

Cauldeen Primary School Handbook



Session 2025-2026

Cauldeen Primary School

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Head Teacher: Mrs Allison Howie

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Welcome from the Head Teacher

On behalf of the children and staff, I would like to warmly welcome you to Cauldeen Primary School.

We are a school that where everyone is included and encouraged to achieve their personal potential. There is a place for everyone at Cauldeen.

We pride ourselves on our nurturing ethos, our enthusiasm and our want to make sure everyone is part of the Cauldeen story.

We aim to bring learning alive, making it exciting and stimulating. We want to give our children a desire for lifelong learning experiences that continue with them throughout their future school career and beyond. We do this by helping our children to gain as many wider experiences as possible.

We have high aspirations and expectations for all of our children. An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone – children, parents, staff and the wider community.

As Head teacher, I am excited about the journey we are on to improve our school and continuing to create a community that works together for the benefit of everyone. Being part of 'Team Cauldeen' is an exciting place to be!

Mrs Allison Howie

Headteacher

Cauldeen Staff

We have a whole team of enthusiastic staff ready to support learning and teaching at Cauldeen.

Current staffing (2024-2025)

The Leadership Team

Head Teacher: Mrs A. Howie
Depute Head Teacher: Mr C. Morrison
Principal Teachers: Miss M. Cameron (ASN)
Miss S. Cumming

Clerical Assistant Mrs C. Cameron

Teaching Staff

P1 Beech Ms McIntyre/Miss Jackson
P1/2 Cherry Blossom Mrs Moreno
P2/3 Elm Mrs Dominguez/ Mrs Mackay
P3/4 Birch Ms Murray
P3/4 Silver Birch Mrs Walker
P4/5 Willow Mrs Gray
P4/5 Scots Pine Mrs Morrison/Miss Jackson
P5/6 Oak Mrs Gray
P6/7 Palm Miss Cumming (Principal Teacher)
P7 Bamboo Miss Sutherland

Teaching Staff - Butterfly Rooms

P1/2 Yellow Mrs Hay
P1/2 Red Mrs Young

Additional Support Needs (ASN) Teachers

Miss Cameron (Acting) PT ASN, (Head of Butterflies, Woodlands Hub, P1-3 Lead)

Mrs Rennie~4 days (Woodlands Hub, P4-7 Lead)

Mrs Murdoch (Early Level targeted support)

Mrs MacLennan~ 1 day (PEF targeted P4-7 learning support, dyslexia and Assessment data)

Mrs Morrison~1 day, Woodlands Hub, ASN data and tracking

Mr Lyons~ 3 days, Nurture Support and Woodlands Hub

Class Contact Reduction (CCR) Teachers

Mrs MacLennan

Mrs Mackay
Mr Anderson (PE Specialist from Inverness Royal Academy)

Support Staff

Pupil Support Assistants

Mr Simpson Mrs Watt Mrs Grant
Mrs Cameron Ms Strang (Miss Shona) Mrs Galloway
Mrs Nesbit (Miss Jemma)

Butterfly Wing Pupil Support Assistants

Mrs 'Kira' Brown Miss 'Sam' MacDonald Ms 'Heather' Lawson
Miss 'Steph' Campbell Mrs 'Flora' Beale Mrs 'Aimee' Williamson
Mrs 'Tasha' Welsh Mrs 'Lisa' Mackay Ms 'Sarah' MacInnes
Miss 'Iona' Hounsom

Early Learning and Childcare Team

Senior Early Years Practitioner: Vacant
Early Years Clerical: Mrs Graham (Wednesday)

Acorn Early Years Practitioners

Mrs Holland Miss Munro Mrs Steel Miss Findley
Ms Fraser Ms Cumming Miss Fridge Mrs Macmillan

Butterfly Wing Early Years Practitioners

Miss 'Courtney' Miller Vacant

Acorn Early Years Support Workers

Mrs MacKay Miss S Robertson

Breakfast Club / Out of School Club

Miss S Robertson Miss MacDonald Miss V Robertson Mrs Cameron

Facilities Management Assistant

Staff Responsibilities:

Different members of our team have different areas of responsibility. Please see below:

Head of Butterfly Wing~ Miss Cameron
Head of Acorn Nursery, Breakfast and After school Club~ Mr Morrison
Community Lead~ Mrs Walker

Rights Respecting Schools Lead~ Mrs Gray
Eco Schools~ Mrs Rennie
Seasons for Growth Lead~ Mrs Campbell
Digital Literacy~ Miss S. Cumming (PT)
Choir~ Mrs Moreno/Mrs Campbell
Sports Lead~ Mrs MacLennan
Anti Racism/Diversity Leads~ Mrs Dominguez/Mrs Moreno
First Aiders~ Mrs Howie, Mr Morrison, Mr Simpson

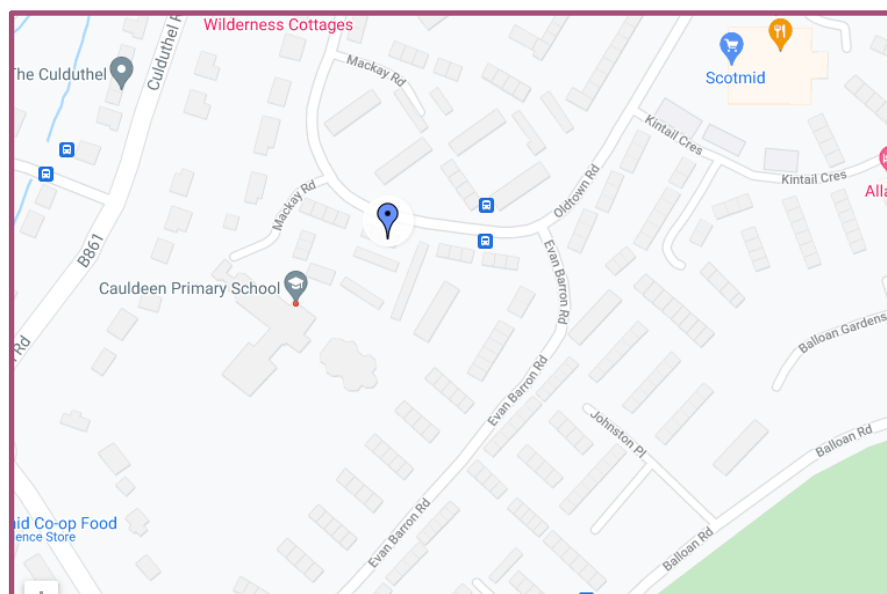
Cauldeen School

Our building and catchment

Cauldeen Primary School is a non-denominational primary school catering for pupils from the ages of three to twelve years. We currently have 254 children on our roll in P1-7, including P1 and P2 in our Butterfly Rooms. There are currently 63 children in our nursery settings, including the children in our Butterfly Wing. Children come to Cauldeen Primary School from parts of Slackbuie, Drummond, Culduthel, Lochardil, Castle Heather and Hilton areas of Inverness.

Cauldeen Primary School was opened in 1968.

A new ASN wing, 'The Butterfly Wing' was opened in 2018. This specialist provision is unique in Highland, offering special education to children aged 3 to 6.



[Map](#)

Our school is set in pleasant grounds giving an excellent environment for outdoor learning. It offers an area of green and nature where children can see birds and insects and enjoy playing in a wide open grass space.

The classes in Cauldeen Primary School are organised in year groups Nursery to Primary 7.

Our Butterfly Wing has four classrooms that support pupils in early years who have significant additional support needs. Currently this is from Nursery~P2. Entry to our Butterfly Wing is solely through the Joint Admissions Group (JAG) process.

The School Day

The school day begins at 9.00am and finishes at 3:00pm for all classes. Acorn nursery is open from 8am – 3 pm and Butterfly Nursery is open from 9am-3pm.

Morning Break

P1 – P3 is between 10:30am and 10:45am

P4 – P7 is between 11:00am and 11:15am

Lunch time

Nursery 12:00pm – 12:30pm

Primary 1 - 3 12:15pm – 1.00pm

Primary 4 - 7 12:30/12:45pm – 1:15/1:30pm

Arriving at School and the End of the School Day

The area around Cauldeen is a residential area and there is limited parking. We ask that parents and carers consider the local residents and also the safety of children and park away from the school and enjoy the walk with your child to the school gate.



Children should not arrive at school before 8.55am unless they are attending the Breakfast Club.

Breakfast and Afterschool Clubs

We run a Breakfast Club from 8am until 9am every morning and an Afterschool Club from 3pm until 6pm Monday – Thursday and 3pm - 4pm on Fridays.

To access the Breakfast and Afterschool Club:

- Complete a registration pack prior to children using the childcare service.
- Booking forms must be completed for each booking or for a block booking.
- Bookings should be made as early as possible and always 48 hours in advance.

In emergencies bookings may be accepted less than 48 hours in advance but it may not be possible to accommodate booking requests at short notice.

For Registration Packs and Booking forms, email barbara.graham@highland.gov.uk

Holiday Dates

Term Date and Holidays can be viewed at:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Breakfast for All



Here at Cauldeen, we offer breakfast to all our children in P1 to P7 every day. We fund staffing for this through our Pupil Equity Fund (PEF) and we receive donations to cover the cost of the breakfast.

All children have access to something to eat during a soft start to the day.

Snack Time and Lunch time

All children have a break during the morning where they are encouraged to eat a snack brought from home. We encourage healthy snacks such as a small sandwich or a piece of fruit.

Excellent, nutritious, healthy meals are prepared fresh each day on the school premises by our staff, giving the pupils a choice of main courses in the two-course meal provided. Weekly menus are available on our website in the Information for Parents tab Section, or by clicking [here](#) if viewing the handbook online.

School meals are free for all pupils up to the stage of P5. Those in P6 and P7 taking school meals are asked to pay the total amount on the Monday morning for the week ahead so that catering staff have numbers for orders. Application Forms for free school meals are available online by clicking [here](#) or by entering this link into your browser - https://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Facilities are available for pupils to eat packed lunches in school. On warm and sunny days there is a picnic area available for the children. The canteen also has facilities for children to eat their packed lunches. It should be noted, however, that glass bottles and cans are not permitted in school under The Highland Council's safety regulations

Early School Closures

It is usually possible to give advanced warning to parents of early closing. In some circumstances (e.g. power failure or extreme weather conditions) this may not be possible.

Our first priority is always the safety of the children, and no child is sent knowingly to an empty house.

Highland Council

Cauldeen Primary, Acorn Nursery and Butterfly Wing

The school will aim to communicate an initial plan of closures/late openings by 7.15am
This may change due to roads/weather changes and further updates will be given.

Any closures will be communicated on the

Highland Council School Closures Webpage

<https://www.highland.gov.uk/schoolclosures>

School Closure emails/texts will be sent to parents, if possible.

Please also check the school's Facebook page, as this will be updated if possible.

Highland Council Ready for Winter Website

<https://www.highland.gov.uk/readyforwinter>

School Uniform

Cauldeen Primary School encourages the wearing of school uniform. The uniforms consists of:-

- Crested Polo shirt (white or green)
- Crested sweatshirts, fleeces & hoodies (green, purple for Butterfly)
- Green/Grey/Black V-neck pullover/cardigan
- Grey/Black Skirt/Trousers (not jeans)
- White shirt/blouse
- School Tie
- Suitable outdoor and indoor footwear
- A warm jacket or coat when it is cold



Most of our children wear a crested sweatshirt or hoodie.

The children will also require a small bag for their Physical Education (PE) kit. This will consist of:-

- White T-shirt
- Black Shorts
- Gym Shoes

During PE long hair will need to be tied back and earrings are not permitted for safety reasons.

All clothing should be clearly marked with the child's name. A jumper cannot be reunited with its owner if we do not know whose jumper it is.

There is a lost property table in the school. We encourage even the youngest child to take care of their things and to look after their belongings. School staff cannot be responsible for looking after the personal belongings of all the children.

Outdoor Play and What to Wear

Children at Cauldeen play outdoors in all but the very worst of weather conditions. Please make sure that your child comes to school in a warm and waterproof jacket and strong shoes or wellie boots.



Our Ethos – Be Your Best Self

Here at Cauldeen we know that for us to be successful, we all have to play a part. Good behaviour and good learning in our school is the responsibility of all of us. We are a school community in which behaviour is based upon mutual respect and consideration for others. The teachers have high expectations of pupils' behaviour and work.

Our School Values:

- Respect
- Safe
- Responsible

We support and teach our pupils these values, what they mean and what it looks like show these values in our behaviour, our school and our community. When children struggle, we support them by taking time to reflect on what has happened, how people felt, what we need to do to fix it and how we will behave differently next time (restorative practice). This helps them to learn there is always the chance to change and how to fix things when they go wrong. We involve parents and carers in supporting their child in developing positive and appropriate behaviour.

We love to celebrate success at Cauldeen Primary School. We have a weekly Friday Celebration Assembly where awards are given for all areas of the curriculum and for achievements out of school.



At Cauldeen all children belong to one of four houses: **Eagles, Falcons, Kestrels and Ospreys**. If they have siblings in the school, then all family members are in the same house.

House points are gained by demonstrating good practice of the Cauldeen Golden Rights around the school corridors and playground. House points are also be gained at sporting events throughout the year.

Each class also has a class charter to establish everyone's' rights within the class and the expectations. Classes also draw up together their own reward systems for showing school values at the beginning of the academic year.

Use the links below to read in more detail some of our school policies:

Our Positive Relationships and Behaviour Policy – click [here](#)

Guide to Restorative Approaches at Cauldeen - click [here](#)

How we deal with incidents of bullying - click [here](#)

We strongly discourage pupils from bringing mobile devices to school. Our policy on Mobile Devices can be found [here](#).

Highland Council's Anti Bullying Policy can be found here -

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Parents/Guardians/Carers as Partners

We recognise the importance of families in supporting a child's education. We continually review our communication pathways to make sure we are doing this in an effective yet manageable way. A copy of our Communication Policy is available [here](#) - a copy is also available on the school website or from the School Office on request.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. The ways we do this include:

- The Google Classroom
- Parents' evenings
- Sharing High Quality Assessment Tasks
- Open Afternoons
- Information via email and Facebook

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

Parental views are obtained from questionnaires issued regularly. Feedback from parents is regularly sought through newsletters.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Cauldeen.primary@highlandpc.co.uk. The chair of the school parent council is currently Lindsay Fulton.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence on 01463 235905 or email on cauldeen.primary@highland.gov.uk. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

We do have a [Supporting Pupil Attendance at Cauldeen](#) policy that outlines what steps are taken if a pupil does not attend school. The policy is available by clicking the link above, on the school website or from the office on request.

Permission to leave during the school day:

If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If a Pupil Becomes Ill at School:

If pupils fall ill during the day, parents are contacted for them to collect their child. It is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

Holidays During Term Time

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

We cannot provide class work for pupils if they are absent from school on a family holiday.

School Improvement

This year our priorities are:

1. Raising attainment through an inclusive Nurture for all ethos, including:
 - Promoting positive and successful relationships
 - Developing our right respecting ethos through newly established values and a continued of our 'Rights' journey
 - Developing links with our community, both to support our pupils and create opportunities for our pupils to develop the community around them
 - Improving attendance through rigorous monitoring and support
 - Raising attainment through targeted support for various support needs in our school

2. Improving Teaching and Learning
 - Share and embed positive relationships policy
 - Developing high quality structures and consistency across environments
 - Promotion of skills based interdisciplinary learning with pupil voice at the centre.
 - Teachers using self evaluation to develop individualised professional development actions plans for improvement.

The main improvements in the school over the last 12 months can be found on the school website [here](#).

Information regarding the school's performance at local and national level can be found here:

- <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>
- <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Cauldeen Curriculum

As with all schools across Scotland, Cauldeen Primary School follows A Curriculum for Excellence.

The values and principles are based on enabling all our children to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

The Curriculum for Excellence recognises the need for children to access a broad range of achievements, as well as striving for high attainment.

[Curriculum for Excellence | Education Scotland](#)

In line with all Scottish primary schools, the school curriculum is split into eight main areas:

- (1) Languages
- (2) Mathematics
- (3) Social Studies
- (4) Expressive Arts
- (5) Religious and Moral Education
- (6) Health and Wellbeing
- (7) Technologies
- (8) Sciences

The curricular guidelines offer a range of targets and learning outcomes which most children should meet at various stages in the primary school.

There are six levels: Early, First, Second, Third, Fourth and Senior.

Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1 to S3. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however, designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Play

At Cauldeen we are developing our play based learning approaches within the early years. This is an extension of the fun learning experiences and natural curiosity that children have already started to develop. Through play teachers will deliver a range of fun and exciting practical and hands on experiences to deliver the curriculum for excellence.

Languages

Language is at the heart of all children's learning. Through literacy, children receive and develop much of their knowledge and many of their skills.

Language enables children both to communicate with others effectively, for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. It is central to children's emotional and social development, and helps pupils' learning to be coherent and progressive.

The development of each child's language is supported through an integrated programme of language work involving listening, talking, reading and writing. Each child comes to school with a wide range of experiences and it is on these that the early stages of language are built.

Listening

Pupils are given opportunities to listen for information, instructions and directions, to listen in groups and their critical faculties are developed by listening to different forms of texts e.g. poems, plays and stories so that they can gain knowledge about language and its uses.

Talking

Pupils are encouraged to acquire a vocabulary and familiarity with oral language, which enables them to talk fluently yet concisely for different purposes and in different contexts. Thus they can take an influential part in such activities as conveying information in the form of oral reports, debating topics, expressing their own feelings and ideas, talking to different audiences and talking in groups within a framework of a growing understanding of the uses and delivery of speech.

Reading

In our largely literate society, reading is the fundamental tool which children must acquire if they are to fully participate in the modern world. In this school a mixture of methods is used which will provide the best means of individual pupils gaining this essential tool. 'Look and Say' is combined with phonics as a basic for word attack skills. It is intended that whilst 'Look and Say' provides an initial working vocabulary, phonic skills enable new words to be built up through the association of sounds with a single or blend of letters.

Once the basic skills have been mastered, a variety of texts (both fiction and non-fiction) are selected to maintain pupils' interest in reading and to provide them with interesting sources of information. These are graded for difficulty and organised into Book Bands, and facilitate progression as the pupil's develop in their ability to cope with more complex texts. Higher order reading skills (comprehension, inference, anticipation of outcome, extraction of the main idea from a text, skim reading and distinguishing between fact and opinion) are progressively developed.

Writing

Along with the manual skills necessary to develop legible handwriting, pupils learn to communicate in a range of written styles. As well as imaginative stories, pupils are offered experiences to develop skills of writing in a range of contexts including writing personal reports, diary entries, poetry, science reports, diagrams, historical accounts. We have been developing the way we teach writing at Cauldeen. We use a structure called talk for writing, which enables children to learn from other writers and develop their "tools" for writing in different styles before independently writing an extended piece of text.

Children from P1 to P7 also do a piece of short burst writing every day.

Foreign languages

Language teaching also covers the learning of foreign languages. At Cauldeen, pupils in P1-P7 will learn French, which is taught by class teachers or CCR teachers. As well as individual lessons pupils are encouraged to increasingly use French for some general classroom instructions. From primary 5 a third language is introduced. At Cauldeen this is Gaelic. P5-7 pupils may also be taught British Sign Language (BSL)

Numeracy & Mathematics

Children at Cauldeen are encouraged to view numeracy as a practical subject used in a meaningful way. They are taught to count and work with numbers, to measure and record information, mathematically. Many 'maths' experiences are taught in an active way which is meaningful to children. Learning intentions are shared with the children on a regular basis and their skills revisited.

Their skills are enhanced by their usage in practical situations eg, going 'shopping' and weighing goods.

There is a focus on problem solving and enquiry skills and early numeracy is expanded to include knowledge of shape, position and movement. An emphasis on 'the basics' such as mental and written computation allows the children to apply mathematical skills more easily.



Health and Wellbeing

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

In the course of a school year, all pupils will work within the different areas encompassing health education.

- **Mental, emotional, social and physical wellbeing**
- **Planning for choices and change**
- **Physical education, physical activity and sport**
- **Food and Health**
- **Substance misuse**
- **Relationships, sexual health and parenthood**

Parents are informed in advance about sensitive aspects of learning eg. Relationships & sexual health education.

Personal and Social Development

Schools have responsibilities to help each child develop personally and socially. This is a very important part of education. We aim to enable the children to have a positive regard for the needs of self and others, develop skills to enable them to participate effectively and safely in society; to be resilient and tolerant, and to take increasing responsibility for their own lives. Teachers often use a 'circle time' approach to give pupils a voice and to discuss issues involving themselves & others.

Here at Cauldeen we know that for us to be successful, we all play a part. Good behaviour and good learning in our school is the responsibility of all of us. SHANARRI is a focus of our assemblies, acting as a structure for children to understand their needs and who is responsible for meeting them.

We also look at what our children can give to the school community and our role in making the world we want to live in.

A buddy system gives our primary 7 pupils certain responsibilities for helping nursery children to have a happy and secure transition into Primary 1.

In addition, senior pupils volunteer to be Playground Leaders, and all children are part of the school House system, led by P7 captains and vice captains.

We have an active Pupil Council, Rights Council, Eco Council and Digital Leaders that work closely with school staff to plan improvements in the school and community.

Physical Education

Physical Education (PE) involves gymnastics, games skills, dance and expressive movement. Pupils at Cauldeen Primary School have 2 hours of teacher-led PE each week. Specialist teachers, along with additional lessons from class teachers provide our children with a wide range of skills and experiences. As part of their core PE lessons, pupils in the upper stages are offered 2 blocks of swimming lessons each year, led by swimming instructors at Inverness Leisure Aquadome.

There are many additional sporting opportunities offered during the school year such as basketball, athletics, multi-sports and football. Some of these activities are run by school staff, while others are organised by our active-schools co-ordinator, Hazel Wilson.

Social Studies

Social Studies are taught on a discovery basis throughout the school. Topics are balanced to provide children with an appreciation of enterprise, history, geography, modern studies, global citizenship and eco sustainability, and Scottish and local connections are highlighted.

Technologies

Teachers and children are involved in planning these studies. As children work on themes, they develop an extensive range of progressive skills and experiences. The use of ICT is integrated into all areas of the curriculum to support learning. All pupils in P6 and P7 have access to a personal Chromebook provided by the Highland Council.

Technologies also include the following:

- Technological developments in society
- Contexts for developing technological skills and knowledge in areas such as business
- Computing science
- Food & textiles
- Craft and design
- Engineering and graphics

Lessons can be stand alone or part of a larger project.

Science

Through science, children and young people develop their interest in, and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults.

Children are encouraged to investigate their environment by observing, investigating, exploring and recording.



Expressive Arts

This covers a wide area of activities, all of which seek to enable the pupil to develop relevant, creative and expressive skills through personal experience.

A broad and balanced curriculum recognises the important roll the aesthetic subjects have to play. Art, Music, Drama and Dance are all classified under this term. Where possible they are linked with class work and Social studies.

In Art a variety of media is used including paint, collage and clay.

Music makes provision for singing and instrumental instruction as well as listening to music. Kodaly and Feis Rois offer additional instruction. A specialist drums instructor is offering tuition this session to senior pupils.

Drama encourages roll playing, mime, improvisation and enactment of episodes in stories and poems. Dance encourages expression of movement and experimenting with different movements and styles.

Religious and Moral Education

Religious Education takes account of knowledge and understanding of Christianity and other World Religions and aims to allow children to recognise religion as an important expression of human experience. Children are encouraged to appreciate moral values such as honesty, liberty, justice, fairness and concern for others and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness and courtesy.

Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children from religious observance on written notification of the same to the Head Teacher.



RELIGIOUS OBSERVANCE, Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance

Learning and Teaching

All teachers use a variety of methods when teaching. Children may be taught as a whole class, in groups, and at times, individually. Teachers ask a range of questions requiring children to think. Children will write reports, carry out experiments, solve problems, research using ICT, discuss issues with class mates and use textbooks effectively. For more information on Learning and Teaching, please ask for our Curriculum Rationale.

The curriculum is constantly evolving to make it exciting and to include the children's interests. Please look at the school website to find details of the learning opportunities for your child.

Homework

At Cauldeen homework consists of a monthly 'family learning board.' This is a grid with lots of variety of activities for pupils and families to do to encourage and enhance learning. Some of the activities will be to revise previous learning from class eg. maths or spelling, while other tasks will include a variety of different learning opportunities. These may be seasonal, tasks to extend general knowledge, research skills, creative skills or activities to support health and wellbeing.

Pupils in infants classes may get additional words/reading books home to support their learning to read. Pupils in the upper classes are encouraged to read for enjoyment at home, this may be fiction books, non-fictions texts, comics or even articles online.

Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms, to inform next steps for the improvement of their own learning.

Families will receive feedback on their child's progress through pupil reports, parents' evenings, key assessment tasks and open afternoons.

Pupils will reflect on their progress, achievement and best work on their profiles.

Progress

Parents/Carer evenings are held in February but parents wishing to enquire about a pupil's progress at other times in the year are invited to get in touch with the class teacher through the school office.

Cauldeen Primary and ELC has a [Communication Policy](#) that explains how information is shared between school and home, including information on children's learning and progress. This is also available on the School website or from the school office on request.

The Scottish Government includes some useful information around assessment and achievement here - <https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

Additional Support Needs

All children in Highland Schools have a Named Person who can be contacted if a parent thinks that a child has additional support needs. For children in the Early Learning Setting, the Named Person is the Health Visitor and for children in P1 to P7 it is the Head Teacher. Information and support can be found on the [Support for Learners Website](#) and also on <http://enquire.org.uk>.

Class teachers, in conjunction with Additional Support Needs Teachers, monitor the progress of pupils who require additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required.

If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.

More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Staff at Cauldeen work hard to offer support to children who have additional needs, and pride ourselves on the targeted support that we offer. Current programmes running in Cauldeen include:

- Seasons for Growth (change and loss)
- Counselling (for P6-7)
- Lunchtime clubs

- Life skills group
- Literacy/numeracy targeted support~ individual and groups
- Social communication groups
- Working with the Children's Services Worker (CSW)

Families will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher, Mrs Allison Howie. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

We work hard to work in partnership with others. Some of our supporting partners are:



Useful Links

- (a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- (d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

Equal Opportunities

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following.

Cauldeen Primary School is an Equal Opportunities School. Access to all subjects will therefore be provided to pupils without reference to the gender or ethnic origin of the pupil. The school will ensure that each pupil regardless of their **gender or ethnic origin should have an equal opportunity to pursue** their subject choices, where subject choices are offered, free from gender or any other discrimination.



Cauldeen Primary School:

- is opposed to all forms of prejudice and discrimination
- provides equality of opportunity throughout its ethos and working practices
- promotes understanding and respect for other people's cultural identity and beliefs
- aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines"

Health & Safety

Minor cuts and bruises are attended to by the staff. In the case of children becoming unwell in school the staff will in the first instance try and contact the parents. The emergency contact will then be contacted if the parents are unavailable. Please keep the school informed of any changes in emergency contact.

The school nurse visits on a regular basis to provide a routine screening service on school entry, and give routine eye and hearing tests throughout your child's school career. It is important that parents inform the school of any medical condition which might put the pupil at risk or affect their educational progress. The confidential nature of this information will be respected.

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

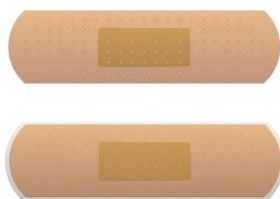
If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the

emergency contact you have provided will always be contacted and you may be advised to collect your child from school.



Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person.

School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand. However a young person over the age of 12 can ask for support themselves.

Transitions

P7-S1

On completion of Primary 7 at Cauldeen Primary School, the majority of the pupils will continue their education at Inverness Royal Academy (IRA) on Culduthel Road in Inverness.

Telephone No: 01463 222884 <http://www.invernessroyalacademy.org.uk/>



Transition starts at the beginning of P7 (earlier for some) when pupils will make visits to the Academy, take part in activities arranged by the Secondary school teachers and will meet with some of the guidance teachers.

Learning Support Teachers from the IRA are involved in transition for those pupils who require additional support and an enhanced transition may be offered.

Butterfly P2 Onwards

Each year and before completion of P2 in the Butterfly Rooms, most pupils will go through the joint admissions group (JAG) to decide what the next steps in education.

Extended transition will be put in place to support pupils to make the transition as smooth as possible. This may include social stories, Communication passports, staff visits from the new school to Cauldeen and opportunities for the pupils to go and visit their new school.

Acorn Nursery – P1

Pupils attending Cauldeen nursery who will move into P1 at Cauldeen will take part in many transition activities to support the move. Pupils will, throughout their time in nursery, visit other parts of the school building to help them become familiar with it. They will use the same gym hall and canteen as the children in p1-7 and they will also, at times, use the school playground and MUGA (multi-use games area). The nursery and P1 classes are in the same area of the school and we are working on developing a shared open area for the nursery and P1 to use and play in together.

Nursery pupils are involved in many events that take place in the school eg. Happiness Days and fundraising events. During these events nursery pupils will meet and interact with older pupils as well as other members of the school staff.

Nursery pupils due to start P1 after the summer will make regular visits to the P1 classrooms, to do activities with the P1 teachers, during the final term of the year (sometimes earlier).

Also during the final term, and sometimes earlier, P6 pupils will begin to visit and get to know the nursery children. They will then be paired up with a P6 buddy who will spend time playing with them and getting to know them during the last term. The buddies will also help introduce the nursery children to the large school playground at different times of the day until the children become more familiar with the space and are used to the volume of children in the playground at break/lunchtimes.

After the summer when pupils start P1 they will keep their buddies who will again support them during break and lunchtimes for the first few weeks. They will also regularly join up with their buddies to do joint activities in the classroom.

School Placing Requests - Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Applications are made to the Area Education and Learning Manager, Mrs Fiona Shearer.

Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Cauldeen Primary, they can contact the school office to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: [16plus Planning | Hi-hope](#)

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

- eliminate unlawful discrimination
- advance equality of opportunity,
- promote good relations.

Activities at Cauldeen will not discriminate against any of the following 'protected characteristics': age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2023/2024 pupils born between 1 March 2004 and 30 September 2007 can receive payments from August 2023. Pupils born between 1 October 2007 and 29 February 2008 can receive payments from January 2024. Further information on full eligibility criteria and the online application process can be obtained from the school.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

Here at Cauldeen, we have in place guidelines around safeguarding - click [here](#) or visit the school website in the Policies tab.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school office or online at:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservist.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with the Head Teacher if you have any concerns.

Complaints and Requests

If a parent has any concerns, they should contact their child's Named Person in the first instance. This is Mrs Allison Howie, Headteacher at Cauldeen Primary School.

The school staff will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager, Mrs Fiona Shearer.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness IV3 5NX or public.transport@highland.gov.uk

Disclaimer

While the information in this Handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information contained.

All our policies and guidelines can be obtained from the school office. Many are also accessible on the school website - <https://cauldeenprimary.wordpress.com/>

Highland Council Policies are accessible here:

[https://www.highland.gov.uk/info/893/schools -
general information/29/school policies procedures and guidelines](https://www.highland.gov.uk/info/893/schools-_general_information/29/school_policies_procedures_and_guidelines)

On request, we can provide a hard copy of this handbook and versions in an alternative format such as Braille, or translated into a community language other than English.