



**ARGYLL AND BUTE COUNCIL
Community Services: Education**

**Lochdonhead Primary School
Handbook
Academic Year 2019/2020**



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

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GENERAL SCHOOL INFORMATION

Contact Details

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School Roll and Stages

Present Roll: 5
Class Stages: P1 – P7

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

School Staff

Susie Carmichael	Shared Head Teacher 0.5fte
Kate Grierson	Principal Teacher 0.6fte, Class Teacher 0.4fte
Vacancy	Teacher 0.16 FTE
Sarah Dickinson	Clerical and classroom assistant
Helen Ramage	Catering Manager

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 42.

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 600 hours (pro rata) of free Early Learning and Childcare (ELC) and, for the first time, some two year olds will be eligible. This will help young children gain vital language and learning skills, improve their social

development and help them do better at school when it comes. It will also support parents to work, train or study.

Please see <https://www.argyll-bute.gov.uk/early-years> for further information and 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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)
- Universal Credit (monthly take home pay must be under £610)

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.

Please note that the above eligibility criteria is correct at time of publishing (August 2018) and that this may be subject to change by the start of August 2019. The link above will contain the most up-to-date information.

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

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

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.

Parent / Carer 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.



We are responsible citizens and keep our local beaches clean.



Working with The Mull Otter Group to erect a new sign on our Nature Trail.

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

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.

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 regular 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.
- Fundraising events.
- Garden and beach cleans.

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

Outwith 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 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.

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



 **Parentzone**
SCOTLAND


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

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

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

edscot.org.uk/p/LQE-39I/subscribe
Email: enquiries@educationscotland.gsi.gov.uk

education.gov.scot/parentzone



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. Lochdonhead and Ulva Primaries are shared schools. Our shared vision is underpinned by the Argyll and Bute Education Vision and Strategy policy 'Our Children Their Future'. In consultation with the pupils, parents and staff, the vision and values were re-visited and agreed in May 2018.

Aims

- To raise educational attainment and achievement for all.
- To use performance information to secure improvement for children and young people.
- To ensure children have the best start in life and are ready to succeed.
- 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 a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future.
- To enable pupils to become responsible and environmentally aware global and responsible citizens through our Rights Respecting School Award, Nature Trail, Eco work and Beach School.
- To value and celebrate children's contributions to our community and society.
- To encourage pupils to maintain high standards of behaviour at all times.
- To develop enquiring minds, enterprising skills and embrace lifelong learning.
- To develop the future young workforce; developing skills for learning, life and work.
- To strengthen leadership at all levels.

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 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.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

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.



Raising money for Children In Need.

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 regular community cafés 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.



Our parents helped to organise our Thanksgiving themed Community Café.

School and Community Links

We have a very strong link with our local community, providing community 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, gardening, craftwork, science 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 and global fundraising, for example, Save the Children, Blythswood Shoebox appeal and Children in Need.



We were delighted to support the Blythswood Shoebox appeal.

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 respect 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.

The children have their own space on the class walls and have their own achievement jotters recording achievements in and out with school.

Recently we have celebrated many awards and prizes at Authority and National level, for example – we won £1000 as winners in Our Environment, SEPA competition; we won £500 as Regional winner in Better Energy School Awards; we had a Regional winner in Scotland Gas Networks which saw her win £300 for the school and £150 for herself and we also were runner-up for the World Book Day Award 2017.

Wider-Curricular Activities

The pupils make day trips to places of educational and recreational interest. Parents, guardians and carers may 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 and participate 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, science workshops and author events. Every 2 years pupils from Lochdonhead and Ulva go on a residential trip to Camas to experience different outdoor activities and work together in team building tasks. This extends and develops personal and social development. Primary pupils from P5 – P7 join in with the cluster schools on various residential trips eg Pantomime, Stramash and Stirling. This is especially beneficial in the lead up to transition to Tobermory High School.

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 believe that the pupils are the future custodians of our world and we take every opportunity to develop responsibility for our environment. We hold elections at the start of the year and vote for the chair person and reporter. Some of the decisions the Pupil Council have made, this year, are; suggestions for improvements to the playground, what social events to hold, celebration of achievement, purchasing resources etc.

Through the Community Cafes, 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.

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.

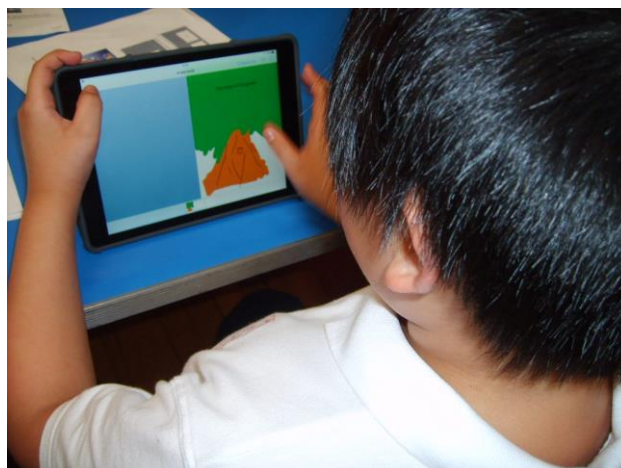
The Four Capacities - the curriculum aims for all children to become:

- 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.



Learning coding skills to program a microbit.

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. We make use of a local beach to develop our understanding of our environment. 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 and the school blog. The Accelerated Reader Programme encourages personal achievement and this is recorded and highlighted, celebrating success.



Our joint school tag rugby session with the Rugby Development Officer.

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, nature trail, 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 the World of Work from MICT, gardening, science and arts and crafts. We offer a regular community café at the school 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.

Lochdonhead Primary School aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK.

Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

Lochdonhead Primary School pupils learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

For further information about Rights Respecting Schools please visit: www.unicef.org.uk/rrsa

To learn more about Social Enterprise, Learning for Sustainability, Fair Trade and Global Citizenship, the pupils in Lochdonhead and Ulva Primary Schools undertake the 90kg Rice Challenge. Selling 90kg of rice enables a farmer in Malawi to send their child to school for 1 year.

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

Through the Community cafes the pupils regularly learn a variety of 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. Our local area – MICT and the world of work. This will be shared with parents through the homework diary, class newsletter and the Evidence for Learning app. Parents will be invited to support the learning by sharing resources from home or by visiting the school to deliver a talk.

Parents/carers will be invited to share comments 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 Evidence for Learning app.

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.



We value pupil voice. Our Right of The Month and Anti-bullying Week.

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 presentations, leaflets, workshops and our community cafe.

For further information parents can find out more:

www.parentzscotland.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.



We learned how to calculate how much fruit we needed for break and then placed the order by phone.

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.

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.



Pupils from primary 6 and 7 joined with the island schools for a 'Smoke Free Me' workshop.

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.

ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

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 ongoing learning and teaching, periodically and at key transitions.



We performed a joint school action song at the Tobermory Mod.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.



We collected brambles, weighed out the ingredients and made some delicious bramble crumble.



We can create our very own puppet show.

REPORTING

Reporting informs parents/guardians of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, Evidence for Learning app, 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.



We look forward to welcoming new families to the new houses being built beside the school.

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 2019 and 29th February 2020 should start school in August 2019. 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

The 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 (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) 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 Child's Plan may 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. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

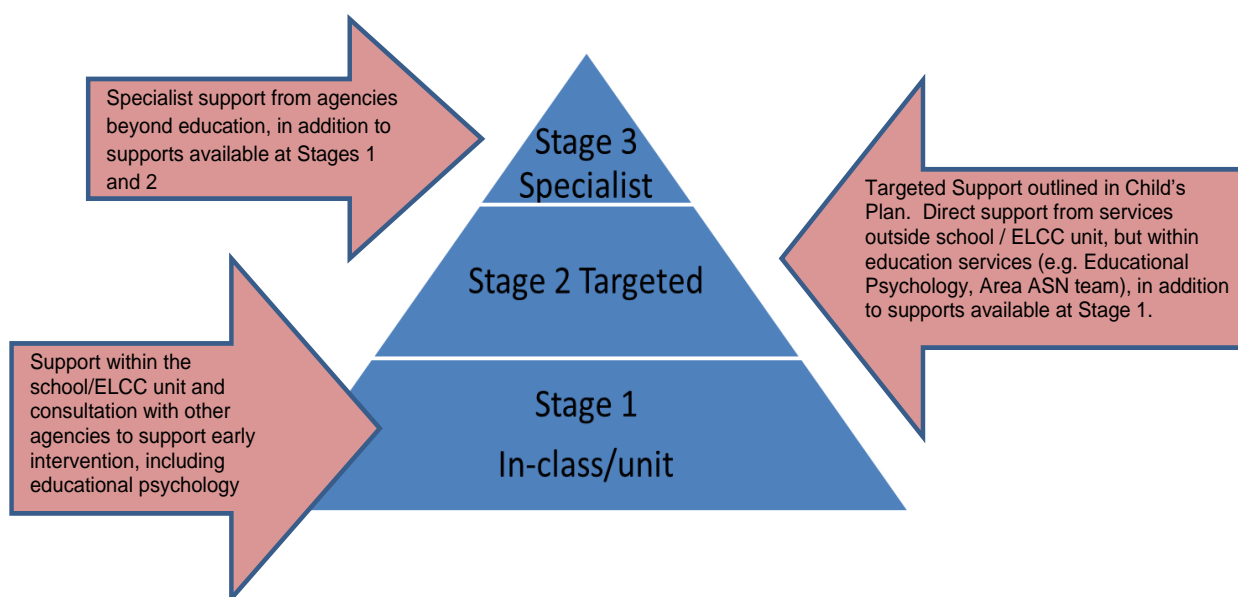
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

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.

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 Anne Paterson, Head of Education: Lifelong Learning and Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Anne.Paterson@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) 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.ulva.argyll-bute.sch.uk/>

Improving Standards

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

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

Priority 1 Leadership and Management, Strengthen Leadership at all Levels –. Developing a shared vision, values and aims relevant to the school and community. Strategic planning for continuous improvement. Implementing Improvement and Change.

Priority 2 Learning Provision, - Use performance information to secure improvement for children and young people.

Priority 3 Successes and Achievements: Ensuring wellbeing, equity and inclusion - Ensure children have the best start in life and are ready to succeed.

Priority 4 Successes and Achievements: Raising attainment and achievement – Overall quality of learners' achievements.

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 programmes we have in place 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 and Nature Trail 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 often take our learning outdoors.

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 community cafes 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 gardening and literacy. The enterprise aspect of the cafes allows the pupils to gain a rich and deep understanding of the workings of a business and they work hard to create products to sell which they quality control. 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.

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 we encourage healthy eating. 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 school 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, e.g. cheese and tomato, salad, egg and tomato. 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

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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Child Tax Credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay must be under £610)

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

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above.

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.

Specific details of free school meal entitlement are kept confidential.

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

Please note that the above eligibility criteria is correct at time of publishing (August 2018) and that this may be subject to change by the start of August 2019. The link above will contain the most up-to-date information.

Special Dietary Requirements

If your child has any special dietary requirements, please come into the office and discuss this with us.

Health Care

You can contact your 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.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

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.

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk

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 play and create music throughout the school year. Often a music tutor will visit for blocks of music workshops with the children.



Playing violin for the local community.

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. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

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.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.

- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Personal Internet Enabled Devices / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school’s name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don’t know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.

- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to Secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

IF YOU HAVE ANY CONCERNS REGARDING ANY OF THE ABOVE YOU SHOULD CONTACT YOUR SCHOOL DIRECTLY TO DISCUSS INDIVIDUAL CIRCUMSTANCES

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.



Visiting the Eagle Hide. Look how big a sea eagle is!

SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2019/2020

BREAK	DATES OF ATTENDANCE	
		13 & 14 August 2019 Teachers' In-service Days
	Open	15 August 2019 Pupils Return
October	Close	4 October 2019
	Open	21 October 2019
	Close	22 November 2019
		25 November 2019 Teachers In-service Day
	Open	26 November 2019
Christmas	Close	20 December 2019
	Open	6 January 2020
	Close	7 February 2020
		13 & 14 February 2020 Teachers' In-service Days
	Open	17 February 2020
Spring	Close	3 April 2020
	Open	20 April 2020
May	Close	1 May 2020
	Open	5 May 2020
	Close	26 June 2020

School holidays for all schools within Argyll and Bute can be found here:
<https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at November 2018:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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>

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>

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 –

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

Education Scotland's toolkit for parental engagement and family learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Journey to Excellence - provides guidance and advice about culture and ethos –

<https://prezi.com/pinge66owybn/copy-of-journey-to-excellence/>

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 Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and
<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -
<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -
<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –
<http://www.sqa.org.uk/sqa/63101.html>

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.gov.scot/Publications/2011/02/16145741/20>

Information about how progress is assessed –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –

<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

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 – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

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>

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>

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/>

Equality and Inclusion - <http://www.gov.scot/Publications/2012/02/7679/3>

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

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

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

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>