

HONESTY INCLUSIVE KINDNESS

RESPECT DETERMINATION



School Handbook

2025/2026

Edderton Primary School
Edderton
Ross-Shire
IV19 1LF
Tel: 01862 821260

E-mail: edderon.primary@highland.gov.uk

Head Teacher: Ms. McCarthy

School website: [Edderton Primary | Welcome to our school website...](#)

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Dear Parent/Carer,

I am very pleased to welcome you and your child to Edderton Primary School.

We look forward to a long and lasting partnership with you. The purpose of this handbook is to give you as much information, in an easily digestible form, about our school. It is, however, by no means exhaustive and if you have any queries, you feel this booklet fails to cover, do not hesitate to contact me.

Parents are most welcome to get involved in the life of the school. We have an active Parent Council who meet regularly. Please do not hesitate to come forward and express your opinions and offer your services at any time.

Finally thank you for taking the time to read this handbook. The school staff look forward to a happy and successful partnership in the future with you and your child.

Yours sincerely,

Ms. Ruth McCarthy
Head Teacher

Introduction

Edderton is a typical Highland rural school, housed in an old stone-built building, which dates back to 1874.

The main building consists of two classrooms, an office, toilets, a library and a general-purpose room, which is used for games, drama, and as a canteen at meal times. The schoolhouse accommodation consists of a resource area, staffroom and kitchen.



The current school roll is 5 and we do not currently have a nursery.

Section 1 – School Information

School Ethos

At Edderton School we pride ourselves on having a positive school ethos, where our children and staff work together, along with our school and wider community, on our journey to excellence.

Together, time has been spent working with the staff, our children, parents and local community on the process of developing a shared vision, aims and values for our school. These are regularly reviewed and updated.

Our Vision and Values

These have been written in consultation with pupils, staff and parents to embrace the Highland Council vision statement and have been encapsulated as a mission statement for the school and its work. We have recently reviewed our Vision, Values and Aims with all stakeholders (2023).

Vision

Our school vision is ‘Learning Together, Growing Together’. This was done through staff, children, parents and the wider community working together.

Values

- Honesty
- Inclusive
- Kindness
- Respect
- Determination

Aims

- ❖ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ❖ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ❖ Provide high quality teaching and learning experiences that promote active learning.
- ❖ Encourage and support the development of positive lifestyles and attitudes with a particular focus on health and wellbeing.

- ❖ Encourage everyone to respect other people's views and lifestyle ensuring no bias due to race, religion, disability or gender.
- ❖ Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- ❖ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

Teaching Staff

| | |
|---------------------------|-----------------------|
| Head Teacher | Ms. Ruth McCarthy |
| Primary 1-7 | Mrs Maureen Simpson |
| Visiting Teachers/Tutors: | Mrs Laura Kawea |
| Office Staff: | Miss Stacey Wheelan |
| Janitor/FM: | Mr Ross |
| Catering Staff: | Mrs Catherine Pearson |
| Cleaning Staff: | Mrs Rachel Hooper |



The School Day

| | |
|-----------------------|--|
| Primary 1 - 3: | 9am. – 12.30pm 1.15pm. – 2.30pm |
| Primary 4-7: | 9am – 12.30pm 1.15pm – 3pm |
| Intervals: | Break time: 10.345m - 11am Lunchtime: 12.30pm. – 1.15pm |



- ❖ There is no supervision of pupils prior to 8.50am or after the 3pm finishing time.

Transport

Transport to and from school is provided for pupils under eight years of age who live more than two miles from the school and for those over eight years of age who live more than three miles away.

Term Dates

Autumn

Autumn term starts - 19 August 2025
Autumn term ends - 10 October 2025

Winter

Winter term starts - 27 October 2025
Winter term ends - 23 December 2025

Spring

Spring term starts - 7 January 2026
Mid-term break - 16 and 17 February 2026
Spring term ends – 02 April 2026

Summer

Summer term begins - 20 April 2026
May Day holiday – 04 May 2026
Summer term ends – 02 July 2026

In-service days

18 August 2024
15 and 16 September 2025
18 February 2025
07 June 2025

Enrolment

Primary 1 enrolment

Parents may choose to enrol their child to begin school in August if that child's fourth birthday falls before the last day in February of the following year. Enrolment of new Primary 1 pupils take place in February and notice of the exact enrolment dates are given in the local press and notices will be on display in the community area of the school.

Arrangements are made in late May for the new Primary 1 pupils to spend some time in school to get to know their new teacher (if possible) and the school building.

It is usually possible to find places for pupils wishing to enrol at other stages in the school. In the first instance parents should contact the Head Teacher via the school office for details of available places and how to apply. Priority for places at Edderton Primary are given to those living in the catchment area but parents can apply for a placing request through the Area Education Manager. Please see detail below.

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. Application must be made to the Area Care and Learning Manager, Mhairi Macdonald. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live outwith the school catchment area and their parents wish them to attend Edderton Primary they can contact the Head Teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Co-ordinated 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.

Deferred entry:

Parents whose child's birthday falls after the start of August and who feel their child is not yet ready to attend school may discuss with the school whether a deferred entry would be in their child's best interest.

Nursery:

The school does not have provision for nursery-aged children at present.

Transition to Secondary Education

Tain Royal Academy is the associated Academy for secondary education. The Acting Head Teacher is Mr Gavin McLean and he can be contacted on 01862 892121. Further information about Tain Royal Academy can be found at www.tainroyalacademy.org.uk or via Facebook and Twitter.

Uniform

The policy of the school is that children are expected to wear school uniform as it promotes a feeling of school unity and discourages bullying on account of designer labels.

Edderton Primary School colours are:

| | |
|------------------------------------|---------------|
| Hoodies, sweatshirts and cardigans | Blue |
| Trousers and skirts | Black or grey |
| Polo Shirts / Blouses | Blue or white |
| Jogging Bottoms | Black |

We have two suppliers for school uniform. These are MacGregor Schoolwear and Tesco Clothing. Please find details on how to order them below.

MacGregor Schoolwear

(within MacGregor Industrial Supplies)
15-17 Henderson Road,
Inverness,
IV1 1SN Tel: 01463 717999

You can go into the shop and purchase directly or you can shop online at www.macgregorschoolwear.co.uk

Tesco.com

To order from Tesco please type the following into the URL field:

<https://www.tesco.com/direct/edderton-primary-school/6024.school>

You will then see a list of all the items you can purchase.

All children should have a pair of indoor soft-shoes with them daily and shorts and T-shirt on days when they are receiving physical education. A request may also be made for each child to provide an old shirt or apron for protection of clothes during artwork.

In special circumstances, Highland Council may provide a clothing grant. Any parent wishing to make application is asked to contact the school for an application form. It is essential that all items of clothing are clearly marked or labelled with the child's name, especially during the winter when items of protective clothing (coats, anoraks, wellingtons, etc.) are so similar in appearance.

The school does not allow children to wear team football tops in school. We have found that when football tops are worn it creates bad feeling between those children that support a particular team and those that don't.

School Meals

All pupils in P1 – 5 are eligible to receive a free school meal. For pupils in P6 and P7 school dinners are available at Edderton Primary at a price of £2.40 per meal. A copy of the school menu is provided to each family and is also available on the school blog/website.

Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy; it is the school's hope that this packed lunch should contain a healthy balanced diet.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning.

P6 and P7 pupils of parents/guardians receiving certain benefits may be entitled to a free midday meal. Information and application forms for free school meals may be obtained from school office and from Highland Council website.

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007.

Free School Meals

Parents receiving Income Support or Income-Based Job Seekers Allowance and in some cases those receiving Child Tax Credit and Working Tax Credit may be entitled to free meals for their children. Please contact the school for an application form and further information.

Special Diet / Food Allergy

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available from the canteen. The request will be considered by the Head Teacher in consultation with the school meals service. Where appropriate, they will seek the advice of the local dietician.

Attendance at School

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 using the school number 01862 821260. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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 outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child.

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 we 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.

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher. 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://highland.gov.uk/info/878/schools/32/school_term_dates. If parents decide to make holidays arrangements during school term, this should be confirmed in writing to the Head Teacher.

Third Day Rule for Unexplained Absence of Pupils

Day 1: First day of unexplained absence of a pupil

The school will endeavour to make contact by telephone to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

Day 2: Second day of unexplained absence of a pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3: Third day of unexplained absence of pupil

If no contact is established, and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so.

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or pre-school of your child's absence by 9.15 on the morning of the first day of absence.
- Respond promptly to contacts from the school

Please find more details at:

https://www.highland.gov.uk/downloads/file/171/children_missing_-_absence_policy

Safety and Security

To avoid unnecessary accidents, pedestrians i.e. pupils and parents alike MUST use the proper pedestrian entrance and not take a shortcut through the car park.

Parents are requested to take great care when collecting children from school. We would ask all parents to adhere strictly to the 'NO PARKING AREAS' shown by yellow zig-zag lines in front of the main gates.

The school has been fitted with a high-tech entry system to ensure that no unwelcome visitors are allowed to enter the school. If you wish to enter the school during the day

and find that the door is locked, on the control panel to the left of the main door, press the VISITOR button and someone will attend to your needs.

All visitors are asked to proceed to the Office in the first instance when visiting the school.

All staff and volunteers working unsupervised with the children have undergone a full Disclosure in accordance with Highland Council guidelines.

Adverse Weather

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. In such cases we shall do all we can to let you **TRAVELLING TO SCHOOL DURING ADVERSE WEATHER**

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements

The Highland Council website

The Council's webpage <https://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools.

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

BBC Radio Highland | Nevis Radio | Lochbroom FM | Moray Firth Radio
(<https://hellorayo.co.uk/mfr/>) | Radio Wester Ross

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick-up point parents should check for updated messages from their school. Please note that for some routes the transport operator may contact the parent directly.
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible.
- **Parents should advise schools of an alternative address which may be used by their children in emergencies.**

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used.

Medical Information

Illness at school



If a child is unwell at school, we will inform you and where possible we will ask that the child be taken home. Whilst we do realise how difficult it can be to determine the nature of the illness first thing in the morning it really is for the best that you keep your child at home if you are in doubt, especially if it is an illness that could easily be passed on i.e. tummy upsets, flu, rashes, head lice...

Following Health Authority guidelines, children who have been vomiting or have had diarrhoea must be kept off school for at least 48 hours after the last bout of sickness/diarrhoea.

Minor accidents are treated by staff and first aid administered where necessary.

In this respect it is important that the school is kept up to date with parents' home and work telephone numbers. An emergency contact number is also essential.

It is, of course, important that the school be told of any conditions, which might put pupils at risk. This information would be treated as confidential. If outside medical attention is required, e.g. stitches, then parents would be contacted, if possible, before any treatment is carried out.

Dental/medical examinations

A toothbrushing programme is in place in Primary 1 - 3. The school nurse makes regular calls to school and will always follow up any concerns expressed by parents/teachers.

Administration of Medicine

Parents or guardians have prime responsibility for their child's health and should provide schools with information about their child's medical condition. From time-to-time members of staff are asked to administer medicine to pupils. Parents must complete, sign and date a consent form to any medication being administered by staff.

Once the parental consent form has been completed and the head teacher has agreed to the administration of medicine, the parent or guardian must deliver the medication to school. Under no circumstances will an oral instruction be accepted from a parent or guardian.

All medication must be delivered complete with the original pharmacy or dispensed label identifying:

- pupil's name
- date of dispensing
- name of the medication and strength
- dosage and the frequency
- expiry date
- quantity
- method of administration
- additional instructions

It will be the parents' responsibility to replace expired medication timeously and dispose of outdated stock safely.

Please note for safety reasons that any medicines being brought to school should be handed in by an adult either to the office or to the class teacher.

A list of Highland Council policies can be found below:

[**Authority Policies**](#)

Section 2 – Parents

Parental Involvement

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. This includes:

- Open afternoons
- Stay and Plan sessions
- Bi-annual parents' evenings
- Target setting via Pupil Profiles
- Termly High Quality Assessments
- Information on school website page

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

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parents can contact their child's teacher and/or Head Teacher at any time to discuss their child's progress or school matters.

Parental feedback is obtained from questionnaires issued regularly. There is opportunity also to meet with the Head Teacher on a weekly basis to discuss any matter at all to do with the school.

Parent Council

The Parent Council is a group of parents who wish to represent all the parents of children at the school. The Parent Council currently consists of:

| | |
|--------------|-------------------------------|
| Chairpersons | Matthew Taylor Mandy Munro |
| Secretary | Mary McMeeken |
| Treasurer | Gary Urquhart |

Staff Members

Ruth McCarthy
Maureen Simpson

Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice.

Staff and pupils very much appreciate the help given by the Parent Council to the school.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Promoting contact between the school, parents, pupils and the local community
- Fundraising
- Involvement in the appointment of senior school staff
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE

You can e-mail the Parent Council at eddertonprimarypc@gmail.com to find out more information.

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>

Complaints Procedure

From time-to-time parents may wish to make an enquiry or formal complaint about a particular issue. If a parent has any concerns they should contact their child's Named Person in the first instance. This will usually be the Head Teacher in a primary school and Guidance Teacher in a secondary school.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting the Care and Learning Manager. Please find the contact details below.

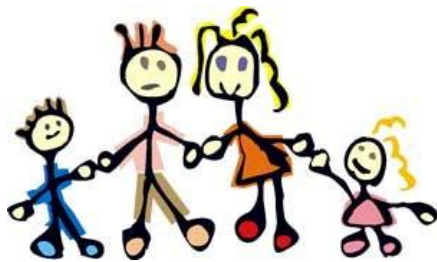
Mhairi Macdonald
Area Care & Learning Manager (Interim)

mhairi.macdonald3@highland.gov.uk

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.

School/Parent Partnership

Parents will be kept informed by regular newsletter of special events, early closure, holiday dates, and so on. These letters will be sent home via the children and parents are asked to check schoolbags, pockets, etc. The newsletter will also be added on Seesaw. Dates and events will be updated via Seesaw as well as in the school newsletter.



Parent(s) Meetings

Parents are encouraged to come to our more formal parent meetings where teachers will share their on-going assessments and identify the next steps for an individual child.

Parents may also make an appointment outside of these times if there is an urgent need to discuss their child's welfare or progress with the class teacher.

Please be assured you are always welcome to visit the school at any time if you have any other matter you wish to discuss.

Family Learning

It is the school's policy that homework is given regularly and is intended to support class work (review and time to work on new skills) or generate enthusiasm for learning through personal projects. Class teachers ensure learning to be done at home is shared with pupils and parents weekly.

Home/School Links

Parents are always made welcome in Edderton Primary School.

Parents are invited into the school to share their expertise with the teachers and pupils whether working in the classroom, making costumes for our school plays, concerts and displays or simply playing games with the children.

School Community

Edderton Primary School aims to play an important role in the community. We seek to engage fully with any activities organised by the local community groups.



We welcome various agencies into the school and enjoy taking part in any activities they run.

Pupil Representation and Involvement

At Edderton Primary, we pride ourselves on ensuring that pupils' voices are heard and that we provide opportunities for pupils to take on leadership roles within the class/school and grow in the skills required to meet the 4 Capacities of Curriculum for Excellence.

Extra-Curricular Activities

Children in the school are taken to places of educational interest, particularly if this is relevant to the topic they are working on in class. Our topic work is closely tied in with these visits.

There are various after school activities and clubs running during the school term and information can be gained from the school website and calendar.

Behaviour, Conduct and Attitude

Responsibility for promoting and maintaining positive behaviour lies with all members of the Edderton Community including pupils, staff, parents and the local and wider community. Pupils, staff and parents are expected to model excellent behaviour and a positive attitude at all times as this is the ideal opportunity to share our expectations and high standards.

The school uses praise to encourage good behaviour and positive attitudes to school work. Should your child's behaviour, however, give cause for concern you will be informed; we find that a partnership between school and home is very often the answer to any difficulties in this area.

Bullying

Highland Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve any issues in the best interests of their child or young person.

The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour. We will take steps to address any situation in which bullying is perceived to have taken place. Please do not hesitate to contact us if you feel that your child is unhappy and may be the victim of a situation.

At Edderton Primary School we will work to the policy, guidance and procedures for tackling any form of bullying behaviour as laid out in the 'Highland Education Positive

Relationships and Bullying Prevention Policy, Guidance and Toolkit'. To view this document in full, please click on the link below or visit the Highland Council website.

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

You can read our policy which includes links to Highland Council's guidance on Positive Relationships and Bullying Prevention Policy and Guidance

Section 3 - Curriculum

Curriculum for Excellence (CfE)

CfE is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways.

Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

These are referred to as the four capacities (see below).

successful learners

with:

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

and able to:

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

confident individuals

with

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to

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

To enable all young people to become:

responsible citizens

with:

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

and able to:

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

effective contributors

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

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

Curriculum for Excellence brings real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, CfE aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage cooperative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place with pupils on a day-to-day basis, by agreeing the aims of an individual piece of work. Longer-term planning also takes place in a variety of forms. Where appropriate our children and teachers plan blocks of learning, with clear learning targets.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. This will be in line with the expectations of progression through curriculum levels in relation to Curriculum for Excellence as shown below:

| Curriculum level | Stage |
|-------------------------|--|
| Early | The pre-school years and P1 |
| First | To the end of P4 |
| Second | To the end of P7 |
| Third, Fourth | S1 to S3 (Fourth level broadly aligns to SCQF level 4) |
| Senior Phase | S4 TO S6, and college or other means of study |

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

Literacy

The development of literacy skills plays an important role in all learning.

Throughout the Early and First levels of the Curriculum (Nursery to the end of Primary 4), teachers planning keeps Literacy at the forefront of all the children do. At Edderton Primary we use a variety of approaches, methods and resources to meet the needs of our learners including the Emerging Literacy Programme, Phonics International, Highland Literacy Project, Jolly Phonics and a wide variety of reading resources to name but a few.

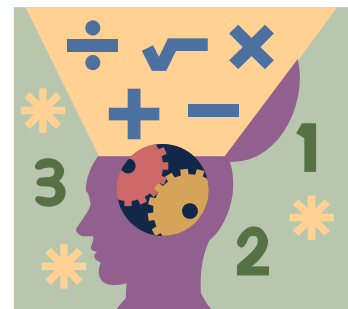
Parents are asked to support their child’s progress in reading by sharing books as often as possible. Our reading material is complemented by reading from the class library and you can help by encouraging your child to read for pleasure.

In the Second Level (Primary 5-7) we continue focusing on the teaching of phonics to support reading, spelling and writing as well as teaching reading strategies through the Highland Literacy Project when appropriate. Pupils read a wide range of materials. To supplement our reading programme at this level, we have a range of novels which are studied in detail by pupils in small groups or as a class. Here too, we expect the pupil to expand their reading through regular visits to the school library and reading a wide range of texts.

Numeracy

Throughout school, the teacher sets out to give children the skills they will need to solve problems as well as those concepts, facts and techniques they will require to use in mathematical enquiries.

Our programme of study allows for a broad, well-balanced maths programme which gives children the opportunity to work with aspects of:



- Number, money and measure e.g. addition, subtraction,
- Shape, position and movement e.g. angles and symmetry
- Information handling e.g. tally marks, graphs, tables and charts
- Problem solving in real life, every day or in imagined contexts

Children always acquire Core Knowledge before applying it to Wider Maths. This ensures children approach all problems with the skills and confidence needed to succeed. Gradually, this builds up a child's knowledge through the Learning Steps, challenging them with wider and deeper problems.

We also use a range of resources, for example, Highland Numeracy Progressions, Scottish Heinemann Active Math, Teejay Maths, and interactive resources helped to design learning experiences that are creative and help build children's confidence.

Health and Well-Being

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.

The school will support pupils to:

- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after them, listen to concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within the Health and Wellbeing curriculum we will cover at appropriate times; relationships, keeping safe, sexual health, parenthood and drugs awareness. We will always inform parents when any potentially sensitive aspects of learning are to be covered and if parents have any concerns or wish to discuss this further then they should contact the school.

The Scottish Government expects schools to work towards the provision of at least two hours of good quality physical education for every child, every week and at Edderton this is what we endeavour to do.

P.E. lessons cover aspects of:

- Gymnastics
- Games and games skills
- Dance
- Athletics



Modern Foreign Languages

Learning other languages enables children and young people to make connections with different people and their cultures and develop as global citizens. In Edderton we currently teach French to all pupils so they have gained in confidence in the subject before going to Tain Royal Academy. This is an aspect of provision that all schools are developing under guidance from the government over the coming session.



Religious and Moral Education

Religious Education and Religious Observance form part of the school curriculum. Weekly assemblies give the school a chance to come together for songs, stories, information and celebration of achievements. Other World Religions are taught as units throughout the year.

Our aims in Religious and Moral Education are:

- To help children become aware of the part Religion has played in human experience
- To stimulate children into thinking about Religion, both Christian and other beliefs
- To study the life of Jesus and selected areas of the Old and New Testament
- To give children an understanding of Christian values
- To enable children to share in the experience of worship

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

Sciences

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, Dance and Drama are all classified under this term. Where possible they are linked with class work and Social studies.

A specialist teacher visits us for Music and they, along with reinforcement from class teachers, provide our children with a wide range of skills and experiences.

Social Studies

Social Studies are taught on a discovery basis throughout the school. Inter-disciplinary Learning is balanced to provide children with an appreciation of enterprise, history, geography and eco sustainability. Teachers and children are involved in planning these studies, bearing in mind appropriate levels for composite classes. As children work on themes, they develop an extensive range of progressive skills and experiences.

Technologies

Learning in technologies will allow your child to develop skills, knowledge, understanding and attributes through creative, practical and work-related activities across a range of areas. They will be able to use these skills in business, computing science, digital literacy, food, textiles, craft, design, engineering, and graphics.

The use of ICT is integrated into all areas of the curriculum which means that separate ICT lessons are not always taught. An example of this is when a child is using the internet to research a given topic and at the same time as finding the information necessary to understand this topic, they also develop internet researching skills.

The school is now well resourced in terms of digital technologies, including each classroom including nursery having a large screen, a minimum of two iPads as well as the use of Chromebooks. Digital technologies is promoted throughout the school and the children are developing an increasing independence.

Curriculum, Assessment & Reporting to Parents

Formative Assessment

Our aims are to identify the strengths/ areas to work on for each child and improve their attainment, confidence and motivation. To this end, we Pupil Profiles in school. These folders include a range of observations, class quizzes, topic assessments, learning conversations, to name but a few, to compile information on a child and help identify their next steps. Continuous on-going assessment takes place throughout the school.

Pupils are also involved in assessing their own progress and developing their next steps. We recognise that pupils do not develop and progress at the same rate. We therefore use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

We assess the children more formally in the main subject areas, such as phonics, reading, numeracy as well as spoken and written language. As children progress through the school we use a combination of different assessment methods to get the best picture possible of a child and their progress.

Teachers assess pupils more formally twice yearly and record data on both their academic progress and their attitude and effort in work.

Written Report

An end of year written report is issued to parents in June that summarises a child's progress in relation to what is appropriate for their age and stage.

Pupil Profiles

Throughout the school, from P1 to Primary 7, children are learning to make connections across the curriculum, to take pride in their work, to know what they are learning and to be able to explain why they are learning certain things. All children have a folder in which their work, their targets, their reflections, teacher comments and feedback are stored. The folder is available for parents to look at throughout the year and we encourage you to take time to write in these records highlighting your thoughts about your child's progress.

Standardised Assessments

In 2017 The Scottish Government has commissioned the National Standardised Assessments (NSA) as part of the National Improvement Framework.

For children and young people to have the best chance of reaching their potential, parents, carers, teachers and the children themselves, need to understand how they are progressing, and what further support they require. Alongside a wide range of other assessment activity, the assessments help to inform that understanding by providing teachers with objective and nationally consistent information on children's progress. Teachers can then discuss children's progress with them and their parents, planning next steps accordingly, and ensuring parents understand how best to support their child's learning at home.

What are the National Standardised Assessments?

School children in P1, P4, P7 and S3 will complete online standardised assessments in literacy and numeracy. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Why have these assessments been introduced?

Assessment is a central part of everyday learning and teaching for every child and young person. The National Standardised Assessments have been introduced as part of the [National Improvement Framework for Scottish Education](#) to provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

When will the assessments take place?

The assessments are administered to each child once within the relevant school year. Individual teachers and schools, with guidance from their local authorities, will decide the most appropriate time during the school year for your child to take the standardised assessments.

How will the assessments take place?

Assessments are completed online and are marked automatically giving teachers immediate feedback to help children progress.

How many times will your child take the assessments in a school session?

P1 children will take two NSA: one in literacy and one in numeracy. P4 children will take three NSA: one in reading, one in writing and one in numeracy. P7 children will take three NSA: one in reading, one in writing and one in numeracy. S3 young people will take three NSA assessments: one in reading, one in writing and one in numeracy.

These assessments have been specifically designed to reflect the way we deliver education in Scotland and are aligned with Curriculum for Excellence. Ongoing and periodic assessments are, and will continue to be, the main basis of teachers' professional judgement. Teachers continue to draw on all of the assessment information available to them when considering children's progress and planning next steps in learning.

Further information relating to assessment and achievement can be found at [Parentzone Scotland | Education Scotland](#)

[Curriculum for Excellence | Education Scotland](#)

Section 4 – Support for Pupils

Getting It Right For Every Child (GIRFEC)

‘Getting it right for every child’ (GIRFEC) is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children’s and young people’s rights, it supports children, young people and their parents to work in partnership with the services that can help them.

As children and young people progress through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they and their families need help and support. The National Practice Model (GIRFEC) helps practitioners focus on what makes a positive difference for children and young people, and how they can act to deliver these improvements. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

For more information about the National Practice Model you can find it on the link below

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

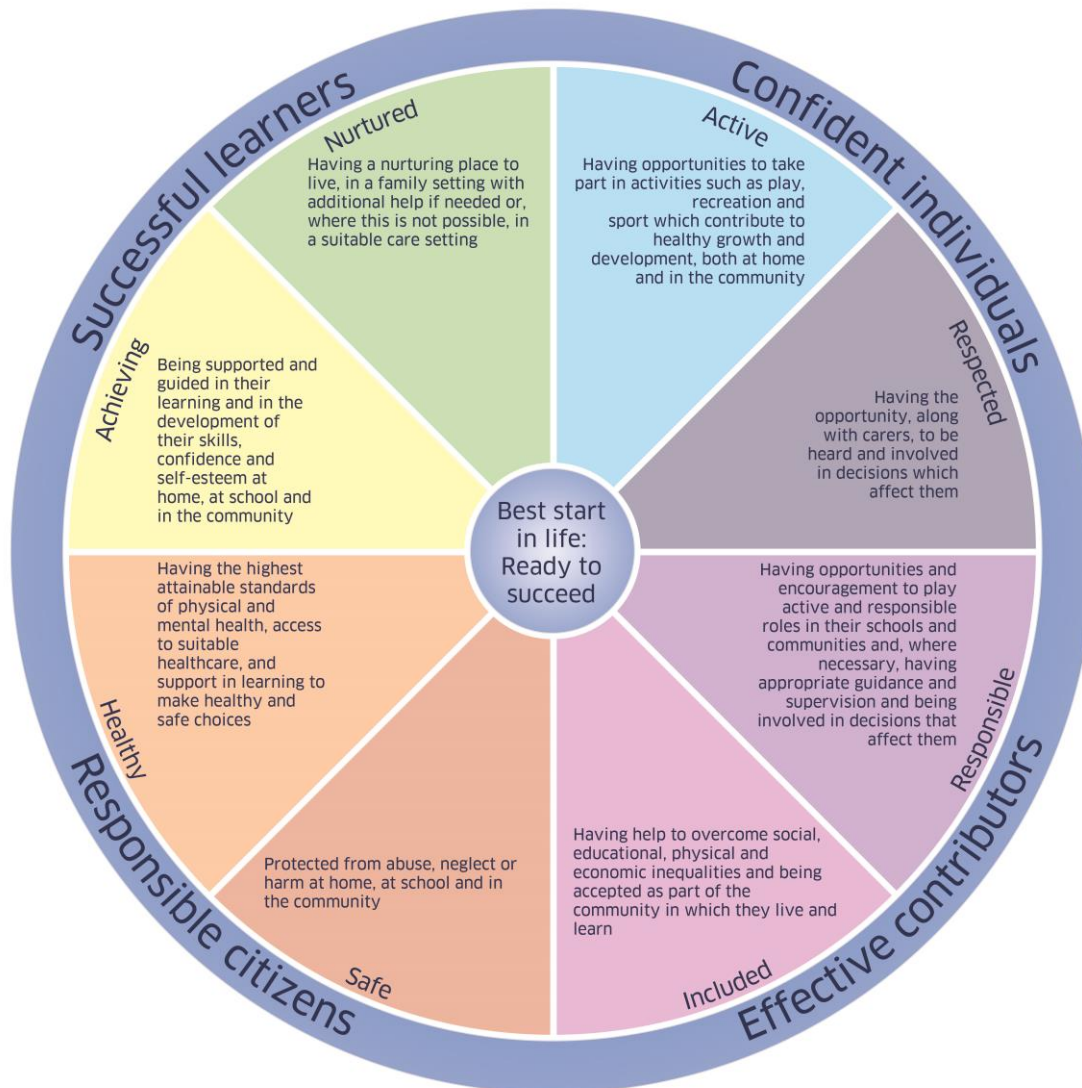
Wellbeing

The ‘Getting it Right’ approach looks at eight areas of ‘well-being’. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take

The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example, a teacher might need to contact other professionals to make sure that a Child's Plan was meeting all the child's needs).



Named Person

Every child and young person will have a Named Person to make sure their wellbeing is promoted. The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

Who is my named person?

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing.

Stage of child/young person

Pre-birth – until starting school or 5 years old

Primary-aged

Secondary-aged

Named Person

Health Visitor

Head Teacher

Head Teacher/
Depute/Principal/
Pastoral or Guidance
Teacher

Further information can be found at <http://enquire.org.uk/>

Equal Opportunities

In Edderton Primary we believe that every child should be given equal opportunity to perform to the best of their ability in all areas of the curriculum. We seek to extend choice and opportunity for all pupils without discrimination. We strive to provide education tailored to the needs of the child as an individual regardless of wealth, gender, race, nationality, faith or disability. We are particularly proud of the fact that our school successfully integrates all children and accepts them as they are.

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 should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, The Military Liaison Group (Education), often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators.

The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a ‘Welcome’ specifically for your Children and Young People moving into Highland.

Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with 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
- <https://www.thrivingfamilies.org.uk/>

Sometimes a Children’s Service Worker will be involved in supporting a child. A Children’s Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support.

Parents/Carers 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 Head Teacher on 01862 821260. 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

There are many organisations which can provide advice, further information and support to parents and young people with additional support needs. These include:

- Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://enquire.org.uk/myrightsmysay/>
- Scottish Independent Advocacy Alliance - <http://www.siaa.org.uk/>
- Scottish Child Law Centre - <http://www.sclc.org.uk/>
- 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

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The National Practice Model or the Child's Plan you can access more information at :

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>

There is also Information available at: <https://www.thrivingfamilies.org.uk/>

Physical Access

The school is fully accessible in accordance with Accessibility Strategy 2004.

Educational Psychology Service

Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and general development, and to make the most of their lives, particularly in educational settings. Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work. The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.

Child Protection

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

If you are worried that a child may be at risk of serious harm, please contact a professional to discuss your concerns:

- Speak to health service staff
- Speak to education staff
- If you consider a child or young person is in immediate danger, call the Police on 999
- Phone 0845 601 4813 (out of hours)

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Care and Learning 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 staff within the school.**

More information on GIRFEC and Child Protection can be found at:

[Getting it Right for Every Child & Young Person in Highland: Interagency Practice Guidance & Child Protection Procedures 2024](#)

<http://forhighlandschildren.org/2-childprotection/publications.htm>

<https://www.children1st.org.uk/help-for-families/parentline-scotland>

Section 5 – School Improvement

School Improvement Report and Plan

All schools produce and publish an annual improvement plan which outlines how they intend to continue to improve. Schools are also required to produce an annual standards and quality report. These documents are available from school websites or by contacting the school office.

The school has a strategic Improvement Report and Plan which is updated each year following consultation with staff, pupils, and parents. Parents wishing to read the Plan should contact the school. Anyone wishing to raise any points or discuss any issues related to this Plan should contact the Head Teacher to arrange an appointment to discuss this further.

Standards and Quality Report

By the end of June each year all parents can access a report containing information which highlights the school's key strengths and areas for future development. This report links with the school improvement plan. A copy of this report can be found on our website, or you can obtain a copy from the school office.

Raising Attainment

All of Scotland's schools are responsible for raising attainment. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

All staff at Edderton Primary is dedicated in raising attainment for all. We are dedicated to making strong progress at each stage of learning by ensuring every child is progressing well at all ages, maintaining pace of progress and by consistently building confidence. Further details regarding the school's performance at local and national level can be obtained from the Education Scotland Parentzone.

Pupil Equity Funding

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap. For more information on the allocation of funding Edderton Primary received along with details on planned expenditure and interventions, please contact the Head Teacher.

Inspection Report

The school's latest Inspection Report can be found at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

And finally...

We hope this document will be useful to you as you look to enrol your child in school. If you have any other questions or queries we will be more than happy to have a chat with you. Please do not hesitate to get in touch.

My thanks go to those parents who read through the Handbook and helped to improve it through their suggestions, this booklet is produced annually and we are always looking for ways to make it better. If, having read it as a new parent, you feel there may be something we have missed please let us know.

We look forward to welcoming you and your child/children to Edderton Primary.

Whilst information in this handbook is considered to be true and correct at the date of publication – December 2024, changes in circumstances after the time of publication may impact on the accuracy of the information.