



ARGYLL AND BUTE COUNCIL
Community Services: Education

Lochdonhead Primary School
Handbook
Academic Session 2017/2018



**This document is available in alternative formats, on request.
(Please contact the Head teacher)**

CONTENTS

General School Information	4
Contact Details	4
School Roll and Stages	4
School Staff	4
School Day	4
Early Learning and Childcare Provision for Children 3-4 years	4
Visits of Prospective Parents/Carers	5
School Uniform	5
School Clothing Grants	6
Parental Concerns	6
Pupil Absence Procedures	7
The Complaints Procedure	8
Parental Involvement	9
Becoming Involved in School	9
Opportunities for Parental Involvement	10
Parent Councils	10
School Ethos	12
School and Community Links	13
Promoting Positive Behaviour	13
Celebrating Achievement	14
Wider-Curricular Activities	14
Pupil Council	14
Curriculum for Excellence (CfE)	16
Learning Opportunities	17
Curriculum Levels	18
The Senior Phase	18
Skills for Learning, Life and Work	18
16+ Learning Choices	19
The Pupils' and Parents' Voice	19
The Curriculum at School, Local and National Level	19
Careers Information Advice and Guidance	19
Financial Guidance	20
Sexual Health and Relationships Education	20
Drugs Education	20
Religious and Moral Education	20
Assessment	22
Reporting	23
Transitions	24
Starting Primary One	24
Transfer to Secondary School	24

Moving from Stage to Stage	25
Moving Between Schools	25
Liaison with Local Schools	25
Leaving School	25
Support for Pupils	26
Support Arrangements for All Pupils	26
Identifying and Addressing Additional Support Needs	26
Staged Intervention	27
Further Information about Additional Support Needs	28
School Improvement	30
Main Achievements	30
Improving Standards	30
School Improvement Plan	30
Attendance and Exclusion	31
School Policies and Practical Information	32
School Meals	32
Free School Meals	32
Special Dietary Requirements	33
Health Care	33
Administration of Medicines	33
Transport	33
Insurance	34
Music Services	35
Parental Access to Records	35
Child Protection	35
Acceptable Use of Personal Internet Enabled Devices	35
Transferring Educational Data about Pupils	35
Emergency Closures	36
School Terms and Holidays – Academic Session 2017/2018	37
Useful Links / Contact Details	38

GENERAL SCHOOL INFORMATION

Contact Details

Susie Carmichael
Acting Shared Head Teacher
Lochdonhead Primary School
Lochdonhead
Isle of Mull
Argyll PA64 6AP
Tel.: 01680 812473

Website: <http://www.lochdonhead.argyll-bute.sch.uk>
e-mail: enquiries@lochdonhead.argyll-bute.sch.uk

School Roll and Stages

Present Roll: 9
Class Stages: P1–P7

Lochdonhead Primary School is a non-denominational, co-educational school.

School Staff

Susie Carmichael	Shared Head Teacher 0.5fte
Claire Bidwell	Principal Teacher 0.6fte, Class Teacher 0.4fte
Kate Grierson	Teacher 0.17 FTE
Claire Purfit	Admin and classroom assistant
Caitlin McLennan	School cook

School Day

Opening	9.15am
Interval	10.45am-11.05am
Lunch	12.20pm-1.15pm
Close	3.30pm

Details of school holidays can be found on page 38.

Early Learning and Childcare Provision for Pupils aged 3-4 years

As a result of the Children and Young People Bill, there was an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014. The vision was to bring together early learning and childcare through an increase in funded hours. By a more integrated approach, it is hoped that the

increase in early learning experiences for our children will allow for the needs of children and families to be better met.

Please see www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education for information.

Parents can use the link above for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/Carers

Any parent wishing to enrol a pupil should either visit the school or telephone the Head Teacher. Children must have attained the age of five by the end of February if they are to be enrolled the following August. Dates for registration will appear in the press, usually in January. The school runs an induction programme for new entrants during the summer term and parents and prospective pupils will be invited to attend.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Lochdonhead Primary School, the suggested uniform is as follows:

BOYS: Grey or black trousers, white shirt or polo-shirt, school sweatshirt. Outdoor and indoor shoes.

GIRLS: Grey or black trousers, skirt or gingham dress, white shirt or polo-shirt, school sweatshirt. Outdoor and indoor shoes.

PE KIT: T-shirt and gym shoes in a bag with pupil's name

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);

- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Clothing Grants

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant of £50 per child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Working Tax Credit, but not Child Tax Credit, where household income is less than £16,105
- Council Tax Rebate (25% reduction for single occupancy is not included)
- Housing Benefit
- Child Tax Credit and/or Working Tax Credit, where household income is less than £6,420

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged). However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant for more information on School Clothing Grants.

Parental Concerns

We have an open door policy and welcome dialogue with parents. Most concerns can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher, or in her absence, the Principal Teacher. The Head Teacher will then investigate the matter and report the outcome and proposed action to the parent. If parents and carers remain dissatisfied then the procedures contained within the Complaints Framework will be followed.

Pupil Absence Procedures

We request that all parents notify us if their child is to be absent by 9.30am. If a child is absent and we have not been notified, we will phone parents or carers in the first instance to ensure the child is safe. If a child has a medical condition it will be recorded on our official returns. If a pupil is absent due to a parental holiday, the absence will be recorded as unauthorised and a letter will be sent home.

School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

If a child is unwell, parents to contact the school by phone to report that their child will be absent by 9.30am. If parents make arrangements for taking their child out of school for an appointment or other reason, please write a letter to the Head Teacher informing the school of the dates and the reason.

Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Contact Details

- Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.



Dunollie Castle field trip researching nature trails

PARENTAL INVOLVEMENT

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. Our digital recording, using the Evidence for Learning app, offers the opportunity for parents and carers to have a clear overview of pupil's individual weekly reflections on their learning. Additionally, Evidence for Learning builds up to become the Primary 7 profile for transition and parents and carers are encouraged to be part of that process. Our Accelerated Reader Programme allows parents and carers to view the books their child has read and how they have performed in their assessments. All parents are encouraged to contribute to our curriculum through working with the pupils in school, policy making, and involvement in planning and contributing ideas and opinions throughout the year.

Becoming Involved in School

We work in partnership with parents in the following ways;

- We operate a home / school diary system which provides a two way communication throughout the year.
- We have a Primary 1 induction programme for new entrants.
- Individual support plans are discussed and reviewed regularly with parents and carers.
- Parents are encouraged to work as partners, reviewing policy, helping in class or for outings.
- We hold open mornings, inviting parents to come in and join the pupils in their learning.
- We hold monthly community cafes allowing the school community to meet together.
- The Head Teacher provides curriculum workshops, providing support and advice on curriculum matters during Parent Council meetings.
- We provide an annual Standards and Quality Report, including a summary of the improvement plan, which is available on request and can be viewed on our website.
- We have two consultation meetings for parents throughout the year.
- Parents' views are sought regularly both informally and formally at Parent Council meetings regarding improvement planning and evaluating the school's performance. These views are acted upon and inform our practice.
- Invitations are given to parents for special assemblies i.e. Christmas and June.
- Termly newsletters provide an overview for the term ahead, including dates for the diary.
- Class newsletters provide information about the teaching and learning planned for the pupils.
- Parents, carers and grandparents are encouraged to come into school to share their knowledge and expertise with the pupils.
- Parents are involved in I-cycle training.
- Fundraising events.
- Parents provide fantastic support for the Tag Rugby.

- Garden and beach tidies.

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets

maximum benefit from their school experiences.

3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher.



Parents helping with Christmas crafts

SCHOOL ETHOS

Shared Vision

Lochdonhead Primary School provides an active, safe, nurturing and caring environment in which all pupils achieve their full potential and have the confidence and skills to meet the challenges of the future.

Aims

- To achieve the best outcomes for each child through partnership between pupils, staff, parents and the wider community.
- To ensure that children feel a sense of achievement in all that they do.
- To celebrate social and cultural diversity so that everyone feels valued and respected.
- To help children to develop knowledge and understanding of issues affecting their health and well-being so that they can make informed choices for their future.
- To enable pupils to become environmentally globally aware and responsible citizens through our Eco work and Forest School.
- To value and celebrate children's contributions to our community and society, through our business enterprise, Lochdon Café Crafts.
- To encourage pupils to maintain high standards of behaviour at all times.
- To develop enquiring minds and skills for learning, life and work.

Values

- Positive
- Caring
- Respectful

We provide a happy environment by promoting positive values and supporting pupils, parents and teachers, creating an exciting and effective learning and teaching environment. We create a caring ethos where everyone takes responsibility for themselves and values each other. We foster creativity, confidence, a healthy attitude and responsibility in developing skills for life and include everybody fairly and as fully as possible, ensuring all pupils achieve their full potential and do their best. We have our Second Green Flag and we follow a regular outdoor learning programme, capitalising on our rich environment. There is a Pupil Council, which incorporates our eco, sport and health group, where children are encouraged to express views about school life. Termly newsletters keep parents and carers informed about school events and class newsletters provide information about learning and teaching.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school, have both the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

We work closely with many local groups, for example the Isle of Mull Hotel, Mull and Iona Community Trust and Senior Citizen Club and we host a monthly community café at the school, run by the pupils as an enterprising event. This provides an excellent, regular forum for the pupils to showcase their work to parents and members of the community.

School and Community Links

We have a very strong link with our local community, providing monthly cafes, which allows the community to meet regularly for social gatherings. Members of the community also come into the school to share their expertise, for example, mini bridge, flower arranging, cake decorating and art work.

The community is invited to coffee mornings, fairs, nativity plays and regular school functions. We support our community by singing at various local venues to provide entertainment and raise money for charity.

We often have visitors from the community helping with topic work and children engage with the local environment and community in their learning and global awareness. We support community fundraising, for example, Blythswood Boxes and toilet twinning (Tear Fund).

Promoting Positive Behaviour

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We promote positive behaviour in our school. Teachers discipline children as they would their own, requiring mutual consideration on both sides. Children are encouraged to realise the value of being responsible for their own actions.

School rules are created by the children and revised annually.

- Children are not allowed to swear in or around the school.
- Children are expected to treat the school equipment, buildings and playground with respect.
- Children are taught to have real regard for one another, and to treat their classmates as they themselves would like to be treated.

Any inappropriate behaviour will be discussed with the children concerned and noted by the Head Teacher. Appropriate sanctions may be necessary and will be discussed with the children concerned. Should there be more than two occasions, then it may be deemed necessary to contact the parents for further discussion.

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 of their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

We have an Achievement Book which is available for any member of the school community to view. This catalogues all our achievements over the year, both in and out of school.

Over this past year, we have celebrated many awards and prizes at Authority and national level, for example – we won £1000 as winners in Our Environment, SEPA competition and we won first place in the Argyll and Bute Sumdog competition on maths.

Wider-Curricular Activities

Pupils attended our after school drama club and won the cup for Stage Presentation at the Tobermory Drama Festival, this year.

Younger children also make day trips to closer places of educational and recreational interest. Parents, guardians and carers join in with us on these occasions and indeed their support and help is welcomed. Some children participate in the Tag Rugby Festivals held at Garmony: here they meet with other primary school pupils throughout each school session.

All children are involved in weekly PE sessions with Ulva Primary pupils at Craignure village hall which culminates in an Island Sports Day at Garmony Rugby Club. Many take part in local and area athletics held within Argyll. Again, we rely on the good nature of parents, guardians and carers to accompany the children.

All pupils throughout the year make regular trips to learn to swim. We feel that this is particularly important to children living on an island. We enjoy joint activities with Ulva Primary School, for example, swimming, Beach School, Forest School and author events. This extends and develops personal and social development.

Pupil Council

All members of our school take part in our Pupil Council and their voice is very important in the working of the school. The children have an active part in the decision making process of the school. We are an Eco school and have attained our Second Green Flag. We believe that the pupils are the future custodians of our world and we take every opportunity to develop responsibility for our environment. The Pupil Eco Council meets regularly and all the pupils are members. We hold elections at the start of the year and vote for the chair person and reporter. Some of the decisions the Pupil Eco Council have made, this year, are; lunch menu choices, rules for the playground and transport, what social events to hold, celebration of achievement, purchasing resources etc.

As members of the Lochdonhead Café Crafts, all the pupils have a role with associated responsibility which they take very seriously. These roles provide the pupils with opportunities for learning skills for work, learning and life.



We work with members of our community to enrich our learning

CURRICULUM FOR EXCELLENCE (CfE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise, STEM (Science, Technology, Engineering and Maths projects) and global citizenship, which include sustainable development, international education and citizenship.

Assessment is an important part of the teaching and learning process. Teachers work in a cycle: planning, teaching, recording, reporting, evaluating and back to planning. Prior knowledge is the starting point for the pupils and teachers ensure that pupils are engaged throughout the planning process. We aim to ensure that pupils understand the criteria for success within a work unit and have clear responses from the teacher on how well they meet those criteria. Pupils work with teachers to define clear “next steps” as a way of ensuring that they understand their personal targets for improvement.

The focus is on an individual’s progress, experience, skills, knowledge and understanding and how to help them progress at an appropriate level.

The ethos and life of the school is focused around our community and valuing all members within it. This ensures that all pupils are given a voice which is listened to and respected. We make use of the local environment to provide a rich and stimulating curriculum which

includes meaningful engagement with the outdoors. The pupils are provided with an individualised curriculum, meeting their needs and providing pace and challenge. We have an emphasis on developing the pupil's skills - for work, learning and life.

The curriculum areas and subjects are carefully tracked to ensure a broad and balanced provision for the pupils. We use Active Maths to provide engaging and stimulating numeracy and mathematical challenges. We use the Accelerated Reader Programme and Reciprocal Reading to provide personalisation and choice as well as developing a culture of book lovers. Read, Write, Inc. is the programme we use to teach the pupils phonics and spelling, ensuring a solid foundation is taught for developing literacy skills.

We undertake interdisciplinary learning, developing knowledge and understanding in a meaningful context across subject areas. Our business, Lochdonhead Café Crafts is a very good example of this, where the pupils have learned a great deal of enterprising skills cross cutting subjects such as, technology, social studies, numeracy and literacy. We make use of a local wood and beach to develop our understanding of our environment. Again, this naturally allows the pupils to learn skills across many areas of their learning. We undertake STEM projects developing vital skills for work, learning and life. The pupils regularly problem-solve challenges which are within realistic and relevant contexts. The pupils take part in Endeavour or Pebble (Pupil Based Learning), allowing them to plan and take forward an individual, interdisciplinary learning project, supported by school staff and parents. This provides deep and rich learning based on the pupil's interest, providing personalisation and choice within the curriculum.

There are many more opportunities for personal achievement. These include our residential activities, afterschool club and tag rugby. We have a personal achievement board which is regularly updated. Personal achievement is also recorded in the pupil's Evidence for learning. The Accelerated Reader Programme encourages personal achievement and this is recorded and highlighted, celebrating success.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social. We regularly engage with our environment to enhance our learning and develop our skills set. We use our playground, local beach, a local forest area and also have residential trips to provide experiences, opening up the walls of our school. The pupils have formed a profit making company within the school resulting in enterprising learning being undertaken in a meaningful context. We have very strong links with our local community which results in expertise being offered to the pupils including, understanding about crofting, gardening, knitting, bridge, cake decorating and arts and crafts. Through our business enterprise we offer a monthly community café for the local community to gather and socialise. This provides an excellent context for teaching about money and finance as well as enterprise and citizenship. We support many local groups, which provide opportunities for performing and supporting charities.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. STEM – how to build an app. This will be shared with parents through the homework diary, class newsletter and our new reporting format. Parents will be invited to support the learning by sharing resources from home.

Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary and the new reporting format.

Pupils are very much involved in the choice of our topics and in the planning of how they want to learn and how they want to be assessed. Throughout their learning, pupils are encouraged to consider the criteria which needs to be set in order to be successful and use this as a guide in their learning.

The Curriculum at School, Local and National Level

The Head Teacher provides regular updates about the school curriculum at Parent Council meetings. Pupils share curriculum developments with parents and the community through a variety of media, including digital presentations, Edmodo, leaflets, workshops and our community cafe.

For further information parents can find out more:

www.parentzonescotland.gov.uk

www.curriculumforexcellencescotland.gov.uk

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Financial Guidance

Pupils are taught about money and finance through the maths curriculum and also through enterprising projects. Currently, the pupils are running a business enterprise which involves simple accounting and reporting as well as working out profit margins and potential loss.

Sexual Health and Relationships Education

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Our Drugs Policy can be viewed on our school website – <http://www.lochdonhead.argyll-bute.sch.uk>

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major 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.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

We encourage visitors from various religions to visit our school, whenever possible. We have an assembly each term led by Cathie McLean our local lay minister.



We have regular visits to enhance our learning

ASSESSMENT

Assessment is crucial in tracking progress, planning next steps, reporting, and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents, 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 will work together to develop planning for next steps in learning.
- Profiles – a statement of achievements both within and out with school, introduced at P7 and S3.
- SOLO – a rubric of learning, created with the pupils showing clear progression pathways.
- INCAS – annual, externally marked assessment.

Your child's progress is not only based on 'tests' 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 audio clip as part of a particular learning experience.

Assessment takes place as part of on-going learning and teaching, periodically and at key transitions. Should any parent be worried about their child's progress, they are more than welcome to contact the school and arrange a meeting with the Head Teacher at any time.



We use a range of assessment approaches

REPORTING

Reporting informs parents/guardians of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, curriculum events, sharing of work at Community Cafes, planning/assessment/reporting sheets sent home termly etc.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help. We are working, this year, on providing more regular reported feedback throughout the year and are collaborating with the Parent Council to ensure this becomes effective practice.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.



Residential trip to Glasgow for Primary 5, 6 and 7 pupils of Lochdonhead and Ulva

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2017 and 28th February 2018 should start school in August 2017. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Lochdonhead Primary School is:

Tobermory High School

Tobermory

Isle of Mull

PA75 6PB

Telephone: 01688 302062

Website address; <http://www.tobermory.argyll-bute.sch.uk/>

You will be contacted by letter and offered a place for your child at Tobermory High School, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Our school maintains close links with Tobermory High School and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Leaving School

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

In Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Universal Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the [Education Scotland](#) website are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

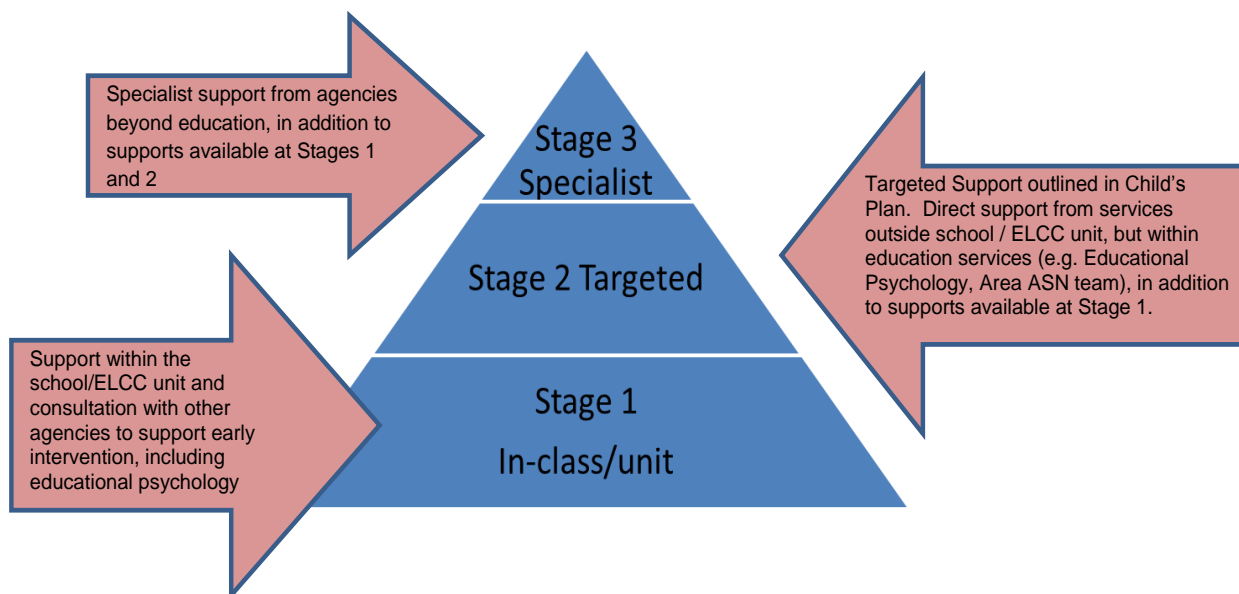
Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is

multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with the Head Teacher. Please contact the school office to arrange an appointment.

An 'open door' policy is encouraged with parents. They may contact the school at any time to arrange an appointment to see the Head Teacher or principal teacher for support for learning.

The Head Teacher will liaise with agencies out-with the school, for example speech and language therapy and occupational therapy and will refer pupils to appropriate agencies when required.

This school values 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.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are

acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ♦ Independent Mediation Services
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ♦ Independent Advocacy
Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.
- ♦ Free Dispute Resolution
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or anmarie.knowles@argyll-bute.gov.uk
- ♦ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements

Our achievements and how we have improved standards, is contained within our Standards and Quality Report, copies of which are available from the school office or can be viewed online on our website –

<http://www.lochdonhead.argyll-bute.sch.uk>

Improving Standards

Details of the school improvement plan can be found on our website –

<http://www.lochdonhead.argyll-bute.sch.uk>

Priority 1 Curriculum for Excellence, Moderation and Assessment in Literacy, Numeracy and Health and Wellbeing –. this reflects National and Authority priorities and was identified through our self-evaluation.

Priority 2 Curriculum Design - we are aiming to develop the curriculum to ensure coherence and progression of learning and assessment using experiences and outcomes, significant aspects of learning and SOLO

Priority 3 Promoting Achievement and Raising Attainment, through Engaging with Parents and Families and Working Effectively and Efficiently with Partners - to engage parents and carers in their child's learning. To work effectively with partners to achieve the best outcomes for our pupils.

Priority 4 Developing effective leadership at all levels - to make effective use of the skills within the school community to raise attainment.

School Improvement Plan

We want to continue to develop our key strengths -

To maintain our outstanding sense of community.

To maintain our positive supportive interaction with staff and pupils.

To continue to provide good levels of support for pupil's care and wellbeing.

To continue to work effectively as a team, within the school and the Cluster.

To ensure that all children enjoy school and feel safe.

To provide an excellent curriculum for our pupils.

To ensure we have clear and understood approaches in assessment.

To review curriculum design, ensuring we are meeting the needs of our pupils, families and community.

To continue to raise attainment in literacy, numeracy and health and wellbeing.

We shall continue to develop and embed and build on the new programmes which have been started for language and maths, namely Read Write Inc., Accelerated Reader,

Reciprocal Reading and Active Maths. We shall use our assessment and tracking to review progress, pace and challenge.

We shall be looking at new technologies and how they can support and enhance learning. We shall continue to explore the effective use of mini I-pads, STEM, Endeavour, Pebble projects and We-Do Lego technology. We will develop our Science Laboratory to further our outdoor learning. We will develop important work, life and learning skills within meaningful contexts that allow us to capitalise on the expertise of others.

We shall continue to use and develop Evidence for Learning which is a powerful tool, allowing the pupils to keep an electronic journey of their learning. This will be used for the P7 profile, target setting and weekly learning logs. This electronic platform allows parents and carers to be involved in the education of their child and have a window into the learning in school.

Our business venture will continue, which strengthens the relationships within the community. We now have members of our community who regularly come into school to support the work, including art and craft. The enterprise aspect of the business allows the pupils to gain a rich and deep understanding of the workings of a business and they work hard to create products which they quality control. The products are branded with our school name which raises the profile of our school. We will continue to engage and work with parents at every opportunity.

Parents and the community have commented on how involved they feel in their child's learning through the approaches we use.

Attendance and Exclusion

The attendance figures, over the last 5 years, at Lochdonhead Primary School, are very good and we have had no exclusions.



We use a variety of problem solving activities

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. In addition, as part of Scottish Government legislation that came into force in January 2015 **free school meals are available to all pupils in P1-P3**. Please see below for details of free school meals for pupils from P4 and beyond.

At Lochdonhead Primary School we encourage healthy eating. The Parent Council pay for fruit that the pupils eat, daily at break time.

School lunches are planned so that children can choose a well balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free school meals

As above, free school meals are available to all pupils in P1-P3. However, free school meals are also available to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, where household income is less than £16,105
- Child Tax Credit and Working Tax Credit, where income is less than £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (eligibility under Universal Credit is currently under review and may be amended)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals for pupils from P4 and beyond is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see www.argyll-bute.gov.uk/education-and-learning/free-school-meals for more information on Free School Meals.

Special Dietary Requirements

We are a nut free school. If your child has any special dietary requirements, please come into the office and discuss this with us.

Health Care

You can contact school health staff at: -
Joyce McIntyre – Health Visitor
01688 302568

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Music Services

All ages and stages have the chance to sing and to create music throughout the school year. In addition chunter tuition is available to all children in P5 and may be continued thereafter, if parents are willing to pay for the tuition.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Acceptable Use of Personal Internet Enabled Devices

Pupils should not bring their own personal internet devices into the school environment. Our Acceptable Use Policy for school devices can be found on our website.

<http://www.lochdonhead.argyll-bute.sch.uk>

Transferring Education Data about Pupils

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally enrol and plan for these pupils. All pupil transfers are monitored and tracked by Scottish Government School to School department to ensure pupils are not missing in education. It is crucial that the correct leaving details are entered for pupils, i.e. date, reason for leaving and destination. The SEEMiS system allows for the enrolment of pupils transferring from non-SEEMiS schools.

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.



Hands-on mummification at Kelvingrove Gallery

School Terms and Holidays – Academic Session 2017/2018

Argyll and Bute Council Community Services: Education School Holiday Arrangements 2017/2018

TERM	BREAK	DATES OF ATTENDANCE		PUPIL DAYS	WORKING DAYS
First			14 & 15 August 2017 Teachers' In-service Days		
		Open	16 August 2017 Pupils Return		
	October	Close	6 October 2017	38 (38)	40 (40)
		Open	23 October 2017		
		Close	24 November 2017	25 (63)	
			27 November 2017 Teachers In-service Day		
		Open	28 November 2017		
	Christmas	Close	22 December 2017	19 (82)	45 (85)
Second		Open	8 January 2018		
		Close	9 February 2018	25 (107)	25 (110)
			15 & 16 February 2018 Teachers' In-service Days		
		Open	19 February 2018		
	Spring	Close	29 March 2018	29 (136)	31 (141)
Third		Open	16 April 2018		
		Close	4 May 2018	15 (151)	15 (156)
	May	Open	8 May 2018		
		Close	29 June 2018	39 (190)	39 (195)

Council website link - <http://www.argyll-bute.gov.uk/education-and-learning>

Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents/carers – <http://www.educationscotland.gov.uk/learningandteaching/partnerships/engagingparents/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities – <http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

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

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/parentzone/learningathome/supportinghwb/choicesandchanges/about.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

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

<http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

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

Education Scotland's Inspection and review page provides information on the inspection process –

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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

School policies can be found on the school website –

<http://www.lochdonhead.argyll-bute.sch.uk>

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>
<http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>



Michael Russell MSP came to open our Science Laboratory