



# School Handbook

**What makes  
Kilchuimen  
Primary a good  
school?**

## **Pupils said....**

"The whole school has a happy environment, in class, with friends and with teachers."

"Awards given out each week at Assembly, so everyone feels appreciated."

"I am getting better at Maths."

"It's a very friendly school."

"Really good teachers and they're really kind."

***"We rock, we learn; we learn, we rock!"***

## **Welcome to our school**

We warmly welcome you to Kilchuimen Primary School.

A new school is a big step in any child's life and we would like to make this step as easy and relaxed as possible for both you and your child.

Should you at any time have questions about the move to Kilchuimen, or any other aspects of your child's education, please contact the school. You can either:

Email us at the following address: [kilchuimen.primary@highland.gov.uk](mailto:kilchuimen.primary@highland.gov.uk)  
OR

Telephone: 01320 366296

to arrange an appointment with the Head Teacher, Depute Head Teacher or with your child's class teacher. We want you to play a full part in your child's educational journey, so that together we can give your child the best educational experience possible. This handbook will help you to identify areas where you might be able to do this and aims to give a brief account of life here at Kilchuimen Primary.

We frequently post updates on our

Facebook page, keeping parents and carers up to date with all that we are doing.

As well as the usual activities and projects you might expect to see in a primary school, we work hard to ensure that our curriculum is interesting and varied.

We have a Trim Track fitness trail in our grounds, as well as an outdoor classroom.

Participating in projects such as these ensures that we are embracing the Curriculum for Excellence, which strives to ensure that pupils participate in a broad, balanced curriculum which suits individual learning needs.

Above all, we want your child to be challenged to achieve the best they can while enjoying their learning.

We look forward to getting to know both you and your child better and sharing in the exciting journey ahead.

***Yvonne Walker***  
Acting Head Teacher

***Kate Rose***  
Acting Depute Head Teacher



# Contents

|         |   |   |
|---------|---|---|
| Page 3  | - | <u><a href="#">Our School &amp; Enrolment Information</a></u>                     |
| Page 4  | - | <u><a href="#">School Vision, Values &amp; Aims</a></u>                           |
| Page 5  | - | <u><a href="#">Staffing</a></u>   |
| Page 6  | - | <u><a href="#">School Uniform, Lunches &amp; Transport</a></u>                    |
| Page 7  | - | <u><a href="#">School Day</a></u>   |
| Page 8  | - | <u><a href="#">Absences</a></u>   |
| Page 9  | - | <u><a href="#">Emergencies and Child Protection</a></u>                           |
| Page 10 | - | <u><a href="#">Adverse Weather</a></u>  |
| Page 11 | - | <u><a href="#">Closure Information</a></u>  |
| Page 12 | - | <u><a href="#">Curriculum for Excellence</a></u>                                  |
| Page 13 | - | <u><a href="#">Numeracy &amp; Mathematics</a></u>                                 |
| Page 14 | - | <u><a href="#">Literacy &amp; Language</a></u>                                    |
| Page 15 | - | <u><a href="#">Literacy &amp; Language (cont.) &amp; Health and Wellbeing</a></u> |
| Page 16 | - | <u><a href="#">Expressive Arts</a></u>  |
| Page 17 | - | <u><a href="#">Modern Languages</a></u>   |
| Page 18 | - | <u><a href="#">Social Studies &amp; Science</a></u>                               |
| Page 19 | - | <u><a href="#">Technologies &amp; School Trips</a></u>                            |
| Page 20 | - | <u><a href="#">Assessments</a></u>  |
| Page 21 | - | <u><a href="#">Profiling &amp; Reporting</a></u>                                  |
| Page 22 | - | <u><a href="#">Religious Observance &amp; Assemblies</a></u>                      |
| Page 23 | - | <u><a href="#">Extra-Curricular Activities</a></u>                                |
| Page 24 | - | <u><a href="#">Additional Support Needs</a></u>                                   |
| Page 25 | - | <u><a href="#">Pupil Support</a></u>  |
| Page 26 | - | <u><a href="#">Parent Council</a></u>   |
| Page 27 | - | <u><a href="#">Transition &amp; Pupil Council</a></u>                             |
| Page 28 | - | <u><a href="#">Data Protection</a></u>  |
| Page 29 | - | <u><a href="#">Data Protection (cont.) &amp; Equality and Inclusion</a></u>       |
| Page 30 | - | <u><a href="#">School Improvement</a></u>   |
| Page 31 | - | <u><a href="#">Picture Gallery</a></u>  |
| Page 32 | - | <u><a href="#">Term Dates, Communication, Policies &amp; Complaints</a></u>       |

## Our School



### Pupils said...

"Our school is the best school in the world."

"Even though we are a small school we have just as many opportunities."

"We get to interact with nature...good environment."

"The Academy pupils are kind to us."

### Pupils like...

"The big field and playground."



Kilchuimen Primary School was built in 1968. We are a non-denominational school and currently have 32 children on the school roll, with another 5 children in our nursery.

The school occupies an attractive position close to the centre of the village, with splendid views of the surrounding hills. As we are a 3-18 school, we share the campus with Kilchuimen Academy.

The primary school occupies a single-storey building, encompassing three classrooms and a nursery.

Two of these classrooms were added to the building in 2010, when the nursery also underwent a huge refurbishment.

The primary school shares the hall, a large playing field and an all-weather, outdoor sports pitch with the secondary school, as well as the school canteen, where meals are made on site and lunch is served.

All classes have access to the internet within their classrooms, as well as interactive whiteboards. We also make use of Chromebooks throughout the school, with all pupils from primary one to seven

having their own personal device or access to a device.

The school is an active participant in both the Féis Scottish Traditional Music Programme and the Youth Music Initiative.

P3-7 receive music, PE and Art are taught by class teachers. The school has good links with the Active Schools programme.

We have a good relationship with all the religious denominations in our community. We have established a good multi-agency partnership.

## School Enrolment

We are delighted that you are enrolling in our school. You should receive an enrolment pack which will contain a transport application form, free school meals and clothing grant form and medical forms, which will need to be returned to the school. We will then pass these on to the school nurse. If you live out-with our catchment area and would like your child to attend our school you will need to write a letter to the Area Education Office requesting a place at our school.

The address is:

Area Education Office (West)  
Education & Learning

Camaghael Hostel

Fort William

Telephone: 01397 707353

Placing request forms can be obtained from:

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

If you wish to arrange a visit contact the school and we will be delighted to show you around.

You should note that you will not be entitled to free school transport if you are outwith our school catchment area.

Please see the additional guidance on choosing a school at the following website.

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system -

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

# Our School Visions, Values and Aims

## Vision

At Kilchuimen, we are keen to ensure that we have created a progressive curriculum which places our children and young people firmly at the centre of our planning. The curriculum takes account of the breadth and range of the Experiences and Outcomes presented by the Curriculum for Excellence documents.

The school provides a welcoming learning environment, where all members of the school community feel valued and are inspired to fulfil their potential.

We ensure that, throughout their time at Kilchuimen Nursery, Primary School and Academy, opportunities are created for the children and young people to develop skills for learning, skills for life and skills for work, so that they are well equipped for their future lives.

Our school and nursery aims clearly link with the four capacities of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.



## Values

The values we promote at Kilchuimen were carefully selected by staff and pupils in February 2020. They are:

Kindness

Aspiration

Respect



## Our Aims are:

- To create an ethos in which hard work is valued and possible, and where self-respect and respect for others are evident.
- To promote personal achievement and encourage individuals to reach their potential.
- To promote healthy lifestyles and wellbeing.
- To develop self-esteem and confidence through the involvement of children and young people in decision making.
- To ensure equality of opportunity and provision for all pupils, and so promote positive attitudes towards fairness.
- To develop awareness of real-life issues and economic development.

# Staffing

We have an enthusiastic team of teachers who will be working with your child. From time to time we may also have student teachers on placement in class, as well as Secondary pupils on work experience.

## Staffing 2025-2026

### **Acting Head Teacher**

Mrs Y Walker

### **Acting Depute Head Teacher**

Mrs K Rose

### **Teachers**

P 1/2/3/4—Miss E Sandham  
Mrs L Glasgow

P 4/5/6/7— Mr D Peers  
Mrs L Grant

### **Principal Teachers Additional Support Needs**

Mrs K Rose/Mr D Peers

### **PE Specialist**

Mrs R Masson

### **Nursery**

Ms D Vilaro  
Mrs A MacKay  
Ms G Robertson

### **Pupil Support Assistants**

Mrs S Brady  
Mrs H Surkitt  
Mrs J Brown

Mrs J MacKillop  
Mrs H MacDonald

### **Playground/Bus Class Supervisors**

Mrs S Brady  
Mrs J McKillop  
Mrs Surkitt  
Mrs J Brown

### **Team Leader (Schools)**

Mrs C Pinkerton  
Mr E Boyce

### **Clerical Assistants**

Mr E Boyce  
Mrs P Page

### **Canteen**

Ms R Jeffrey  
Ms L Henderson  
Mrs M MacNally





## Uniform

Children are encouraged to wear school uniform. Red school sweatshirts can be purchased from Schoolwear Made Easy, 57 Harbour Road, Inverness.

They can be purchase online using the following link: [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

Please label your child's sweatshirt, as we often end up with unclaimed sweatshirts. You may be entitled to a school clothing grant - the forms can be collected from the school

office or downloaded from The Highland Council website: [www.highland.gov.uk](http://www.highland.gov.uk)

The wearing of jeans and football tops to school is discouraged.

All the classrooms are carpeted. It is essential that your child brings in a change of footwear for use indoors.

Please label your child's gym shoes and any wellies. Again, these items can easily become mixed up.

Children should wear well-fitting gym shoes, shorts and a T-shirt for gym. Children are not allowed to wear dangling jewellery or earrings during PE.

Children will be encouraged to take part in daily outdoor play at break and lunchtime and should have a suitable coat and shoes/wellies to wear. It can be quite chilly, and only during very heavy rain or bad weather will the children be indoors at this time.

### Pupils said...

**"The canteen is relaxed and the food is good"**

**Please put children's school lunches in a separate bag from their school books. Spillages can cause a lot of damage.**



## School Lunches and Packed Lunches

Our cook, Mrs R Jeffrey, is our cook-in-charge. All pupils enjoy healthy school meals in line with Highland Council's Healthy Eating Policy. There is a selection of menus that the Highland Council will use on rotation throughout the year; pupils will receive copies of these, so that you can discuss them with your child. All pupils are part of the cashless catering system. School meals can be paid for online, through the Highland Council website, click on the "Pay" icon on the home

page and follow the payment instructions. You will need your child's SCOTTISH CANDIDATE NUMBER (SCN); ask the school for your child's number. You can also pay by cheque in the school or money can be added to their account via revaluation units sited by the canteen; currently lunch costs £2.40. All pupils from P1-5 are entitled to free school meals; for P6 upwards, free school meals application forms are available from the school office or The Highland Council Website: [www.highland.gov.uk](http://www.highland.gov.uk)

Children can also purchase a drink or selection of breakfast snacks, such as toast or bagels, from the canteen at break time using cash. Please ensure children have cash and maybe a purse or wallet.

Children having packed lunches are supervised by a member of staff. We try to encourage the children to have healthy choices within their packed lunch. Please do not put glass bottles in their lunchboxes.

We ask that all lunchboxes be labelled to avoid confusion.

## School Transport

Children under the age of 8 are eligible for transport if they live two or more miles from their designated school by the shortest available route. The distance is increased to three or more miles when the child is aged 8 or over.

The Council's transport policy is available at:

[Transport policy](#)

If you think you may be entitled to school transport, please collect an application form for school transport from the

school office, or download a copy from the school's website.

Please note, transport is not a school responsibility. Contact the Local Transport Officer Linda MacQueen 01397 781099 for any travel queries.

*Places on school transport are not allocated by the school. Fill in a transport form if you are eligible.*

## Bus Class

Children in P1-3 finish school at 2.45pm; the school bus does not leave until 3.45pm. Children who require to travel to and from school by bus will be supervised by Mrs Brady or Mrs Surkitt until it is time for the bus to depart. Pupils in P4-7

will join the bus class for the last 10 minutes. The bus class is held daily in the primary.

Children who are not entitled to transport cannot attend bus class or travel on the bus to visit friends. This class is only for pupils who are entitled to bus travel.



**Pupils said...**

**"We love PE."**

**"We get to play a lot of different sports..."**

## The School Day Behaviour

School begins for all pupils at 8.50 am

Break time is from 10.40 am - 10.55 am

Lunchtime is from 12.25 pm - 1.25 pm

P1-3 go home at 2.45 pm  
Mon—Thurs

P4-7 go home at 3.30 pm  
Mon—Thurs

Whole school finishes at 12.25 pm on Friday.

### PE

All pupils should have a pair of shorts, a T-shirt and a pair of indoor shoes. We prefer these to be kept in school so that there are no problems with pupils forgetting their PE kit.

The school has a positive behaviour policy. We follow the Golden Rules which are:

*We are gentle*

*We are kind and helpful*

*We listen*

*We are honest*

*We work hard*

*We look after property.*

Pupils can earn house points for good behaviour, great work and following the Golden Rules.

Every week, the winning house will usually get an extra five minutes of playtime on a Friday. If a house wins for three consecutive weeks they will get a special treat such as afternoon tea with Mrs Walker.

Children are not allowed to wear dangly earrings, jewellery or watches during PE and long hair should be tied back.

In order to ensure that pupils receive their two hours of PE, either the class teachers or the PE specialist take the children for two

sessions each week. This is dependent on hall availability. Class teachers will inform pupils when PE kit is required in school.

## Absence

Your child may be off school for various reasons: illness, medical or dental appointments, meetings or family circumstance, in such instances please inform the school in advance. If your child is going to be unexpectedly absent from school, please inform the school before 9.00am, otherwise the school will telephone you, if there is no reply then we will call your emergency contact. If there is still no answer and concern is felt, the school

will then contact the police. This procedure has been put in place so that no child will be missing for a day without anyone knowing.

If frequent absences occur, and these are not explained to the head teacher's satisfaction, the parent will be contacted directly by the head teacher. If this does not produce an improvement, the matter is referred to the Area Education Office.

We cannot normally give a family permission to take pupils out of school for holidays during term time and we will record this as an

unauthorised absence. However, there are some circumstances where this would be allowed, for example, if a family needs time together to recover from distress.

Remember, holidays taken during term time equals a loss in pupil learning time.

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

## Illness

If your child has sickness and/or diarrhoea, they should not return to school until 48 hours after the last episode. Please keep the school informed as some common childhood illnesses can be very contagious and

dangerous to members of staff and parents who may be pregnant - chicken pox is one of these cases. Please inform the school if your child contracts this illness.

Children who become ill during class should speak to a

member of staff and, if necessary, parents will be contacted. Please make sure that your own details and your emergency contact details held with the school are up to date.

## Medical

The school has an appointed Health Visitor, Karen McInnes, who is responsible for your child's wellbeing until they reach P1, at which point the school nurse assumes this role. The school nursing team will give a routine screening service to Pupils in P1 and P7. The nursing team can be contacted at Cill Chuimein Medical Centre on 01320 366216.

You must inform us if your child has any medical conditions, or if there are any significant health changes affecting your child which

might put them at risk or affect their educational progress. The confidential nature of this information will be respected.

Kilchuimen Primary has a medical protocol in place for the handling of drugs and medicines. Should your child require any medication at school a letter must be sent by the parent detailing the name of the medication, what the medication is for, dosage, times to be administered and the length of time the medication will be needed. All medication will be stored in a locked cupboard and a record of

medicine administration is kept for each child.

Staff are given regular updates on Asthma, Diabetes and Epi-pen training. If your child develops an illness or condition which necessitates significant absence please do advise us in case we need to organise schoolwork at home in order to reduce difficulties of catching up on return. In cases of prolonged absence the authority has a scheme of home tutoring available.

*Keep your emergency contact details up to date. You never know when we may have to use them.*



# Emergencies



Keep these numbers handy.

*The safety of the children is everyone's business. If you are worried about the safety of a child get in touch.*

One of a head teacher's main responsibilities is for the Health and Safety of everybody in the establishment.

## Fire Drills

We have a series of fire drills throughout the session. These are very serious exercises and are practised until the head teacher has confidence that safe evacuation procedures are being followed.

## Emergency Plan

The school has a contingency plan for further evacuation should there be a genuine emergency. If this were to occur, the school would be evacuated to the

Church Hall. From there, local pupils would be sent home to parents or emergency contacts. Pupils from further afield would remain until appropriate transport arrangements were made with the bus contractors. The school would give appropriate information to Moray Firth Radio in order that it could be broadcast locally.

A major emergency would be co-ordinated by the Education Authority. Key telephone numbers in an emergency are:

**Portree Area Education Office: 01478 613697**  
**Highland Council: 01463 713479**

## Accidents

Ms Vilardo and Mrs MacKay have been trained in Paediatric first aid and, in the first instance, an injury will be assessed by them. For minor cuts and bruises, First Aid treatment will be administered. You or your emergency contact will be informed of accidents. In more serious cases we may take the injured child directly to the Cill Chuimein Medical Centre and meet you there. In the event of a serious accident an ambulance would be called. We follow Highland Council's accident reporting procedures and ensure that all necessary risk assessments have been carried out.

# Child Protection

It is everyone's business to protect our children, both staff, parents and the wider community.

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

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

The school's protection officer is Mrs Yvonne Walker, Head Teacher.

In the event of her absence, Mrs Rose would deputise.

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.

More information about Child Protection procedures within Highland can be obtained from:

Child Protection Officer  
 Child Protection Committee  
 Kinmylies Building  
 Leachkin Road  
 Inverness  
 IV3 8NN

Tel: 01463 703483

Fax: 01463 713237

[www.highland.gov.uk/info/1361/childcareandfamilycare/438/childprotection](http://www.highland.gov.uk/info/1361/childcareandfamilycare/438/childprotection)

# Adverse Weather

## GUIDELINES FOR PARENTS OF PUPILS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER CONDITIONS



The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognizing that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions, the safety of pupils is paramount.

For pupils using school transport, weather conditions and availability or otherwise of shelter at the pick-up point will dictate just how long a child should wait and parents are asked to advise children appropriately in relation to prevailing conditions. During difficult weather conditions, no pupil is expected to wait longer than twenty minutes past the

normal pick-up time.

Parents are advised of the different circumstances affecting drivers of contract vehicles and public service vehicles. Drivers of contract vehicles are advised that they should not drop off children where there is any doubt that they may not safely reach home or another acceptable place of shelter. Drivers of public service vehicles, however, must travel to specified routes in accordance with scheduled timetables and cannot make special provision for the individual needs of passengers.

In either case, but more especially where public service transport is involved, parents should arrange to have children met at the drop off point if it is felt that prevailing conditions so demand.

Where parents are sufficiently concerned about conditions at drop off points, they should contact the school as early as possible.

Parents should advise the school of an alternative

address which may be used for their children in emergencies.

Schools will advise parents of arrangements which relate to local geographical and transport circumstances affecting each school. For Kilchuimen Primary the contact person is Yvonne Walker, Head Teacher.

Schools will also establish means of communications with parents and transport operators and parents should be familiar with these details. For Kilchuimen Primary, we will do our best to contact you or the emergency contact by telephone and will make every effort to have someone available to respond to the school telephone in an emergency.

## Early Closures

In most cases, we aim to give you advance warning of closures, however, in some circumstances this is impossible, e.g. power failure, extreme weather. All parents or emergency contacts would be informed. Our first priority is always the safety of the children and no child is knowingly sent home to an empty house.

# Important Information

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead, parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

This is in addition to schools' own arrangements in place for informing parents of school closures. – change to process for informing parents of school closures following the withdrawal of the school closure dial-in phone service.

The Council's Website [www.highland.gov.uk/schoolclosures](http://www.highland.gov.uk/schoolclosures) will be updated with information for individual schools.

The Council's Facebook page at [www.facebook.com/highlandcouncil](http://www.facebook.com/highlandcouncil) will show updated posts on the latest news of school closures and weather-related problems.

The Council's Twitter page at [www.twitter.com/HighlandCouncil](http://www.twitter.com/HighlandCouncil) will list Tweets of the latest news of school closures and weather-related problems.

**Keep  
these  
numbers  
handy**

*It is always a difficult job to decide whether or not to close the school. If in doubt, the decision whether to send your child to school or keep them at home is yours.*

In the event of adverse weather, the decision to close will be made by 07:00. We will endeavour to inform parents and carers of school closures as early as possible. This will be done via an email to parents/carers, as well as an update on the school Facebook page.

Find our Facebook page below:

[Kilchuimen | Facebook](#)

**Local radio stations issue news and weather bulletins on traffic conditions and school closures:**

|  |   |
|--|---|
| <b>BBC Radio Highland</b>              | <b>6.30am—5.30pm (on the hour)</b>      |
| <b>Nevis Radio</b>                     | <b>7.00am—8.00am (10-min intervals)</b> |
| <b>Lochbroom FM</b>                    | <b>7.15am—8.45am (15-min intervals)</b> |
| <b>Moray Firth Radio/www.mfr.co.uk</b> | <b>6am—6pm (half-hourly intervals)</b>  |

**We will try in all cases to provide with you with information as early as possible.**

While it is recognised that radio transmissions may not cover all households, and may be subject to re-scheduling in some circumstances, they will be helpful to many families. Parents are therefore advised to remain tuned in to be aware of ongoing road, weather or school information updates.

Radio stations request that, since telephone lines are always busier at such times, parents should not phone in for advice but listen to appropriate broadcasts.

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.



# Curriculum for Excellence



We have now been working within the Curriculum for Excellence framework for a number of years; over that time the school has evolved in the way in which it engages with the curriculum. As a school we are keen to ensure that pupils experience progression and depth in the curriculum, we want pupils to build on the learning they are encountering and to apply the learning to a variety of situations. All pupils are entitled to a broad, general education, meaning that pupils need to experience all the outcomes at the different levels. Pupils should experience learning which is challenging but also enjoyable. Pupils are also entitled to personal support; this takes the form of having opportunities to talk with an adult about their learning and, together, helping pupils to plan their next learning steps. Pupils are treated as individuals with their own unique needs.

Pupils are given the opportunity to direct their learning by asking key questions about the topics planned by the class teacher and this helps to direct the course of learning in the class. Parents will receive a termly newsletter which details the planned learning that will take place in their child's class.

We hope that this handbook will show you how we aim to achieve this with your child.

The aim of the curriculum is to ensure that pupils achieve the four capacities which are:

Responsible Citizen  
Successful Learners  
Effective Contributors  
Confident Individuals.

These four capacities ensure that our pupils, the adults of the future, are equipped for an ever-evolving world. Look how far we have come in our own lifetime. (Just think back to when you were at school, a telephone was attached to the wall, tablets were pills your granny took, and records played music, apples in large quantities gave us belly ache, and only birds tweeted. Now we panic when our Apples crash and we cannot "tweet"!)). Children need to be prepared to do jobs which currently may not exist. They require flexibility. We have to ensure that our pupils are "active" in their learning, this does not mean getting out of your chair, but being "active" thinkers, being encouraged to question facts, to enquire. Children need to understand why they are learning. They need to learn to become skilled team players, to negotiate, to reason, and problem solve, as well as work effectively on their own. Above all we want to make learning challenging and enjoyable in order that all pupils reach their potential.

The curriculum is organised 'straight through' – from

nursery to 18 there are six levels through which pupils will progress. Some children may complete these levels slightly later than others however. It is important that pupils experience depth and breadth in learning.

Six levels:

## Early

The pre-school years and P1

## First

P2 to the end of P4

## Second

P5 to the end of P7

## Third and Fourth

S1 to S3

## Senior Phase

S4 to S6

The curriculum is organised into eight curriculum areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies, Technologies.

Information about how the curriculum is structured and curriculum planning and information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas can be found at:

[Curriculum for Excellence](#)

$$9 \times 8 = 72$$

We try to make  
maths real for  
the children and  
ensure they  
have a secure  
grasp of the  
mathematical  
building blocks.

# Numeracy and Mathematics

*Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.*

Building the Curriculum 1

*Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.*

Curriculum for Excellence

We use a broad range of resources to support learning in Numeracy and Mathematics, including Scottish Heinemann Mathematics, Heinemann Active Maths, Busy Ant Maths, Numicon, Leckie & Leckie and Teejay Maths. Teachers will always use the most appropriate resource and they are creative in finding the best way to teach something. Opportunities for interdisciplinary learning are provided in each class, e.g. enterprise topics in the older classes or a shop corner in the infant classroom. Use of a wide range of games and computer-based activities happens at all stages throughout the school. Pupils take part in a variety of learning experiences. Often they will be working on their tasks individually but they will also be expected to work in pairs, in small groups, in large groups and, occasionally, even as a whole class.

As part of their Continuing Professional Development, staff have been trained in Maths Recovery. This is a Highland Council initiative which helps us to identify very specific areas where a pupil may need some extra support or new teaching and then gives suggestions on how to help the pupil.

Teachers use a variety of assessments with their pupils. These range from the continual informal formative assessments which happen on a daily basis to summative end of unit assessments which happen less frequently but which are recorded to inform our planning. Pupils will be developing mental agility, problem solving capacities and critical thinking skills throughout all their Mathematics and Numeracy activities.

Pupils will experience maths under three main organisers each containing a number of subdivisions. The three organisers in Numeracy and Mathematics are:

- **Number, Money and Measure:** Estimation and rounding, number and number processes, multiples, factors and primes, powers and roots, fractions, decimal fractions and percentages, money, time, measurement, maths - its impact on the world - past, present and future, patterns and relationships, expressions and equation.
- **Shape, Position and Movement:** Properties of 2D shapes and 3D objects, angle symmetry and transformation.
- **Information Handling:** Data analysis, ideas of change and uncertainty.



# Literacy and Language

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life.

Curriculum for Excellence

The 3 organisers of literacy are:

Listening and talking

Reading

Writing

## Reading

At the early stages of reading children are taught the initial sounds through the Jolly Phonics or Letterland programme. The children do not learn the sounds in alphabetical order, and will usually learn s,a,t,p,i,n as the first set of letters. Learning this grouping of letters allows the children to very quickly form short 3-letter or CVC (consonant, vowel, consonant) words such as sat tin pin etc.

Pupils will move through the Oxford Reading Scheme and will be introduced to the characters of Floppy, Kipper, Biff, Chip and their friends. You can help your child by reading with your child, talking about the characters and story, you can encourage the children to search for words in the story. In the later stages you can hear your child read and encourage fluent reading skills which demonstrates expression. Talking about the books with your child is also important. Furthermore, you can encourage your child to read at home through introducing them to comics, magazines, electronic books, audio books and books.

Pupils can move on to the Kings Court Reading Scheme when they are proficient readers and at all stages in school we will expose them to a variety of different styles of books or genres, such as non-fiction or factual books, plays, poems and different kinds of fiction novel, such as humorous, mystery, crime and classical stories.

All pupils are encouraged to take reading books home as a homework task. You can help by reading these with your child.

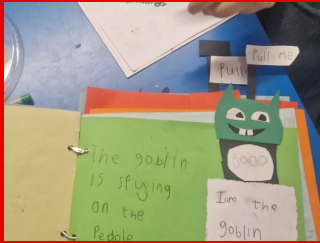
## Writing

The BIG Writing approach to writing has been adopted across the school. Pupils are taught from an early stage of the four elements which need to be in all pieces of writing, these are V- Vocabulary, C- Connectives or sticky words such as and, because, O-Openers How to structure the opening of each sentence, P- Punctuation. From P1- 7 VCOP is structured to challenge the pupils in their writing. Teachers ensure that language lessons to teach these four elements link closely to the writing.

The BIG Writing programme is carefully structured and enables pupils to clearly identify where they need to improve their writing. Pupils have clear targets set for them within this framework.

The link between writing and reading is created through Writers Craft lessons where pupils are encouraged to look carefully at various aspects of writing, pupils will be encouraged to use these within their writing lessons.

Pupils will write within a variety of contexts often linked to topic work. Children will learn how to write stories, reports, posters, invitations, letters, poems and plays, this list is not exhaustive.



**Children collect WOW words and learn to use them very effectively in their writing.**



Children have loved our SRA reading resources.

# Literacy and Language

## **Spelling and Phonics**

After pupils are familiar with all the letter sounds of the alphabet and have learned these using either the Jolly Phonics or Letterland Scheme pupils will move on to the Nelson Spelling Scheme. This is a graded scheme which pupils work on throughout the school. It teaches letter patterns and spelling rules. We also use Highland Council's "Wraparound Spelling" in P4-7. Pupils should learn the 100 most common spelling words.

Should pupils have difficulty learning how to spell, we use a variety of strategies, one being the *Stareway to Spelling* programme used from P4 and above.

## **Handwriting**

We teach pupils how to form their letters correctly and, from P4 upwards, we teach the pupils how to join their writing in linked script. We are keen to encourage the children to take pride in their secretarial skills.

## **Listening and talking**

This is taught throughout the curriculum and pupils are encouraged to participate in a wide range of contexts. Pupils will work in small group situations, take part with the whole class, or listen to find specific information. Pupils will learn the skills of listening and talking through this medium. Links will be made with the rest of the curriculum. From time to time pupils will learn the skill of public speaking and will be expected to

## Health and Wellbeing



The Curriculum for Excellence is clear on the importance of good health and wellbeing in our lives. The importance of good mental, emotional, social and physical wellbeing cannot be under-estimated in the effect this has on children's ability to achieve the very best they can. At Kilchuimen Primary we have been awarded Health Promoting Status. We are keen to promote wellbeing to pupils, staff and parents and draw from the support of a good multi-agency team.

Children will have Health

lessons in class and be encouraged to live and work in an environment of trust and respect for one another. The younger children may learn about emotional wellbeing through Circle Time and the Roots to Empathy programme. The older children learn about Sexual Health Education through the "SHARE" materials and in partnership with the school nurse. You will be informed when this is to be taught and given more information about the programme. Drug awareness is also taught.

The Active Schools' Co-ordinator helps to

develop lunchtime and after-school sports activities to give the pupils an opportunity to try a new sport or leisure pursuit.

Snacks and lunchtimes are planned to give children the most balanced of diets, however, we still enjoy a treat or two when we have our school parties.



## Expressive Arts

*The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.*

*By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.*

*One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities.*

### Curriculum for Excellence

Expressive Arts is the area of the curriculum which covers Art, Music, Drama and PE. These areas allow pupils to express themselves creatively. Many of these areas of interest follow pupils through life. Therefore Expressive Arts and Mental Wellbeing have close links.

We try to extend and expand their experiences by working alongside professional art companies, such as The Highland Print Studio, the Art Bus, Eden Court Theatre, Féis Rois, the Youth Music Initiative, and the Active Schools' Co-ordinator.

The Active Schools' Co-ordinator is keen to give people the skills to run their own clubs. If you think that you would like to help run an after-school club, the co-ordinator is based at Glen Urquhart High School (01456) 459227.

We are also eager to encourage parents and friends of the school who have a talent in this area to support the school. From time to time we will combine our efforts in all these areas and have a school production or concert. We hold an annual sports day in June.

We make use of the multi-use games area which is an all-weather pitch. Our PE teacher or our class teachers train pupils in Cross-Country Running, and Athletics. From time to time we have Badminton, Cross-Country and Athletics teams. Football tournaments are often organised by the Active Schools' Co-ordinator or PE teacher and periodically we run an after-school football, cricket or multi-sports club. If you are willing to help at any of these clubs please contact the school. A representative of Glengarry Shinty Club will run "taster" shinty sessions most years.

Some children have had the chance to try Golf, Rugby and Cricket. Pupils in P4/5/6/7 children attend swimming lessons in Inverness for a block of 8-10 weeks during the school year. We are usually able to take the P1-4 children to swimming lessons too. The cost of the transport is heavily subsidised by the Fort Augustus & Glenmoriston Community Company.

From P4, pupils can learn to play the violin or cello with a strings instructor or a brass instrument with a brass instructor.







## Modern Languages

*Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.*

*It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.*

*One of the key aims of modern languages teaching is to develop young people's communicate competence so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.*

Curriculum for Excellence

French is currently being delivered to P1-7 by class teachers. Mrs Walker and Miss Sandham have been trained to deliver the French programme in the upper years classes.

## Religious and Moral Education

*Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought provoking background for our children and young people to develop their own beliefs and values.*

*Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.*

Curriculum For Excellence

Each class has timetabled RME lessons in class which focus on Christianity, World Religions and the Development of Beliefs and Values. Through these lessons we hope the children will develop reflective and critical thinking skills. We also hope that these lessons will ensure our pupils have tolerance of other religions. These lessons are at no time an indoctrination of Faith. Teachers will ensure that children and young people from within any Faith are treated sensitively. While some may wish to discuss their Faith, others may not.



# Social Studies

*Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.*

Curriculum for Excellence

Social Studies will be studied mainly through a themed approach and may link with other areas of the curriculum. The school has a 3-year rolling programme for each class which ensures that the children are able to experience progression and breadth in the curriculum within the area of Social Studies.

## People in the Past

Through their time at Kilchuimen Primary, pupils will have the opportunity to study topics such as the Canal and Railways, looking at the life of Thomas Telford, The Titanic, World War 2, Castles, Robert the Bruce, Jacobites, Victorians and Transport.

## People, Place and the Environment

Pupils will study topics such as Earth Science and Earth Materials, Earthquakes and Volcanoes, Water, Properties of substance, Weather, Houses and Homes, Rainforest, Mapping, Crofting, Leisure and Tourism, Deserts – Egyptian study.

## People Society, Economy and Business.

Each class will be expected, every second year, to participate in an Enterprise topic. Pupils will also learn about democracy and pupils' rights through participating in the Pupil Council and Eco Committee. They will also learn about the Scottish Democratic system.

We are always keen to have parents to come in and help us with our topics. It is very useful to draw on their expert skills.

# Science

*Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.*

Curriculum for Excellence

Pupils will study science through their class topics and each year, pupils will focus on a scientific topic. Pupils will cover Biodiversity and Interdependence, Energy Sources and Sustainability, Process of the Planet, Space, Electricity, Sound and Light, Forces, Water and Properties, Use of Substance and Chemical Change.



# Technologies



The technologies curriculum area relates particularly to context that provide scope for developing technological skills, knowledge, understanding and attributes through creative practical and work related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Curriculum for Excellence

In our increasingly technological world technology affects every part of pupils' daily lives and they will be encouraged to use the interactive smart boards, access the internet, take pictures, video and record their work and manipulate programmable toys at all stages in school. The list is not exhaustive as the pace of change in technology applications seems to be increasing daily.

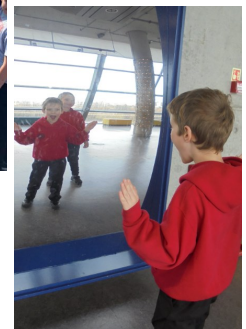
Chromebooks and tablets are now used throughout the school, with all pupils in Primaries five, six and seven having their own personal Chromebooks.

Technologies will be taught within other areas of curriculum, in order to give a realistic context for the application of the skills being taught, we have the opportunity of using the computer suite in the Academy when we wish to work with a class of pupils working on the computers or Chromebooks at the same time. Primaries six and seven have weekly ICT lessons with an ICT specialist.

The children have all enjoyed a variety of school trips. They have been to Urquhart Castle, Edinburgh and Glasgow.

# School Trips

To make learning real and to bring to life topics studied in the classroom, from time to time the children will take part in class trips. We try to keep the cost down at all times, but transport costs are very high. These trips build on the children's learning, and give them rich opportunities to be independent and confident. In P7, we try to take the children away for an overnight trip. The children thoroughly enjoy the experience. Every three years P5-7 are taken on an activity based residential trip.



# Assessment

## Why do we need to assess pupils?

We need to assess pupils to make sure that learners are being challenged and are progressing. By assessing pupils we are able to plan suitable next steps for learning, support pupils learning effectively, track pupil progress to see how fast or advanced the pupils are progressing and to recognise and celebrate achievement.

What is assessment?

Assessment is CONTINUOUS throughout learning. Teachers are constantly monitoring pupils' performance during each lesson and adapting their teaching to meet the needs of the children.

Assessment is no longer just 'tests' using pen and paper but is based on a variety of sources of evidence chosen to best reflect the learning that has taken place.

For example:

- a learner may have some written evidence - WRITE
- a learner may make a model - MAKE
- a learner may have given a verbal presentation - SAY
- a learner may have completed an experiment - DO

In P1, P4, P7 and S3 pupils will sit a series of computer-based assessments. The test is automatically tailored to the pupil that is sitting the test. Pupils will be assessed on, Reading, Writing and Maths.

Staff are able to use these assessments to confirm their judgement about pupil progress and sometimes the assessments are able to reveal whole-year trends; the assessments can be used to influence the development of the school as well as target pupils. The test can reveal under-performance, when pupils need further challenge as well as highlight particular difficulties which may not have been initially noticed by staff, and will require further investigation.

These computer-based assessments are not used on their own to reach a conclusion about pupil progress; teachers' professional judgement is at all times called upon through the continuous assessments already mentioned.



The children are now able to self-assess their own work. They use traffic light colours to let us know how they got on.

With every piece of work the children are given an "I can" statement which tells them what they will learn. The children remind the teachers if they forget!

# Profiling and Reporting



Each pupil in school has a Learning Log. Pupils collect examples of good work throughout the term and progress across curricular areas can be seen. Pupils also collect and record their personal achievements and they write a personal statement outlining their best achievements, both in and out of school, towards the end of the year. Pupils are able to see their progress as the folders and books are passed on. We are continuing as a staff to develop profiles for the school which are manageable, and to involve parents more fully in this process. At present, learning logs are sent home once a term.

The Learning Logs are sent home once a term. Teachers write short reports which are included in the Learning Logs twice a year. Teachers will discuss progress with individual pupils and, together, targets are agreed upon. In the “Two Stars and a Wish” section of the Learning Log, children think about the two things that went well and their wish may be their target for the next report.

The Learning Logs will show progress in Reading, Writing, Mathematics, Health and Wellbeing and Topic work.

Following feedback from parents, we adjusted our reporting. Parents told us that they valued face-to-face interviews with staff and our reporting system places meeting with parents at the heart of the process.

We hold two Parents’ Meetings in September and February, when each parent is given a ten-minute appointment to talk to the class teacher. Children are welcome to attend these appointments with their parents.

Open Days are held every term when you can see your child’s classroom and work and have a chance to chat with the teacher. No appointments are necessary on these occasions.

If you have any queries or worries at any other time, we are very happy to see you and talk to you about your child’s progress. Call the school on 01320 366296 to arrange an appointment with your class teacher or contact Kate Rose on [Kate.Rose@highland.gov.uk](mailto:Kate.Rose@highland.gov.uk). Staff will normally arrange to meet with you at the end of the school day.

**Our reporting policy aims to give you information about your child every 6 - 8 weeks.**

# Religious Observance and Assemblies

The Scottish Government advised that there should be at least six occasions during the school year when we take time for reflection. Time for Reflection is an important part of helping us grow as individuals, recognising there is a spiritual element to being a human being. This does not, however, mean that we are endorsing any one Faith group. We hold around eight Time for Reflection assemblies or events across the school year, parents are welcome to view our Time for Reflection plan.

Circular 1/2005 of Provision of Religious Observance for Parents states that parents have the right to withdraw their children from any such religious activity, however, the Times of Reflection are non-threatening, and are not a place of doctrine or worship. If you wish to remove your child from these occasions please contact the school and

alternative arrangements will be made for your child.

We meet each Friday morning for a school assembly and, when it is not Reflection time, we always celebrate our successes. Head teacher awards are given out, staff award certificates for Star Writers or any other certificate the pupils may have been awarded. We also announce the winners of the house points competition. This is an important time for the school to come together as a family and share in each others successes.



*If it's a battle with your child over homework please contact your child's teacher.*

## Homework

Homework should link with topics and activities which are ongoing in your child's class. These activities are an opportunity for you to work alongside your child, and for your child to reinforce and extend their own learning. Homework is given at the discretion of the class teacher, dependent on age, stage and the differentiated needs of the pupils in the class.

In the infant classes, the children will take their reading book home for you to discuss the content and for

you to read together with your child. Early in P1 you will usually be invited to a meeting about how you can support your child's reading homework.

Older children may at times not take home a reading book from class. They will always be encouraged to read from a selection of magazines and novels. We ask you, however, to take time to talk with your child about what they are reading. Encouraging pupils to sometimes read aloud, even when they are older, helps children with their

fluency and expression.

Children may also have spelling and maths work to complete.

You are encouraged to sign your child's homework. Homework should not be onerous, if you are finding that your child is struggling with the work please contact the class teacher. As a rule of thumb, homework should not exceed ten to fifteen minutes for P1-3, and thirty minutes per night for children in P4-7.

## Extra-Curricular Activities

Storm Bennett is our Active Schools' Sports Co-ordinator.

Throughout the year, we may run various after school activities such as girls & boys football, badminton, dance and cricket.

In the current session, we have run an after school dance class for P1-3 pupils, aided by senior pupils for the Academy.

There are Brownies which meet on a Tuesday night in the church hall – contact Lisa Gordon 01320 366389 for more information.



*The children have loved learning how to play chess over the winter, and some have competed in a chess competition against other schools.*

## Playground Helpers

We have a group of older children who help supervise the younger children in the playground. These pupils will arrange games for the other children and look out for the those that need help. They are a great help to the adult helpers in the playground. Children can also sit at the Friendship Bench if they need a friend.



# 2009 Additional Support Needs Act

## Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

## What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local

authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.

- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.

- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

- There is a section about placing requests that states that parents of children with additional support needs,

(including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set

out in a CSP if they have not done so.

- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

**Enquire Helpline on 0845 123 2303 or by email on**

**[info@enquire.org.uk](mailto:info@enquire.org.uk)**





# Pupil Support

## Support for Learning Department

In Kilchuimen Primary, we recognise that children or young people may need additional support at any time during their school life and the foremost aim of support for learning is to meet the needs of all pupils by working collaboratively with pupils, parents/carers, subject teachers and outside agencies. The Support for Learning Department provides support for pupils throughout the school from nursery to P7.

Pupils are engaged in child centered, active learning through the creation of an appropriate and relevant curriculum. SFL staff are involved in assessing and supporting children and young people throughout the school.

As an inclusive school, we work to identify pupil needs; pupils with additional support needs are supported, as appropriate, in the mainstream setting. Class teachers at Kilchuimen receive support, advice and guidance from the Principal Teacher, Support for Learning and Pupil Support Assistants. The team of specialist staff works throughout the school with a SFL Base beside the canteen; they are to be found in a variety of areas around the school supporting pupils in class and through planned programs and interventions tailored to meet individual needs.

Any initial concerns should be brought first to your child's teacher and may be referred to Mr Peers. Please do not hesitate to make contact with us at the school so that we can help you support your child.

## The Highland Practice Model

Any number of different circumstances can affect an individual child's ability to learn. So support may need to come from health, social work or certain voluntary organisations, as well as from within education. The Support for Learning Department works with partner agencies to support pupils in Nursery, Primary and Secondary stages including Child's Plans as part of the Highland Practice Model.

All staff use the Highland Practice Model Guidance (GIRFEC-Getting it Right for Every Child) and SHANARRI principles (*safe, healthy, achieving, nurtured, active, respected, responsible, included*) to identify and meet the needs of any child or young person with additional support needs. As part of this the Support for Learning staff work in close partnership with parents/carers, other school staff (e.g. Pupil Support, class and subject teachers) and partner agencies to monitor and review the additional support needs of, and the progress of each child and young person with additional support needs. [Getting it Right for Every Child & Young Person in Highland: Interagency Practice Guidance & Child Protection Procedures 2024](#)

## Further Information and Advice

Further information on Support for Pupils is available from the Support for Learning Department including information sheets and leaflets on various aspects of Additional Support for Learning including the Education (Additional Support for Learning)

(Scotland) Act 2004 and Education (Additional Support for Learning) (Scotland) Act 2009. Please contact the school office asking for Mrs Rose, PT, Support for Learning, for further information.

Enquire – the Scottish advice service for additional support for learning (a charitable body registered in Scotland under registration number SC003527). Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through: a telephone helpline – 0845 123 2303 or an email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

<http://www.enquire.org.uk> (for parent/carers and practitioners)  
<http://www.enquire.org.uk/yp> (for children and young people)

[www.enquire.org.uk/myrightsmysay/](http://www.enquire.org.uk/myrightsmysay/)

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

Scottish Child Law Centre

Chip+ - offers information, support and advice to the families and carers of children and young people with additional support needs, and to professionals who work with them. Based in Inverness, CHIP offers a friendly, free and confidential service throughout Highland region.

[Chipplus.org.uk](http://Chipplus.org.uk)

Email: [info@chipplus.org.uk](mailto:info@chipplus.org.uk)

Telephone: 01463 711189

Everyone needs a  
little help,  
sometimes!

## How can parents get involved?

You are the most important educators of your child. In your hands you make and mould the life your child will have. We want to recognise and value your role and to work alongside you. There are lots of opportunities for you to become involved in your child's learning - by volunteering to help in class or maybe by sharing your talents in

Assembly or through an after-school activity.

From time to time we host school events such as school assemblies, concerts, workshops, open afternoons and evenings, sports day and prize-giving. Children are always so proud to have a parent, aunt, uncle or grandparent to see them take part in these events. Please come along to

these events, they are very special days for both you and your child.



### Parent Council

As a parent, you are entitled to join our Parent Council Forum. From this members are elected to the Parent Council. This is an opportunity to meet other parents. The Parent Council has an important role to play in the school. This body ensures that you have a say in your child's education. The head teacher will be in

attendance at these meetings and will explain the improvements and developments which are taking place in school. This is your chance to input into this. The Parent Council also plays an important role in helping to fundraise for the school. In these tight financial times school budgets are feeling the pinch, the extra funding from the Parent Council

enables school trips to take place as well as purchasing extra resources and equipment for your child.

**Facebook:**

Kilchuimen Primary School Parent Council

**Email:**

Kilchuimen.primary@highlandpc.co.uk



### Pupil Council

Pupils are the reason we are here and yet how often do we ask them about the experience they are having here at school? The Pupil Council helps to address this, as it is a voice for the children. The council have their own office bearers, they keep minutes and have a budget which is theirs to spend (once they have

spoken to the rest of the class). Each year group has a representative in each class and these pupils must be elected to the post. Meetings are held on a monthly basis, where possible. In the past, pupils have organised more games for the playground and have held a sale, and sold reindeer food to gen-

erate more funds. They have also organised a Halloween disco. The depute head teacher attends these meetings. After one parents' evening, the Pupil Council decided that children should be invited to attend the parents' appointments - which was put in place for subsequent parents' evenings.



**We achieved our first Eco Flag in December 2012. Work now begins on the next flag .**



## Moving on up! The move to Primary

As a 3-18 campus, transition from nursery to primary is a continuous process that is tightly integrated into our curriculum. Throughout the academic year, nursery pupils visit their future primary 1 classroom to meet their classmates and primary teacher. They also receive visits from Primary 1 pupils. These integrated activities

increase in frequency towards the end of the academic year, as pupils make their final transition into primary school.

Our Additional Support Needs Principal Teacher works with pupils across the 3-18 campus, meaning those with additional support needs transitioning into primary

school will work with the same support team throughout their academic journey, ensuring their tailored support plans are continued and developed, making their transition as seamless as possible. Should parents/carers have any queries regarding transition, they are encouraged to contact the school.

## Transition to Secondary

As a part of a 3-18 campus, we have close links with the secondary school. Staff share learning experiences and work together on linked projects. Pupils in the upper school are invited to take part in some of the varied social activities of the Secondary, which might include quizzes, sports day or carol services.

The Academy staff work hard to ensure that the next step in your child's education is exciting, challenging and fun.

Throughout P7, pupils take part in many learning activities with Kilchuimen Academy. P7 pupils and parents can take part in an Open Evening, held in February or March, to get a flavour of the secondary school. The pupils will take part in an induction week during the summer term.

Pupil support is built on as the pupils move on to the secondary as the Support for

Learning teachers, Mr Peers and Mrs Rose look after both the primary and the secondary children, ensuring continuity. You can contact the Academy on 01320 366296 or email [kilchuimen.academy@highland.gov.uk](mailto:kilchuimen.academy@highland.gov.uk)

Website:

<http://www.kilchuimen.com>

## Eco Committee

We were delighted to achieve our first Green Flag in December 2012. A lot of hard work had gone into achieving this award, the children and staff created raised beds where they have grown food for the school canteen, they planted an orchard which bore beautiful apples, they helped to raise funds and applied for Highland Leader grant funding to build a Fitness Adventure

Trail which was completed in Spring 2011.

The committee has its own office bearers and a small budget with which they aim to improve our school. If you are interested in helping this committee, parents and members of our community are welcome to come and join us - please speak to Mr Peers.

# Data Protection

## Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 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.

## Data Protection Act 1998

Information on pupils, parent and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

## 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.

## Why do we need your data?

In order to make the best decisions about how to

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

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

## Data policy

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

education services as well as to produce National Statistics publications.

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

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data.

Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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 Mick Wilson, at:

[mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@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

Please see :

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

For up to date information, 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](#).

Please find a link to the Highland Council's Equality and Diversities and Positive Relationships Policy:

[Policies and guidance - support for learners | Anti Bullying - Guidance for Schools](#)

## School Improvement

We continually strive to ensure that each pupil is able to reach their full potential and a robust programme of school self evaluation takes place. Therefore we are always keen that parents are listened to. You can tell us what you think by taking part in an annual school survey, by completing evaluation walls at parents evening or by attending school workshops and meetings. From time to time the head teacher may also run semi-focused interviews to better understand the opinions of parents.

Children have a say in the running of the school through the pupil council and eco committee as well as being listened to when sampling of jotters and work is taking place.

We hold whole school self evaluation assemblies . Pupils can also given an annual survey. Pupils can also express their views through circle times.

Staff continually reflect on their work and use assessment information to inform and improve teaching and learning.

All these processes enable us to have a good picture of the life of our school.

The main framework for planning whole school planning and progression is through the School Improvement Plan. You can access

this document by asking for a copy from the school office.

We publish an annual Standards and Quality Report and you can ask to see a copy at any time. Copies of our most recent HMIE or Care Inspectorate report can be found on the Education Scotland website.

Our main focus recently has been raising attainment in Literacy and Numeracy, we have done this through staff training, buying new resources and developing a robust assessment, tracking and monitoring system.

We have also been working on our profiling. While we are now happy with our "Learning Logs" we will continue to make adjustments and improvements to them so that they are continually evolving.

# Picture Gallery





## Kilchuimen Primary School

Station Road  
Fort Augustus

PH32 4DL

Phone: 01320 366296

E-mail:

[kilchuimen.primary@highland.gov.uk](mailto:kilchuimen.primary@highland.gov.uk)

Please find us on Facebook under

[Kilchuimen](#).

### School Term Dates for Session 2025/2026

**Open**

**Close**

**2025**

**Tues 19th Aug**

**Fri 10th Oct**

**Mon 27th Oct**

**Tues 23th Dec**

**2026**

**Wed 7th Jan**

**Thur 2nd April**

**Mon 20th April**

**Thur 2nd July**

**May Day Holiday**

**Mid Term Break**

**Mon 4th May**

**Mon 16th - Tues 17th Feb**

**In-service Days (staff only)**

**2025 Mon 19th Aug**

**Mon 15th — Tues 16th Sept**

**2026 Wed 18th Feb**

**Thurs 7th May**

## Communication

Please check your child's schoolbag regularly for mail which we send home.

Our activities are regularly updated, please check our Facebook page for forthcoming events.

A newsletter is sent out at least once per term.

If you wish to see your child's class teacher please ring the school for an appointment.

Parents wishing to record concerns and gain info on how these concerns will be dealt with please see Parentline:

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

## Policies

Our current school policies can be found on our website.

We follow Highland Council policies and these can be found at:

[Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

Should you have a complaint in relation to the Primary, please contact the school by writing a letter, sending an email or telephoning the school office to make an appointment to see Mrs Walker.

We aim to deal with complaints as swiftly as we can as it is important for us to have a good relationship with all our parents.

## Complaints

If you feel that your complaint is not being dealt with effectively at school level, you can contact;

Mhairi MacDonald

Area Education & Learning Manager

Education & Learning

Fingal Centre

Viewfield Road

Portree

Isle of Skye

IV51 9ET

[mhairi.macdonald3@highland.gov.uk](mailto:mhairi.macdonald3@highland.gov.uk)

Whilst the information in this handbook is considered to be accurate at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.