

I wish to withdraw my child/ren (pupil/s name/s)

Class/esfrom school on (dates) from to

For the following reason:

Signed (Parent): Date:

For School use only:

This absence will be recorded in SEEMiS as ***Authorised / *Not Authorised**

Work ***will / *will** not be provided for the duration of the pupil's withdrawal.

*(*Delete as appropriate)*

Signed (Head teacher): Date:

✂.....

To be returned to Parent:

**ACKNOWLEDGEMENT OF INTENTION TO
WITHDRAW YOUR CHILD/ REN FROM SCHOOL**

I acknowledge receipt of your notice to withdraw your child/ren –

Pupil's name/s:Class/es:

On the following dates: (from)(to)

Head teacher's Signature:Date:

This absence will be categorised as *authorised/*unauthorised absence from school. Work **will / will not** be provided.

Notes:

Head teachers' decisions on authorising pupil withdrawals from school are informed by guidelines from the Scottish Executive Education Department, e.g. Circular No 5/03, 'Family Holiday During Term Time':

The majority of family holidays taken during term time should be categorised as unauthorised absence.

Exceptions to this include where a family holiday is deemed to be in the best interests of the family, i.e. after serious trauma or bereavement. Otherwise, holidays during term-time will not be authorised if the reason is, e.g.: availability of cheap holidays, availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulties obtaining leave, etc. All pupil withdrawals from school that have not previously been notified to the Head teacher will be categorised as unauthorised absence.

Appendix 14

INTENTION TO WITHDRAW CHILD/REN FROM SCHOOL FOR A FAMILY HOLIDAY

I wish to withdraw my child/ren (pupil/s name/s)

Class/esfrom school on (dates) from to

For the following reason:

Signed (Parent): Date:

For School use only:

This absence will be recorded in SEEMiS as ***Authorised / *Not Authorised**

Work ***will / *will** not be provided for the duration of the pupil's withdrawal.

*(*Delete as appropriate)*

Signed (Head teacher): Date:

✂.....

To be returned to Parent:

**ACKNOWLEDGEMENT OF INTENTION TO
WITHDRAW YOUR CHILD/ REN FROM SCHOOL**

I acknowledge receipt of your notice to withdraw your child/ren –

Pupil's name/s:Class/es:

On the following dates: (from)(to)

Head teacher's Signature:Date:

This absence will be categorised as *authorised/*unauthorised absence from school. Work **will / will not** be provided.

Notes:

Head teachers' decisions on authorising pupil withdrawals from school are informed by guidelines from the Scottish Executive Education Department, e.g. Circular No 5/03, 'Family Holiday During Term Time':

The majority of family holidays taken during term time should be categorised as unauthorised absence.

Exceptions to this include where a family holiday is deemed to be in the best interests of the family, i.e. after serious trauma or bereavement. Otherwise, holidays during term-time will not be authorised if the reason is, e.g.: availability of cheap holidays, availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulties obtaining leave, etc. All pupil withdrawals from school that have not previously been notified to the Head teacher will be categorised as unauthorised absence

Appendix 15

Useful Websites

Weblinks	
Gaelic Support	
Gaelic Medium Education in the Western Isles	http://www.gaelicmediumeducation.com/
Gaelic4parents	https://www.gaelic4parents.com/
Go!Gaelic	https://go-gaelic.scot/
Gaelic Resources	http://e-storas.com/list_resources.aspx?area=ex_arts
National Gaelic Support	http://www.storlann.co.uk/ceangalan/
Chatbot	https://www.chatbots.org/chatbot/
About Gaelic Medium	http://www.gaelic4parents.com/about
Gaelic language learning	https://go-gaelic.scot/
Learning Scottish Gaelic	http://www.learnghaelic.net/
Gaelic Songs	http://orain-na-cloinne-bige.e-storas.com/
Language Support	
Encyclopaedia of writing systems and language	http://www.omniglot.com/writing/gaelic.htm
Learn Scottish Gaelic	http://www.gaidhliggachlatha.com/
Read Write Count	http://www.readwritecount.scot/
BBC Bitesize	www.bbc.co.uk/schools
BBC Dynamo	www.bbc.co.uk/education/dynamo/parents
Doorway Spelling Guide	http://www.doorwayonline.org.uk/literacy/speller/
Homework Support	
Education City	http://www.educationcity.com/
BBC Learning	http://www.bbc.co.uk/education
Doorway Spelling Guide	http://www.doorwayonline.org.uk/literacy/speller/
Explore Europe	http://europa.eu/kids-corner/index_en.htm
Family Support	
Parentzone Education	https://education.gov.scot/parentzone
The Scottish National Standardised Assessments	https://standardisedassessment.gov.scot/parents-and-carers/
BBC Parents	www.bbc.co.uk/schools/parents
Lone Parent Families Scotland	www.opfs.org.uk
ParentLine Scotland	www.parentlinescotland.org.uk
Parentzone	https://education.gov.scot/parentzone
Bumps to Bairns	www.bumps2bairns.com
Online Safety	www.thinkuknow.com
A guide to Getting it right for every child	http://www.gov.scot/Resource/Doc/1141/0065063.pdf

Useful Links for Pre-5 Parents

Benefits of GME

<https://www.gaelic4parents.com/benefits-of-gme>

Links to support home learning and an online messenger service to answer any questions you may have about Gaelic language learning. If you worry about being able to support your child/children with Gaelic homework, then this website has a very easy solution for you!

<https://gaelic.education/en/early-years>

Comhairle nan EileanSiar is delighted to welcome the launch of SaoghalnaCloidneBige. The twenty-six songs, which are targeted at the early years stage.

<https://www.foghlamgaidhlig.com/gaidhlig-saoghal-na-cloidne-bige/>

Gaelic Education in Scotland - Gaelic educational resources for all

<https://gaelic.education/en/early-years>

Storlann – Supporting Gaelic Education Nationally

<http://www.storlann.co.uk/beurla/about-storlann/index.html>

Comann nam Pàrant

<https://www.parant.org.uk/index.php>

CnES Gaelic Policy

<https://www.cne-siar.gov.uk/leisure-sport-and-culture/gaelic-language-and-culture/sgioba-na-gaidhlig/gaelicpolicy/>

Bilingual Policy and Language Plan

<https://www.cne-siar.gov.uk/leisure-sport-and-culture/gaelic-language-and-culture/sgioba-nagaidhlig/bilingual-policy-and-language-plan/>

The Comhairle’s Gaelic Language Plan 2019-22

<https://www.cne-siar.gov.uk/media/13593/plana-canan-2018-22-eng.pdf>

Pgs(1-23)

<https://www.cne-siar.gov.uk/media/14034/pc18-22-2.pdf>

Pgs (24-59)

A 1+2 Approach to Language Learning: Information for parents

https://www.scilt.org.uk/Portals/24/Library/oneplustwo/oneplustwo-parentleaflet_Feb16.pdf

E-sgoil in a nutshell

<https://northernalliance.scot/wp-content/uploads/2019/10/dl-6pp-Parents-web.pdf>

Gaelic 4 parents

www.gaelic4parents.com

Go!Gaelic

<http://www.go!gaelic.scot/>

An abundance of themed resources to help use Gaelic in the home and early years settings in a functional yet fun way.

<https://www.gaidhlig-nan-og.scot/en/>

Useful Links for Pre-5 Parents (Continued)

A guide to writing systems and languages, with useful phrases, tips on learning languages, multilingual texts, and much more.

<https://omniglot.com/language/kinship/gaelic.htm>

Bumps to Bairns

www.bumps2bairns.com/which-is-your-area-of-concern

Read Write Count

www.scottishbooktrust.co.uk

BBC Bitesize

www.bbc.co.uk/bitesize/primary

Appendix 16

Useful Links & Contact Details	
1	<p>Department of Education and Children's Services Comhairle nan Eilean Siar Sandwick Road, Stornoway, Isle of Lewis , HS1 2BW Telephone: 0845 600 7090 email: enquiries@cnesiar.gov.uk Website: www.cne-siar.gov.uk</p>
2	<p>Saoghal Beag Sgoil Araich Uibhist a Tuath Sgoil Uibhist a Tuath, Bayhead Isle of North Uist, HS6 5DX Telephone: 01870 604883</p>
3	<p>Lionacleit Education Centre Lionacleit Isle of Benbecula, HS7 5PJ Telephone: 01870 604880</p>
4	<p>North Uist Medical Practice Lochmaddy Isle of North Uist, HS6 5AE Telephone: 01876 500463</p>
5	<p>Balivanich Community Clinic Western Isles Health Board Balivanich Isle of Benbecula, HS7 5LA Telephone: 01870 602266</p>
6	<p>Speech Therapy Department Western Isles Health Board, Balivanich, Isle of Benbecula 01870 602266</p>
7	<p>Speech and language Therapy Service 25 Winfield Way Balivanich, Benbecula , HS7 5LH Telephone: 01870 603241</p>
8	<p>Sgoil Lionacleit Isle of Benbecula HS7 5PJ Telephone: 01870 603690 email: sgoillionacleit@gnes.net</p>
9	<p>Substance and Alcohol Misuse Balivanich Community Clinic, Benbecula, HS7 5LT Telephone: 01870 475047</p>
10	<p>Family Learning Tutor Hannah Gillies hannah.gillies@cne-siar.gov.uk 07943 606893</p>
11	<p>GME Early Years Coordinator yirving23a@glow.sch.uk</p>

