



Bun-sgoil & Sgoil-Àraich Ùige



Spèis

Sunnd

Seasmhachd

Àrd-Amas

Leabhran na Sgoile 2025



School Handbook 2025

Respect

Wellbeing

Perseverance

Ambition

Crowlista, Isle of Lewis, HS2 9JE

Telephone: 01851 822 872

Email: uigschool@gnes.net

Fàilte bhon Cheannard / Welcome from the Head Teacher

Fàilte gu Bun-sgoil & Sgoil-Àraich Ùige

Tha an leabhran seo a' toirt beagan fiosrachaidh dhuibh mun fhoghlam a gheibh ur leanabh anns an sgoil.

Cuiribh fios don sgoil, ma tha sibh ag iarraidh tuilleadh fiosrachaidh air cuspair sam bith anns an leabhran seo, no mu fhoghlam ur leanabh no beatha coimhearsnachd Sgoil Ùige.



Ann-Marie Beaton
Acting Head Teacher
December 2024

Welcome to Uig Primary School & Sgoil-Àraich

This handbook offers an introduction to our bilingual school and a general overview of the education your child will be receiving at school.

Please feel free to contact the school should you wish to discuss any aspect of this handbook, your child's education or the wider life of the Uig School community.

Contact details:

Head Teacher	Mrs Ann-Marie Beaton (Acting)
Name of School	Bun-sgoil & Sgoil-Àraich Ùige
Address	Crowlista, Isle of Lewis, HS2 9JE
Telephone	01851 822 872
Website	https://blogs.glowscotland.org.uk/es/uigschool
Email	uigschool@gnes.net
Head Teacher's Email	ambeaton1t@gnes.net
Facebook	Sgoil Uig
Parent Council Email	murdobuch@hotmail.com

The handbook is divided into the following sections:

SECTION ONE – PRACTICAL INFORMATION ABOUT THE SCHOOL

It provides details on such things as:

- Staff
- The school day and school year
- What to do if your child is ill
- Travelling to and from school
- School meals
- Financial assistance
- Unscheduled school closures
- Break time supervision
- Wet weather details
- Communication with parents
- Complaints procedure
- An overview of school policies

SECTION TWO – PARENTAL & COMMUNITY INVOLVEMENT IN THE SCHOOL

This section contains information about how parents can be involved in the life and development of the school, whether supporting learning at home or having practical input through the Parent Council.

SECTION THREE – SCHOOL CURRICULUM

This section gives an overview of how the curriculum is planned and delivered in the school, including how the school supports the wider achievement of pupils. This also contains details about how we keep parents updated on the progress of our pupils, along with information around areas of Health and Wellbeing, Religious and Moral Education and religious observance.

SECTION FOUR – SUPPORT FOR PUPILS

This section gives information about how pupils with additional support needs are supported, including examples of the types of specialist services provided through the school. Pupils often need some support when transitioning from one stage to another (e.g. from primary school to secondary school), and this is where you will find details relating to how we support transitions.

SECTION FIVE – SCHOOL IMPROVEMENT

This section gives you an overview of the main achievements of the school within the last twelve months and performance information relating to Literacy, Numeracy and Health and Wellbeing.

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

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

Please note that all information contained in the Handbook is considered to be correct as of December 2024. If you wish to check that any of the details remain accurate throughout the year, please contact the school office.

SECTION 1 - PRACTICAL INFORMATION ABOUT THE SCHOOL

Sgoil Ùige is a non-denominational school providing primary education through Gàidhlig and English. The school roll for 2024-25 is 32 pupils, with 5 of those children attending our Sgoil Àraich (Gaelic Medium pre-school).

	Sgoil-Àraich	P1	P2	P3	P4	P5	P6	P7
Gàidhlig	5	3	1	1	2	6	4	5
English	-	0	1	1	0	0	1	2

ORGANISATION OF THE SCHOOL DAY	ORGANISATION OF THE SGOIL-ÀRAICH DAY	
Start Time: 9:10am Morning Break: 10:40am - 11:00am Lunch: 12:30pm - 1:30pm Close of School Day: 3:30pm	Mon- Thurs	Fri
	Start Time: 9:00am Lunch: 12:30pm - 1:30pm End of Session: 3:30pm	Start Time: 9:00am Lunch: 12:30pm - 1:00pm End of Session: 1:00pm

STAFF

Patricia MacLeod	Executive Head Teacher
Ann-Marie Beaton	Acting Head Teacher
Alice Meaden	GM1-4 Class Teacher
Rhona MacNeil	GM5-7 Class Teacher
Heather Black	GL2-7 Class Teacher
Margaret-Joan MacLeod	RCCT Teacher
Maureen Murray	Support for Learning Teacher
Rhona Davis	Nursery Play Leader
Laura Cameron-Lewis	Nursery Key Worker
Lesley Matheson	Support for Learning Assistant
Ailsa Mackenzie	Gaelic Language Assistant
Kathanna Latimir	School Assistant
Michaela Macdonald	School Assistant
Fiona Callan	Cook
Susan Stringer	Kitchen Assistant and Cleaner
Ashley MacDonald	Piping Instructor



AGREED TERM DATES FOR SESSION 2024-25 AND SESSION 2025-26

<u>SESSION 2024 – 2025</u>	
TERM 1: AUTUMN 2024 12 August 15 August 10 October	School opens (Teachers) School opens (Pupils) School closes for Autumn Holiday
TERM 2: WINTER 2024 23 October 24 October 22 November - 25 November 26 November 20 December	School opens (Teachers) School opens (Pupils) Local Holiday – School closed School opens (Teachers and Pupils) School closes for Christmas Holiday
TERM 3: SPRING 2025 6 January 14-17 February 18 February 19 February 28 March	School opens (Teachers and Pupils) Local Holiday - School closed School closed (Pupils) School opens (Teachers and Pupils) School closes for Easter Holiday
TERM 4: SUMMER 2025 14 April 18 April – 21 April 22 April 2 May 3 May 27 June	School opens (Teachers and Pupils) Local Holiday – School closed School opens (Teachers and Pupils) Local Holiday – School closed School opens (Teachers and Pupils) School closes for Summer Holiday
<u>SESSION 2025 – 2026</u>	
TERM 1: AUTUMN 2025 11 August 14 August 9 October	School opens (Teachers) School opens (Pupils) School closes for Autumn Holiday
TERM 2: WINTER 2025 22 October 23 October 28 November - 1 December 2 December 19 December	School opens (Teachers) School opens (Pupils) Local Holiday – School closed School opens (Teachers and Pupils) School closes for Christmas Holiday
TERM 3: SPRING 2026 5 January 13-17 February 18 February 19 February 27 March	School opens (Teachers and Pupils) Local Holiday – School closed (Teachers and Pupils) School opens (Teachers) School opens (Pupils) School closes for Easter Holiday
TERM 4: SUMMER 2026 13 April 1 May - 4 May 5 May 26 June	School opens (Teachers and Pupils) Local Holiday – School closed School opens (Teachers and Pupils) School closes for Summer Holiday

These dates are subject to change. All changes will be communicated in writing via the school office.

ATTENDANCE AND ABSENCE

If a pupil is unable to attend school for any reason, parents are asked to telephone or email the school office by 9:30am to inform us of the absence and to indicate the reason for absence. Should parents fail to do this, a member of staff will phone parents or the nominated emergency contact to ascertain the reason for absence.

Holidays should not routinely be planned within term times, but when an absence is planned parents must inform the school as far in advance of the proposed date(s) as possible, giving reasons for the absence. An 'Intention to Withdraw' form must be completed; this is available from the school office.

Staff are required to monitor attendance rates, and parents will be informed if their child's attendance falls below 90%. Consistent low attendance or lateness may result in a referral to the Education, Skills and Children's Services department or to the Children's Reporter.

SCHOOL UNIFORM

The school has a uniform which consists of a sweatshirt, a blue or white polo shirt or t-shirt and black trousers or skirt. The school badge is embroidered onto items of uniform. Order forms for school uniform are issued to parents once a year but the school office does keep a small stock of uniforms which can also be purchased throughout the session. The school has also set up a link with the uniform providers, so that parents can order or send a request to the school for extra uniform at any time - <http://www.leonardhudson.co.uk/parents/>

We appreciate that school uniforms can be expensive and children can grow out of things quickly. As a result, we have set up a Uniform Swap Shop within the school where parents can recycle good quality uniform items. Parents are free to use this at any time - just pop into the foyer and take what you need. All pupils are provided with a waterproof outer-layer of trousers and a jacket as well as welly boots to enable pupils to learn and play outdoors in all weathers.

Suitable clothing (trainers, t-shirt, shorts) should be worn for PE lessons. Parents should note that football strips are not permitted at any time.



CLOTHING GRANTS

5-8 YRS = £50 9-12 YRS = £55 13-14 YRS = £60 15-18 YRS = £65

Department of Education and Children's Services
Roinn Foghlaim is Seirbheis Chloinne

ARE YOU ON A LOW INCOME < £16,105?
ARE YOU GETTING YOUR ENTITLEMENTS?
PHONE 01851 822 729 - FOR AN APPLICATION FORM

CLOTHING GRANTS

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants can be accessed from the following link:

https://forms.cne-siar.gov.uk/form/vof_ecs_grants

SCHOOL MEALS

School meals are freshly prepared daily on the premises by our cook. Choices offered ensure a varied and attractive dinner each day. A 'fruit only' dessert is offered daily to all pupils.

Pupils are provided with toast at morning intervals. Where initiatives are not in place to fund these snacks, parents pay for the snacks on a termly basis. In this way parents support us in our endeavours to promote healthy living across the school.

Payment for school meals should be made directly to CNES using the online payment portal:
<https://www.cne-siar.gov.uk/online-services/pay/>

(Click on 'Miscellaneous Payments' then "Miscellaneous Payments" again, and then 'School Catering'. Enter full details including class along with child's name.) For further information, please contact the school office.

Pupils who wish to take packed lunches to school, eat them in the canteen with the other children. Parents are encouraged to provide a healthy, balanced packed lunch for their child. Parents should let the school know in advance if their child has any special dietary requirements.

All pupils in P1-5 and all Sgoil Àraich children are entitled to a free school meal, and children in P6 and P7 whose family meets the below criteria are also eligible for free school meals.

It is important that parents who feel they meet these criteria apply, **even if their child automatically receives a free school meal by virtue of being in P1-5**. Bridging payments, which support with funding for meals during school holidays, are available for eligible families. If you feel you may be eligible, please apply for this support.

FREE

SCHOOL MEALS

Are you entitled?

Are you:

On a low income < £16,105
Receive Child Tax Credit and/or Working Tax Credit and have an annual gross income assessed by the HM Revenue & Customs of below £16,105. Receive Child Tax Credit and Working Tax Credit with no income but owing no money for income tax. Receive Working Tax Credit but not the HM Government tax credit.

Getting your entitlements? E E E E E
Receive Income Support, Employment and Support Allowance, Income Based Job Seekers Allowance, or support under Part 13 of the Immigration and Asylum Act 1999.

Eligible for free schools meals? E E E E E

Saving:

A week £9.75
A month £39.00
A year £370.00

Contact:

Name Headteacher or
A designated person, Education and Children's Services
CNES Resources Office
Phone 01851 822729
9.00am - 5.00pm, Monday to Friday
Email education.resources@cne-siar.gov.uk
For your application form.

TRAVEL TO AND FROM SCHOOL

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

- weekly books of tickets
- a termly pass
- a session pass

Payment for the above can be made by direct debit if parents wish. The overall price is the same regardless of which method parents choose. There is also a system of stepped discounts for families with more than one child travelling to school.

It is the parent's responsibility to make sure their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport. It should be noted that under guidelines issued in October 2002, the transport operator is responsible for taking reasonable care of the children on the bus.

UNSCHEDULED CLOSURES

It may be necessary, occasionally, to close the school at short notice and send the pupils home, for example, in exceptionally bad weather or if the electricity, water or heating fails. Parents are always contacted by telephone before children are sent home early. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school asks each parent at the point of enrolment and every August thereafter to provide the name, address and/or telephone number of a person who can be contacted in these circumstances. It is the parents' responsibility to notify the school of any changes to contact details (e.g. change of phone number, change of emergency contact, new email address).

In the event of extreme weather conditions or power cuts, parents will be kept notified by Groupcall as well as through announcements on Radio nan Gàidheal and Isles FM as early as possible. In addition, up-to-date information will be posted on CNES' website www.cne-siar.gov.uk, Facebook page. Parents may also contact Faire (701702), the Comhairle's helpline, to enquire about school closures. Parents are welcome to contact the school if they are concerned about the safety of children because of severe weather conditions.

COMMUNICATION WITH HOME

The school primarily communicates with parents via Groupcall. In non-emergency situations, this is done through email, so parents should regularly check their email accounts in case of communication. It is essential that parents inform the school if they change their email address to ensure we have up-to-date contact details on file. In certain situations, such as unplanned school closures, parents will also be notified through a Groupcall SMS. Seesaw is used to share pupils' work and parents are encouraged to post and comment on their child's profile. However, Seesaw's messaging facility should not be used as a first point of communication or to discuss any concerns about your child - this should be done by email or telephone. Class teachers do not check or respond to Seesaw messages out-with working hours or during class time and so, any changes to home-time arrangements or pupil absence information should be communicated by telephone.

PLAYGROUND SUPERVISION

Whilst not required to provide a Playground Supervisor in a school with fewer than 50 pupils, it is our practice to ensure that at least one member of staff is present in the playground at all times. They deal with minor incidents and report those of a more serious nature to class teachers or the Head Teacher as necessary.

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

The roles of the Playground Supervisor are:

- To interact with the children and to be present and act as a point of contact for them during break times.
- To monitor the behaviour of pupils in accordance with the playground expectations
- To identify any risks which may be present in the playground and to remove any hazards
- To appropriately handle any emergencies which may arise in the playground
- To deal with issues in the playground or pass the situation to an appropriate member of staff.

In addition, the Pupil Council have created a set of 'Playground Expectations' for all pupils to adhere to alongside a 'Yellow/Red Card' system. If pupils do not follow the Playground Expectations, this will be discussed with a member of staff and they may receive a 'Yellow Card' (warning). If a pupil continues to disregard the Playground Expectations after receiving a Yellow Card, they may receive a 'Red Card' (removal from the play activity/playground) on a temporary basis until the pupil demonstrates that they will follow the Playground Expectations. Some senior pupils are identified as Play Monitors and Buddies. It is the Play Monitors role to support the Playground Supervisor to ensure that all pupils are following the playground expectations and are happy and included in the playground. It is the Buddies role to ensure that younger pupils are happy and included.

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

Sgoil Ùige generally discourages parents from allowing children to bring mobile phones or other valuable items to the school, on the grounds that they may get lost or stolen.

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

If a phone or other valuable item is brought to the school, parents are advised that, where possible, the items should be marked in some way to aid future identification if lost and subsequently found.

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

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

If a pupil does bring a mobile phone or any other communications device to school it should be switched off in classrooms except in agreed exceptional circumstances e.g. off-site curricular

activities. Exceptions to this will be on school trips, where the school will have the discretion to allow pupils to carry and use phones if they wish (e.g. during planned solo activities), in emergencies, or with the express approval of a member of school staff.

If a pupil is found by a member of staff to be using a mobile phone for any purpose, without authorisation, the phone will be confiscated from the pupil and will generally only be returned to the pupil's parent.

COMPLAINTS, COMMENTS AND SUGGESTIONS PROCEDURES

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

Complaints should always be addressed to the Head Teacher initially. This ensures 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 complete a complaint form, which should be sent to:

Mr Donald Macleod
Chief Officer for Education, Skills and Children's Services
Comhairle nan Eilean Siar
Sandwick Road
Stornoway
Isle of Lewis
HS1 2BW

SUGGESTIONS

We welcome suggestions for improvements, changes to working methods, developing communication strategies, ideas for topics or any other area of school life from pupils, parents and other members of the wider school community. We have regular opportunities outlined within our Quality Assurance calendar to gather the views of pupils, parents and partners but you are also encouraged to speak to a member of staff or let us know via email if you have any suggestions you would like to be considered.

MEDICAL AND HEALTH INFORMATION

MEDICAL CARE FOR PUPILS

Parents should inform the school without fail of any relevant medical history e.g. asthma, epilepsy, diabetes etc. of which teachers should be aware. All relevant medical training and procedures will be adhered to by the school at all times. Any pupil who feels unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. In some cases, it may be necessary to send your child home but this will only be done after contact has been made with the parent/guardian/emergency contact to make arrangements, including suitable transport.

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

DENTAL SERVICES

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

ADMINISTRATION OF MEDICINES

Class teachers are not obliged to administer medicine to pupils. However, if/when it is essential for a child to have medication while in school, this will be carried out by 2 members of staff in the school office, but only when the appropriate request form has been filled in and signed by parent/guardian. Forms are available in the school office.

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

FOOD ALLERGIES

If your child has a food allergy, please alert the school office as soon as possible. In order to support pupils and staff who may have nut allergies, Sgoil Ùige is a **nut-free zone**. Parents should do their best to ensure that packed lunches, snacks etc do not contain nuts.

ALLIED HEALTH PROFESSIONALS

In the event of pupils requiring additional support from our Allied Health Professionals such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, the school will complete an Inter-Agency Referral and submit it to the Department of Education and Children's Services where it will be directed to the appropriate service.

SCHOOL POLICIES

The following CNES Policies have been adopted as school policies and inform our practice.

- Adrenaline Auto-injectors in Schools
- Anti-Bullying
- Care and Welfare
- Dress Code Policy
- Disruption to Education on Account of Bad Weather
- Enterprise in Education
- E-Safety and the Acceptable Use of Communication Technology in Schools
- Exclusion
- First Aid Procedures
- Gaelic Policy Implementation Guidelines for Education
- Getting It Right (for Children and Young People in the Western Isles)
- Guidance for School Staff Providing Support Following a Death

- Home Education
- Home to School Travel
- ICT
- Inclusion - A Policy for All
- Outer Hebrides Multi Agency Child Protection Procedures
- Parental Involvement Strategy
- Promoting Positive Behaviour
- Quality Improvement Policy and Procedures
- Race Equality
- Religious Observation
- Transition Planning

In addition to this the school has the following policies in place:

- Sgoil Ùige Child Protection Protocol
- Sgoil Ùige Handbook
- Sgoil Ùige Life & Work of the School Programme
- Sgoil Ùige Homework Policy
- Sgoil Ùige Writing Policy
- Sgoil Ùige Presentation of Work Policy
- Sgoil Ùige Assessment Strategy
- Sgoil Ùige Literacy Strategy

The following policies are currently being created in Sgoil Ùige:

- Sgoil Ùige Gaelic Education & Immersion Policy
- Sgoil Ùige Learning, Teaching and Assessment Policy
- Sgoil Ùige Ways to Wellbeing Policy (to compliment the CNES Positive Relationships Policy and Anti-Bullying Policy)

All Comhairle policies can be accessed at www.cne-siar.gov.uk; Sgoil Ùige policies will be made available on the school website and can be requested from the school office.



Our two UniHoc Teams made the finals of the UniHoc tournament with the P7 team winning out of 48 teams under the guidance of Kathleen MacDonald, our local CnaG officer.

SECTION 2 – PARENTAL INVOLVEMENT IN THE SCHOOL

PARENTS WELCOME

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

The school encourages parents to be involved in their children's education by encouraging active involvement in school activities through attendance at parents' evenings, curriculum evenings, open days, 'Sharing the Learning' class assemblies and school events such as concerts etc. Parents are given formal Parent-Teacher appointments twice a year - usually in November and May. Parent-Teacher appointments allow class teachers to meet with parents to discuss their child's progress and all parents are encouraged to attend at these times. **In addition to these scheduled evenings, we operate an open-door policy to encourage dialogue. Parents are welcome to telephone the Head Teacher to arrange a suitable time to visit the school to discuss any matter which is causing them concern.** We are required to abide by health and safety requirements relating to visitor access to the building. It is a strict requirement that ALL visitors, including parents, report to the school office and sign in before progressing through the building. Access to the building must only be by the main entrance. Sgoil-Àraich pupils should enter and exit via the Sgoil-Àraich door.

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

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

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

PARENTAL INVOLVEMENT

In Sgoil Ùige, we greatly value partnership with parents and staff. We see the importance of ensuring that parents know how we teach and why we teach what we do. We encourage parents to participate in extra-curricular activities e.g. after-school clubs, sports, concerts and Mod. Many parents and members of the community have expertise and knowledge which can add to the skills and expertise of staff. We try and capitalise on this by inviting them to come into the class and talk to the children, thus enriching the children's education.

Parents will receive a formal written report on their child's progress once a year at the start of Term Four. Parents are encouraged to discuss their child's report with them as children benefit from, and are supported by, the ongoing dialogue about their progress, both from school and from home. Such dialogue encourages children as they seek to take the next steps in their learning. Seesaw is regularly updated with examples of the children's learning to share with parents. Pupils also engage in Profiling their learning through a 'Focus Child' system. When your child is the 'Focus

Child', observations, examples of work and 'Learner Conversations' will take place and be uploaded to Seesaw. You will be invited to comment on your child's progress at this time.

Parents of those pupils with Child's Plans are given the opportunity to meet more regularly with teaching and Support for Learning staff in order to review progress, share information and work in partnership with the school. School staff value very much the good relationships that are fostered with parents through these opportunities to meet and discuss learning and progress.

All parents are encouraged to support their children's learning at home and supporting children with homework tasks. Advice on this is often given at Parent-Teacher interviews and via Pupil Reports. Teaching staff welcome approaches from parents who wish to know how else they may support their children in their learning. Teachers send home a Curriculum Overview each term which details the planned learning for that term. The Curriculum Overview offers suggestions on how to support your child's learning at home and also invites parents and pupils to make further suggestions on the activities planned or to let us know of any particular areas of interest or expertise that may be relevant.

As key stages of a child's education approach e.g. transitions between pre-school and Primary 1 and Primary 7 and Secondary 1, teaching staff work with pupils and parents to prepare them for pupils' next stages of learning.

The Head Teacher works closely with the Parent Council and shares in an open and transparent way the work of the school. Parents' views are sought on a variety of issues, including an annual parental survey, with results being shared with the Parent Council. Parents are encouraged to share their views on the school, what it does well, and areas for improvement.

Education Scotland's Parentzone website (www.education.gov.scot/parentzone) also provides parents with further information as to how they may support their children and become more involved in their education.



All classes engage in 'Share the Learning' Assemblies with family members



Information and advice on education and learning for parents in Scotland

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

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

edscot.org.uk/p/LQE-39I/subscribe

Email: enquiries@education.scotland.gov.scot

education.gov.scot/parentzone



FORMAL PARENT REPRESENTATION

The role of the Parent Council is to:

- Support the school in its work with parents
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community

All parents of children attending Sgoil Ùige are automatically members of the Parent Council and are therefore welcome to attend its meetings. The Parent Council usually meets once per term. The current office bearers are:

Chair Murdo Buchanan
Secretary Lynne Woolley
Treasurer Mairi Buchanan

Should any parent or prospective parent wish to contact any of the Office Bearers but not have their telephone number, please contact the school in the first instance and we shall arrange for them to be in contact with you directly.

SCHOOL ETHOS & COMMUNITY INVOLVEMENT

Our Vision, Values and Aims were refreshed between August and October 2024 in consultation with pupils, parents and staff. These are also listed on our school website with further detail on how we will achieve our aims:



Sgoil Ùige – Ar Leirsinn, Luachan agus Amasan

October 2024

Leirsinn

Ri Chèile, Ruigidh Sinn na Reultan

Vision

Together, We Will Reach for the Stars

Luachan

Spèis

Sunnd

Seasmhachd

Àrd-Amas

Amasan

Gus suidheachadh ionnsachaidh adhartach a chruthachadh

Gus luach a chur air ar dearbh-aithne chultarach a tha gun choimeas

Gus taic a chur do gach sgoilear gus an urrainn dhaibh an comas a choileanadh

Gus sgilean ionnsachaidh, beatha agus obrach gach sgoilear a leasachadh

Values

Respect

Wellbeing

Perseverance

Ambition

Aims

To create a positive climate for learning

To value our unique cultural identity

To support all pupils to reach their potential

To develop skills for learning, life and work in all pupils



A new visual is currently being developed to display our new Vision, Values and Aims based on the first draft shown above, created by two of our pupils. We also have a school song which we sing at assemblies and community events that helps us to remember our Vision, Values and Aims:

Sgoil Ùige - Ri Chèile, Ruigidh Sinn na Reultan

Sèist

Ri chèile, ruigidh sinn na reultan
 Le spèis agus seasmhachd agus sunnd
 Ri chèile, ruigidh sinn na reultan
 'S e sin an lèirsinn th' aig ar chloinn

Chorus

Together, we will reach for the stars
 With respect and perseverance and wellbeing
 Together, we will reach for the stars
 That's the vision of our children

Rann

Tha sinne a' strì airson àrd-amas
 A' dèanamh ar dìcheal anns gach dòigh
 Anns gach oidhirp a nì sinn n'ar Beatha
 Gheibh sinn toileachas is pròis

Verse

We all strive for ambition
 Doing our best in every way
 In every endeavour in our lives
 We will take pride and joy

All pupils participate in our leadership committees, working together to improve all aspects of school life, to plan and evaluate learning, and to develop a sense of global citizenship. This session we have established the following committees:

- Comhairle nan Sgoilearan (Pupil Council)
- Buidhean Spèis is Còraichean nar Sgoile (Rights Respecting School Group)
- Comataidh Eco (Eco Committee)
- Comataidh na Gàidhlig (Gaelic Committee)

In addition, we have a house system, where each pupil is allocated a house (Mealasbhal and Suaineabhal) under the leadership of a house captain and vice-captain. House points are awarded for various reasons, and pupils are increasing their cooperation and team-working skills within this system. Our senior pupils also take on further leadership roles such as Play Monitors, Buddies and Young Leaders to develop their skills for learning, life and work.

Sgoil Ùige is at the heart of the Uig Community. It has strong links with the local and wider community. The school regularly use the services provided by the Community Hall and Community Café. We regularly contribute to the Uig News magazine to report on the ongoing work and achievements within the school. The local church works well with the school and we receive regular visits from our School Chaplain, Rev Hugh Stewart of the local Church of Scotland, to deliver assembly talks. We also plan on establishing links with the local Coibhneas Còmhla group in the new year.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

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

Religious Education is an integral part of the curriculum, offering pupils the opportunity to develop their own beliefs, attitudes, moral values and practices, through a process of personal search discovery and critical evaluation. A wide variety of religious, moral and ethical issues are dealt with through structured lessons in class, but also on an ongoing basis as varying circumstances come up. Staff work to help children understand the importance and value of relationships and the role each individual has to play in making the world a better place.

In line with CnES and national policy and to meet the Spiritual needs of the school community, religious assemblies conducted by the minister are purely for religious observance and are not a forum for normal school business. Parents who wish to exercise their right to withdraw their child from Religious and Moral Education or Religious Observance should notify the Head Teacher in writing. Separate assemblies are held for normal school business.

PUPIL CONDUCT

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School expectations are relatively simple and few in number to allow for the smooth running of the school. Class charters are created in collaboration with pupils which link to our school values and the UNCRC Rights of the Child. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for ourselves and others, to ensure the safety and wellbeing of all.

It is important to allow pupils every opportunity to behave in an acceptable way and to avoid premature escalation of an incident. We should hope to give parents 'early warning' of any problems and we anticipate active co-operation from parents where necessary so that their child, and others in the school, will benefit from the education provided. Our Positive Behaviour Policy outlines in greater detail the school's disciplinary procedures.

DEALING WITH BULLYING

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

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

PROMOTION OF POSITIVE BEHAVIOUR

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

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

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

In session 24-25, Sgoil Ùige is placing a strong emphasis on developing positive relationships and a relational approach between all stakeholders. We aim to involve all pupils, parents and staff in decisions relating to learning and school development and ensure that all stakeholders demonstrate our school values of *spèis* (respect), *sunnd* (wellbeing), *seasmhachd* (perseverance) and *àrd-amas* (ambition) at all times. Pupils' achievements across the curriculum and beyond will be celebrated through 'Rionnag na Mìos' (Star of the Month) Assemblies, Tìde Teòclaid Teth (Hot Chocolate Time) with the Head Teacher and our Wider Achievements and 'Life and Work of the School' displays. Further information on how we are developing positive relationships and a relational approach between all stakeholders can be found in our School Improvement Plan which is available on our school website (detailed in Section 5 of this document).

SECTION 3 – SCHOOL CURRICULUM

CURRICULUM FOR EXCELLENCE

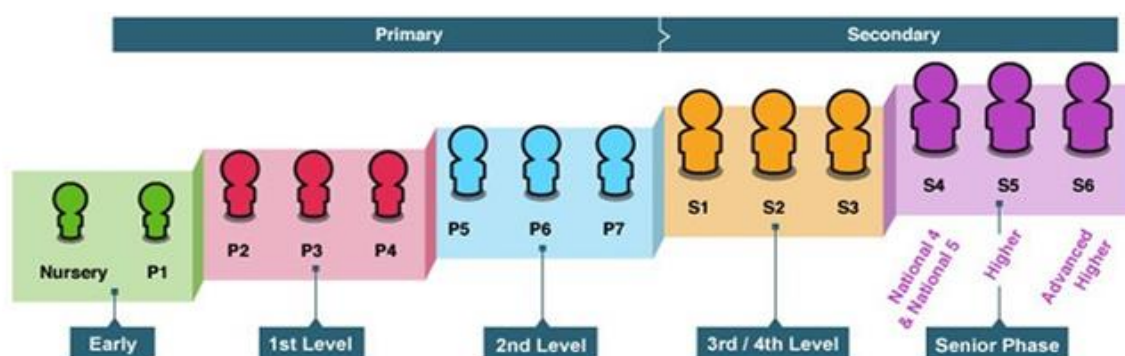
As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. This curriculum is called 'Curriculum for Excellence' (CfE).

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

CURRICULUM LEVELS

When children start in the Sgoil-Àraich/P1, they begin their learning journey at 'Early Level'. They then move through curricular levels as they progress through the school. The visual below illustrates when the majority of pupils might expect to move through the various curricular levels although this can be earlier or later for some pupils in order to ensure that all children receive appropriate pace, challenge and differentiation in their learning.



THE FOUR CAPACITIES

The purpose of the curriculum is to help children and young people to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Collectively, these are known as the Four Capacities. The graphic below helps to flesh out some of the skills associated with each of the Capacities.

Successful Learners

with:

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

and able to:

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

Responsible Citizens

with:

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

and able to:

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



Confident Individuals

with:

- > self respect
- > a sense of physical, mental and emotional wellbeing
- > secure values and beliefs

and able to:

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

Effective Contributors

with:

- > an enterprising attitude
- > resilience
- > self-reliance

and able to:

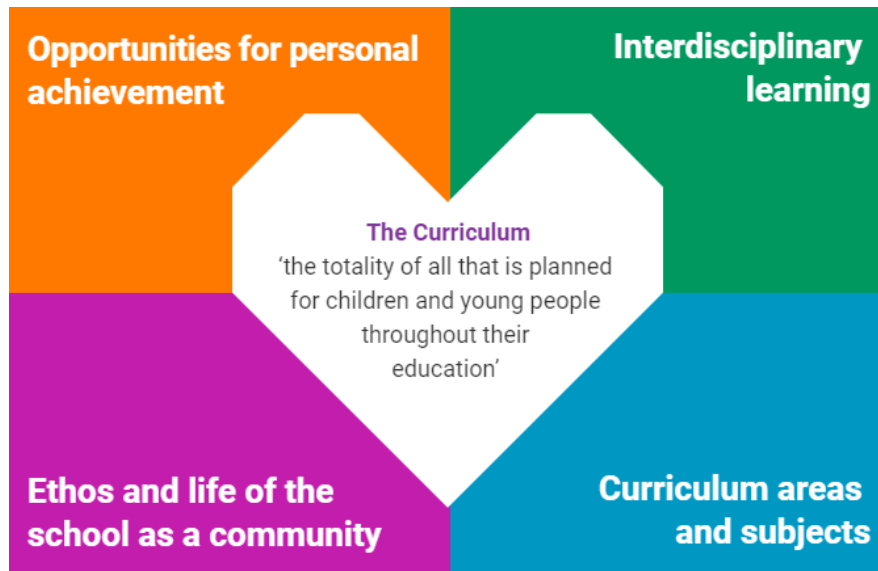
- > communicate in different ways and in different settings
- > make informed choices and decisions
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- > create and develop
- > solve problems

CURRICULAR AREAS

There are eight main curricular areas in the Curriculum for Excellence. These are:

- Language and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Expressive Arts
- Social Studies
- Sciences
- Religious and Moral Education
- Technologies

The curriculum is the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. Teacher use the 'Experiences and Outcomes' documents for each curricular area in order to plan for progression in all eight curricular areas through the 'four contexts of learning'. The graphic overleaf illustrates these four contexts.



More information about Curriculum for Excellence can be found on the following websites or by speaking to the Head Teacher or a member of teaching staff:

Education Scotland: <https://education.gov.scot/>

Education Scotland Parentzone: <https://education.gov.scot/parentzone>

SQA website: <http://www.sqa.org.uk/sqa/34714.html>

The Scottish Government website (there are also Gaelic versions on this site):

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/cfeinaction>



FOGHLAM TRO MHEADHAN NA GÀIDHLIG (GAELIC MEDIUM EDUCATION)

Gàidhlig language and culture are key to the local community and identity. As a school, we embrace and promote the language and culture in a wide variety of ways. The majority of our pupils are taught through the medium of Gàidhlig, and those who are not join their peers in experiencing aspects of the culture and learning the language. Sgoil Ùige is a 'Gaelic Rich' environment where Gaelic can be seen throughout our school wall displays, celebrating children's work and achievements, and can be heard across the school through whole-school events and a broad range of experiences across the four contexts of learning. We encourage all our children to explore and experience the Gàidhlig

language out with the classroom and school environment as much as possible. We have strong links with our local Comunn na Gàidhlig (CnaG) officer who runs a local Sradagan youth club and supports the school with a range of Gaelic activities such as sports festivals and FilmG. Promoting the Gaelic community of our school is vitally important and we ensure this through Gaelic Singing lessons for all, a Gaelic Ceilidh band and participation in local Gaelic sports activities and the Mòd. Our Comataidh na Gàidhlig have recently started up a 'Cupan agus Ceilidh' Gàidhlig Community Café which we hope to run once a month to bring together all members of our community to enjoy the Gaelic language and culture in a relaxed and enjoyable way. These cultural events and extra-curricular activities give the parents and pupils opportunities to meet with other GME learners and help strengthen Gàidhlig as a family language. We recognise that the majority of children who go through GME do not have Gaelic at home. Therefore, we encourage parents to listen to Gaelic radio and watch Gaelic TV programs.

WHAT IS GAELIC MEDIUM EDUCATION?

Gàidhlig medium education involved the use of the Gàidhlig Language for all teaching and learning across the school curriculum. Gaelic medium education is one of the main ways of achieving or maintaining fluency in Gaelic. This is especially true of children from a non-Gaelic speaking background. The children follow the same curriculum as their peers in the English stream of the school (known as Gaelic Learners). It must be noted that it is not a requirement that parents must speak Gaelic in order to choose Gaelic Medium Education for their child/ren. The aim is to bring our GME pupils to the stage of 'broadly equal' competence in Gàidhlig and English by the end of primary 7. Gaelic Medium Education is open to everyone, those who speak Gaelic and those who do not. Pupils who are not Gaelic speakers to start with, indeed who come from non-Gaelic speaking homes and communities, can be brought to fluency in the language through what is referred to as 'total-immersion'.

GAELIC TEACHING METHODOLOGY

From Sgoil-Àraich/P1 until the latter stages of Primary 3, the children are in their total immersion phase of learning where all their class work and homework is completed in Gaelic. Therefore, it is towards the end of P3/the beginning of P4 that English is introduced. In P4 and P5, learning and teaching will mostly be in Gaelic as well as English, in P6 learning will be 60% in Gaelic and 40% in English and in P7, pupils will be learning 50% in Gaelic and 50% in English. All curricular areas are taught through the medium of Gaelic and we make daily use of Active Learning strategies to develop the children's language skills. Teachers utilise all available opportunities to develop pupils' Gaelic skills - through songs, stories, rhymes, games and structured play. Learning is promoted through eye contact, body language, facial expressions and head movement. An oral Gaelic language framework is in place from the Sgoil-Àraich to P7. This is in accordance with the CfE outcomes and helps us monitor and assess the progression of the children's Gaelic language skills.

Gaelic First Policy

Our local authority has adopted a 'Gaelic First' policy, where there is a presumption of pupils being enrolled in GME unless parents specifically request otherwise. Over the past six years, 100% of new entrants to P1 in Sgoil Ùige have enrolled in GME. We support parents who are not fluent speakers in a variety of ways.

Pupils who are not in Gaelic Medium Education are known as 'Gaelic Learners'. This is to bring unity to the school, where all children receive their entitlement to learn the Gaelic language and engage in Gaelic activities and experiences together.

Parents who are interested in educating their children through Gàidhlig are welcome to contact the school and learn more about it from the Head Teacher.



SENSITIVE ASPECTS OF LEARNING

As part of the pupil's health and well-being curriculum there are instances where pupils will be learning about matters of a more sensitive nature.

What makes a subject sensitive is subjective, but due to society's competing values they are often identified as being Relationships, Sexual Health and Parenthood, Substance Abuse and some aspects of Religious and Moral Education. However, it is essential that we deliver the Curriculum for Excellence in its totality, at the same time taking cognisance of cultures and beliefs as well as the legal entitlements of the UNCRC article 2.*

Teaching staff at Sgoil Ùige will ensure that you are aware when sensitive subjects are about to be taught. For Sexual Health and Religious Education there is a right to withdraw. You will be given this option at the time. We will handle all sensitive subjects with extreme care ensuring that work is differentiated and meets the needs of the individual in their context and community.

*Conduct of Relationships, Sexual Health and Parenthood Education in Schools: Scottish Government December 2014

ACTIVE SCHOOLS

Active Schools work with schools and communities to help make sure children start active and stay active. The fundamental aim is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. Our Active Schools Co-ordinator is Jenna MacLeod and she supports the school in a variety of ways throughout the year, including regular input such as Bikeability 2 and Young People's Leadership Award, and with bespoke activities planned in conjunction with class teachers. The Active Schools team work to introduce new sports and games to pupils, support with funding applications (when relevant) and organise inter-school events, such as Rural Sports, Rowing Challenge and unihoc tournaments.

ASSESSMENT

Assessment is the means of obtaining information, which allows teachers, pupils and parents to determine what a pupil is actually achieving in relation to expectations of achievement and drawing conclusions from that comparison.

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

Assessment is for Learning

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

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

Teachers report on pupils' progress and attainment across the whole curriculum, using their professional judgement and the evidence available to them from continuous formative assessments undertaken throughout the year in relation to nationally agreed and understood standards. The school uses a number of standardised assessments during a pupil's school life, as required by the local authority. They are:

- P1 - Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy (English Medium pupils)
- P1 - Measaidhean Coitcheann Nàiseanta Ghàidhlig (MCNG) in Literacy and Numeracy (Gaelic Medium pupils)
- P4 - Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy (English Medium pupils)
- P4 - Measaidhean Coitcheann Nàiseanta Ghàidhlig (MCNG) in Literacy and Numeracy (Gaelic Medium pupils)
- P5 - Cognitive Ability Tests (CATs) (English and Gaelic Medium pupils)
- P7 - Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy (English and Gaelic Medium pupils)
- P7 - Measaidhean Coitcheann Nàiseanta Ghàidhlig (MCNG) in Literacy and Numeracy (Gaelic Medium pupils)

Results of these tests are made available to parents upon their completion and verification. Further information regarding purposes and types of assessment can be found in our Assessment Strategy which is available on our school website or by request from the school office.

REPORTING TO PARENTS

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

Parents receive a written report towards the end of the school year, usually in April. A Parents' Evening, where parents can discuss their child's progress with the class teacher, takes place in November, with an additional opt-in meeting following the progress report in May, to allow parents to follow-up any issues arising from the report. Parents are always welcome to make arrangements to meet staff to discuss progress or challenges at any point throughout the year.

A pupil-led Curriculum Open Evening will also take place in each school session to allow pupils to be at the centre of their learning and discuss this with parents. 'Share the Learning' Assemblies also allow pupils to showcase their learning to parents and family members.



The 'Big Scottish Breakfast' organised by the Rights Respecting Schools group



Playing and learning outside every day



A whole-school Litter Pick organised by the Eco Committee



Enterprise project planning and preparing for the community Christmas Fayre



Sgoil-Àraich going on one of their regular walks in the community



Some pupils enjoying 'Tide Teòclaid Teth' (Hot Chocolate Time) with Mrs Beaton in the Library

SECTION 4 – SUPPORT FOR PUPILS

ADDITIONAL SUPPORT NEEDS

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

As with all local authority schools in Scotland, this school operates under the terms of the [Additional Support for Learning Act \(2009\)](#) and its accompanying [Code of Practice](#). These procedures have been strengthened through the [Children and Young People Act \(2014\)](#).

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

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

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

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

Mediation is provided by Resolve in the Western Isles. It is a non-judgmental 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 Who Cares? Scotland. 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 <https://enquire.org.uk/advice-for-parents/> Enquire - the Scottish advice service for additional support for learning. Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning. Enquire offers independent, confidential advice and information on additional support for learning through:
 - ♦ Telephone Helpline: 0845 123 2303 Email Enquiry Service: info@enquire.org.uk
 - ♦ Advice and information is also available at <https://www.enquire.org.uk>

- ♦ Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- ♦ Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Further information locally can be obtained from the school, in the first instance, or from the Area Principal Teacher of Learning Support, who is Mrs Alexandra MacKay (tel: 01859 502367).

GIRFEC

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

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

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

The Wellbeing Indicators provide a framework to ensure that all children and young people are supported as they grow and develop. These are sometimes known as 'SHANARRI' and are a key part of our Health and Wellbeing teaching programme. SHANARRI stands for:

Safe...	protected from abuse, neglect or harm
Healthy...	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving...	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured...	having a nurturing and stimulating place to live and grow
Active...	having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected...	to be given a voice and involved in the decisions that affect their wellbeing
Responsible...	taking an active role within their schools and communities
Included...	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.

CHILD PROTECTION

The Head Teacher is the Child Protection Officer for the school. The school has a clear Child Protection Protocol which all staff must adhere to at all times.

All new staff members undertake Child Protection Training shortly after they take up their posts. The Head Teacher leads a refresher course of Basic Child Protection Procedures for all staff

members within the school on an annual basis.

Staff in Sgoil Ùige follow the multi-agency Child Protection Procedures and Guidelines which have been produced by the Western Isles Child Protection Committee.

TRANSITIONS

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

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

SGOIL ÀRAICH (NURSERY)

Pre-school enrolment usually takes place in January on a date notified to parents by local press advertisement. Children aged 2+ can be enrolled in the Sgoil Àraich if there is sufficient space. Children securing a funded place are entitled to 1140 hours of pre-school funding across the year.

From 1 August 2023, if a parent of a child that is still 4 years old on the date they are eligible to start school (i.e. children with birth dates on or between the day after the school commencement date in August - last day in February) defers their entry to school for a year, they can automatically access an additional year of funded early learning and childcare.

More information can be obtained from the Head Teacher or the Sgoil-Àraich play leader, Rhona Davis.

Sgoil-Àraich staff work closely with Primary 1 teachers and plan together throughout the school year.

PRIMARY SCHOOL ADMISSIONS

Children who will be four years of age by 28 February 2025 are eligible for infant enrolment in August 2025. Enrolment takes place at the end of January, on a date specified by press advertisement.

In our school, pupils can be taught through the medium of Gaelic or English and parents should indicate their preference on the enrolment form. The Comhairle has a 'Gaelic First' policy which promotes Gaelic Medium Education in the first instance, and the school wholly endorses this policy. At the time of enrolment, parents should provide a copy of their child's birth certificate and should inform the school of any medical problems or special needs which their child may have. New entrants engage in transition activities throughout the year and visit the P1 class daily throughout the school year. The time spent in the classroom will increase during Term 4 as they prepare to transition into the primary.

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

PRIMARY TO SECONDARY TRANSFER

We recognise that transition from primary to secondary can be a worrying time for some pupils, particularly when pupils live far away from the local secondary and don't have the same access to clubs and activities that their peers in other schools may have. We work with our Community Learning and Development Officer to support and prepare pupils for their transition into secondary school through the Dynamic Youth Award. Additional transition activities may also be organised through our Active Schools coordinator. For session 24-25, P7 pupils will attend a three-day residential trip to the mainland with pupils from another island school, Sgoil a' Bhac. It is hoped that this will provide further opportunities for pupils to create bonds and friendships with peers from other schools before they move on to secondary.

During the summer term each session, Primary 7 pupils have the opportunity to attend their chosen secondary schools for an induction period; pupils from Sgoil Ùige usually transfer to The Nicolson Institute. An informal transition event for all Primary 7 pupils in Lewis took place in December 2024.

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

When a pupil requires an enhanced transition, arrangements are put in place during P7 alongside colleagues from the Nicolson Institute, support for Learning staff and parents. The Nicolson Institute (01851 707000) is the secondary school associated with Sgoil Ùige.

PLACING REQUESTS

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

If you wish to make a Placing Request, you should complete the appropriate form (available from school) and return it to: Louise Smith, Education, Skills and Children's Services Department, Comhairle nan Eilean Siar, Sandwich Road, Stornoway, Isle of Lewis, HS1 2BW.

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

SECTION 5 - SCHOOL IMPROVEMENT

STANDARDS & QUALITY REPORT

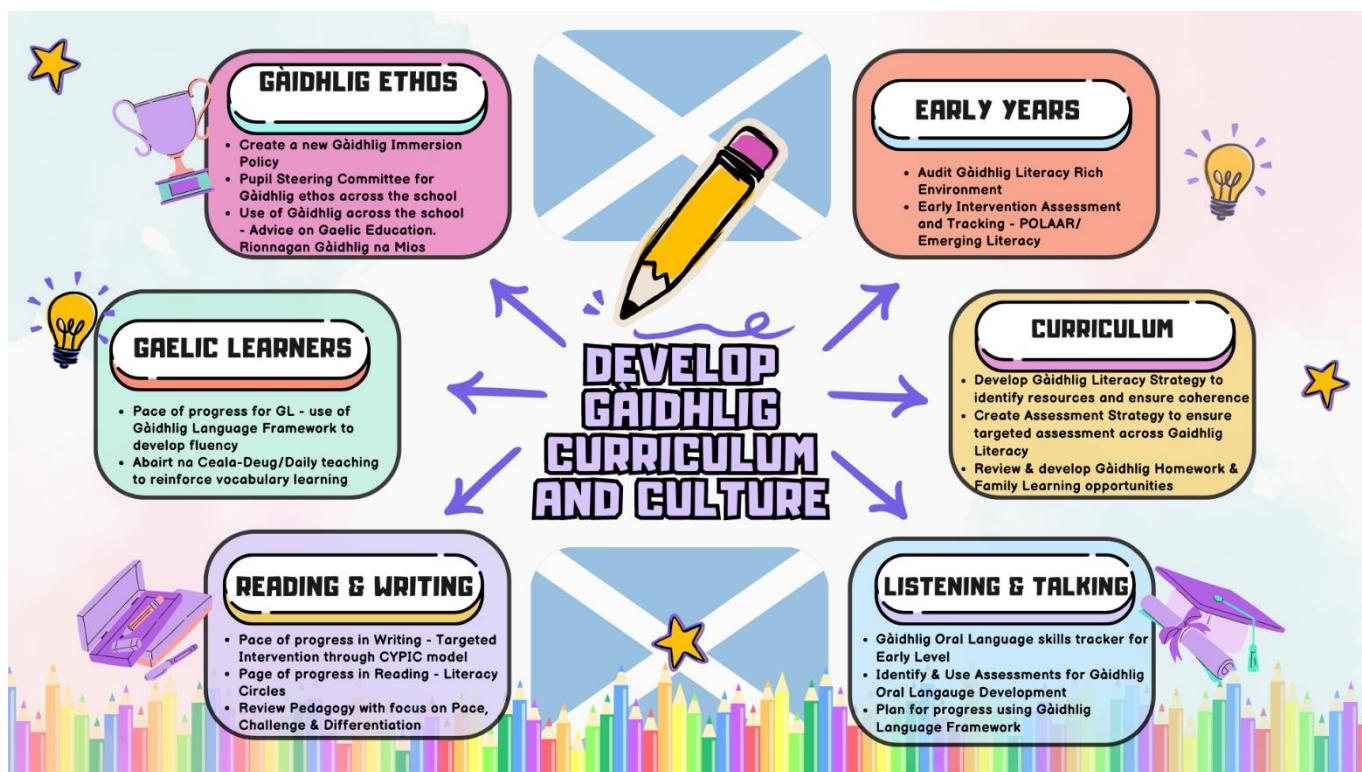
A Standards & Quality report (SQR) is produced annually to record the progress and achievements of the school in the previous academic year. A copy of the 2023-24 Standards and Quality Report is available on our school website or by request from the school office.

Performance statistics are gathered based on assessment data and teachers' professional judgment (as part of a dialogue with colleagues and senior management), and these statistics are shared with the local authority and Scottish Government. Current policy is that small numbers are redacted when statistics are published, and given the present roll of the school that is the case for all our statistics. Performance trends are shared with the parent council and parents are welcome to discuss performance as it relates to their own child with the Head Teacher or class teacher.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan (SIP) details the developments which have been identified as priorities for the coming academic year. The 2024-25 School Improvement Plan in its entirety is available on our school website or by request from the school office, but below and overleaf is a summary of the three main projects for this session. These visuals are also available in Gaelic on our school website or by request from the school office.







EDUCATION STATISTICS PRIVACY NOTICE

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish

Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government. The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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