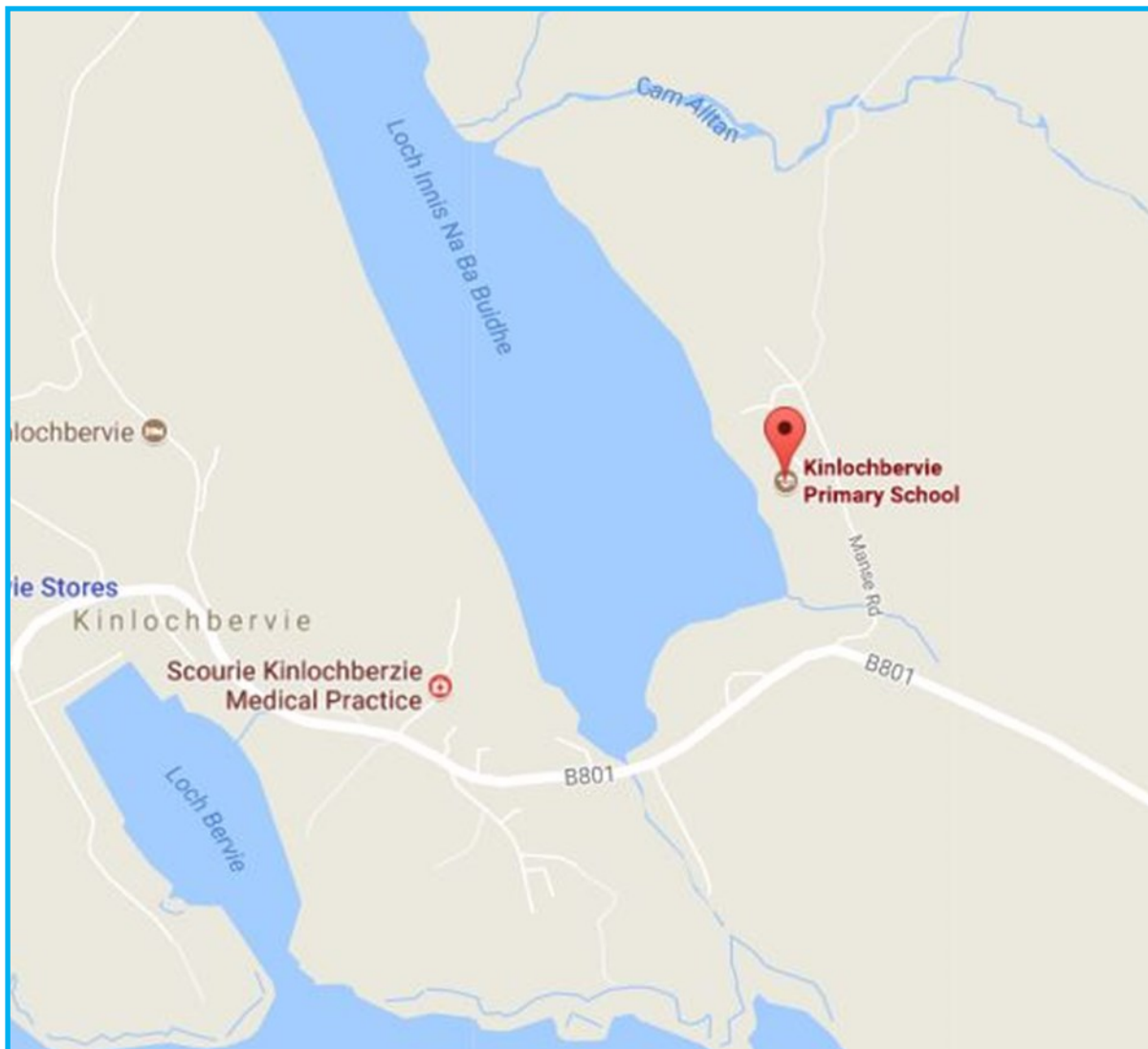


# Kinlochbervie Primary School

Part of North West Sutherland Schools



**Handbook  
2025-2026**



*Kinlochbervie Primary School,  
Manse Road,  
Kinlochbervie,  
Sutherland IV27 4RG  
01971 521223*

*Email: [kinlochbervie.primary@highland.gov.uk](mailto:kinlochbervie.primary@highland.gov.uk)*

*website: [www.nws-schools.com](http://www.nws-schools.com)*

*Facebook: North West Sutherland Schools*

*twitter: [https://twitter.com/schools\\_north](https://twitter.com/schools_north)*

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## Welcome

*Welcome to Kinlochbervie Primary School. Kinlochbervie is situated in the north west of the Scottish mainland. Kinlochbervie is made up of several townships and the main areas of employment here are fishing, aquaculture, land based and agriculture and tourism.*

*We are fortunate to live amongst some of the most beautiful scenery in the country and the children at the school have this as a backdrop to their education. We have the outdoor classroom on our doorstep and make full use of this to enhance the children's learning experiences.*

*The school has three classrooms, one of which is a dedicated music and art room, a Learning Support room and a general purpose room. It is surrounded by an interesting playground with features such as a garden area, a rocky hill, painted games and much more. There are currently 24 pupils. The school is fortunate in being able to make use of the gym hall in the adjoining High School for P. Ed. and any events which require a large indoor space. In addition, we have a modern village hall just along the road where we put on school plays, workshops, etc.*

*Although Kinlochbervie is a place where traditional values are very much appreciated and valued, we aim to provide an education for the 21<sup>st</sup> century. Our school is well resourced and our staff are keen to provide an education that is varied, stimulating and aims to help all the pupils achieve their best. Education is a partnership between home and school, and we aim to provide a safe, happy environment which will help your child to face the challenges of the future.*

*In 2017 we underwent a significant change in the way the schools in the area are managed. Our associated Schools Group (ASG) consists of Durness Primary School, Kinlochbervie Primary School, Scourie Primary School and Kinlochbervie High School—now known collectively as North West Sutherland Schools.*

*The Extended Management Team is as follows:  
Head Teacher: Mr John Naples-Campbell  
Depute Head Teacher: Ms Katy Lee*

*As an ASG we work very closely together to ensure that the needs of our young people are met and that they all have the best possible opportunity to reach their potential. All four schools come together in Kinlochbervie on a Thursday. This allows us to create larger groupings across the primary classes. Socially and educationally, this provides our pupils with the opportunity to work in age appropriate groups and to get to know the other pupils from the area. It is also an excellent start to transition from primary to secondary and our P7 pupils come together as a group in what will be their S1 class. They spend the whole day with high school staff and in high school classrooms. All the feedback we have had so far from pupils, parents and staff suggests that this experiment will continue in future years.*

## Disclaimer

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

## Contact Details and Staffing

**Address:** Kinlochbervie Primary School  
Manse Road  
Kinlochbervie  
Lairg  
Sutherland  
IV27 4RG

**Head Teacher's email:** [john.naples-campbell@highland.gov.uk](mailto:john.naples-campbell@highland.gov.uk)  
**School email:** [kinlochbervie.primary@highland.gov.uk](mailto:kinlochbervie.primary@highland.gov.uk)  
**School website:** [Kinlochbervie Primary School | North West Sutherland Schools \(nws-schools.com\)](http://Kinlochbervie Primary School | North West Sutherland Schools (nws-schools.com))

**School telephone number:** 01971 521223

### Staff:

Head Teacher: Mr John Naples-Campbell  
Depute Head Teacher: Ms Katy Lee

Teachers:  
P2-7

Ms Abby Forrest  
Mrs Nicola Poole  
Mrs Price-Davies  
Mr Price-Davies  
Mr Angus Binnie  
Ms Anne Wood  
Mrs Linda Flett  
Ms Paula Macleod  
Reverend Andrea Boyes (church of Scotland)

Art: Mrs Nicola Poole  
Support for Learning: Mrs Price-Davies  
Guidance: Mr Price-Davies  
Chanter Instructor: Mr Angus Binnie  
Fiddle Instructor: Ms Anne Wood  
Clerical Assistant: Mrs Linda Flett  
Admin Team Leader (NWSS): Ms Paula Macleod  
School Chaplain: Reverend Andrea Boyes (church of Scotland)

Playground Supervisor: Mrs Kerry Eastcroft  
Pupil Support Assistants: Mrs Christine Corbett  
School Cleaner: Miss Laurie Harris

### School Times:

#### Monday - Thursday

9.00 am	Classes begin
10:45-11:00 am	Interval
12.30 - 1.15 pm (12:15-12:30 Fri if required)	Lunch
3.00 pm	End of Infant School Day
3.30 pm	End of School Day

#### Friday

9-12:30 End of School Day

#### Term Dates 2025-26:

Autumn Term: Tuesday 19th August - Friday 10th October 2025  
Winter Term: Monday 27th October—Tuesday 23rd December 2025  
Spring Term: Wednesday 7th January - Thursday 2nd April 2026

#### Other school closures :

In-Service Days	Monday 15th and Tuesday 16th September 2025
School Closed	Monday 16th and Tuesday 17th February 2026
In-Service Day	Wednesday 18th February 2026
May Day	Monday 4th May 2026
In-Service Day	Thursday 18th February 2026

**School Roll:** 16 pupils (December 2024)

## School Aims

The broad aim of this school is to make children feel confident in their abilities and valued as an individual both within the school and the wider community. More specifically we aim to raise standards across the curriculum, but especially in language and mathematics.

In the subject areas, which are taught in an accessible and challenging way to all pupils, we aim to:

- **Language** - develop skills and knowledge so a pupil can understand English to the best of his or her ability and to support the pupil's personal development through Language and Literacy
- **Mathematics** - provide the skills required for the understanding and confident use of mathematical processes and applications
- **Expressive Arts** - develop a child's self-expression through the enjoyment of participation in the wide range of challenging skills, ideas and techniques found in music, art, drama and physical education.
- **Environmental Studies** - have pupils achieve a broad knowledge and understanding of the environment through the acquisition of appropriate skills so they can develop positive attitudes towards it.
- **Religious and Moral** - help pupils know about and understand the place of religion in our society and to develop positive beliefs, attitudes and moral values.
- **Personal and Social Development** - motivate children to feel responsibility and regard for the school and the wider community and to develop confidence, self-esteem, ambition and self-discipline.

We also endeavour to:

- make pupils, parents and staff feel welcomed, safe and valued as individuals
- work closely with parents for the benefit of the pupils
- develop professionalism, planning and teamwork among staff
- develop an environment where quality is valued.



### **Receiver Secondary School: Kinlochbervie High School**

The local secondary school for pupils to attend is Kinlochbervie High School.

Close liaison has been built upon between the feeder primary schools and the High School ensuring a smooth transition between P7 and S1. Details regarding the High School can be had from:

**Mr John Naples-Campbell**

**Head Teacher**

**Kinlochbervie High School**

**Manse Road, Kinlochbervie, Sutherland, IV27 4RG**

**Tel: 01971 521767 Email: john.naples-campbell@highland.gov.uk**

The High School's brochure is published in January each year.

### **Admission Arrangements**

Dates for enrolling children in P1, usually in late January or early February, are posted in the press and in the nursery. Parents wishing to enrol a child in the school should do so on the given date. They will be issued with guidance regarding placement of a child in a school, the choice of school and information regarding this school. Parents of prospective pupils are welcome to view the school at any mutually convenient time.

### **Transition to P1 and First Day at School**

Hopefully your child will be familiar to some extent with the school building, the toilets, other pupils and staff and will have most of the skills necessary for attending school. He or she will have been invited in on several occasions for visits throughout the year prior to starting and they will meet the various members of staff. This means that the first day of school should not have any fears of the unknown.

Any worries you may have about how well your child will settle into school should be discussed with the staff beforehand. To help your child have a smooth, trouble-free start, have a look at the following section and pass on the appropriate information to the school.

#### Does the Teacher Know?

Their ability, interests, fears, like and dislikes?

Will they ask to go to the toilet?

Do they need encouraged to eat their lunch?

Are there foods they will not eat?

Are there any health or social problems?

Do they need help with shoelaces?

This is the type of information we would like to know, but if there is anything else we should know about, please tell us.

### **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 Education Manager, Mrs Annika

## Getting to School

Transport is provided according to statutory requirements. Pupils aged under eight living more than two miles, or more than three miles if over eight, from the school by the shortest route available are entitled to transport.

[https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport)

If there are spare seats on the bus, these will be made available to children not entitled to transport and who live on the route. Pupils are expected to wait patiently for the bus and to behave in an orderly fashion when on it.

## 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 Education Authority 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 transport operators and ensure that parents are fully informed of the arrangements. A telephone service **0800 564 2272** will be updated for parents to access. The website <https://www.highland.gov.uk/schoolclosures> will also 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.

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions usually on the hour, to carry emergency bulletins. Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am and Lochbroom FM at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio normally have hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

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

Continued over



## 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 the schools telephone information line for updated messages from their schools Head Teacher. 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.
- When weather conditions are poor, parents should ensure that children are met at the 'drop-off' point, especially where public service transport is used.



P1-3 Harvesting School Grown Tatties

November 2024

## First Day at School

Hopefully your child will have attended on a regular basis the nursery run by Highland Pre-School Services. He or she will be familiar to some extent with the school building, the toilets, other pupils and staff and will have most of the skills necessary for attending school. He or she will also have visited the infant classroom on several occasions and met the various members of staff. This means that the first day of school should not have any fears of the unknown. Any worries you may have about how well your child will settle into school should be discussed with the staff beforehand. To help your child have a smooth, trouble free start, study the following section and pass on the appropriate information.

### Does the Teacher Know?

Her ability, interests, fears, like and dislikes?

Can he tie his shoelaces?

Will she ask to go to the toilet?

Must he be encouraged to eat his lunch?

Are there foods she will not eat?

Are there any health or social problems?

This is the type of information we would like to know, but if there is anything else we should know about,

## School Uniform

We have a school uniform that consists of a navy sweatshirt and a white polo shirt all with the KLB boat motif. A navy blue fleece jacket is an optional extra.

On Thursday, we are joined by pupils from both Scourie and Durness Primary Schools.

Uniform on this day consists of a purple sweatshirt with the North West Sutherland Schools logo on it, and a white polo shirt as detailed above. Parents can order uniform online using the following link:

[. https://myclothing.com/kinlochbervie-primary-school/13469.school](https://myclothing.com/kinlochbervie-primary-school/13469.school)

Along with this, pupils are expected to wear black, dark grey or navy blue trousers or skirts. Footwear should be dark, self-coloured shoes or trainers. Children should change into suitable indoor footwear in school. All footwear and clothing should be clearly marked with your child's name. Earrings, if they must be worn, should be studs only. Gym kit is T-shirt, shorts, socks, gym shoes and, for outdoor activities, a track suit. This can be kept in a bag in school and taken home periodically for washing. Children are expected to change fully for PE.

## Attendance/Absence

Regular attendance is vital for your child to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on 01971 521 223 by 9.30am. Contact can also be made by emailing the office on [Kinlochbervie.Primary@highland.gov.uk](mailto:Kinlochbervie.Primary@highland.gov.uk)

If it transpires your child is to be off for several days, please let us know as it helps with class planning.

If a pupil needs to leave during the school day for an appointment etc, parents should contact the school with details.

If a pupil falls ill during the school day, parents are contacted to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Shopping trips or family holidays taken during school time will be marked as unauthorised, as will any unexplained absence.

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 and therefore need to know the whereabouts of absent pupils.

Termly attendance audits are carried out & will be available for you to see in your child's learning profile. We encourage pupils to maintain an attendance level of 90% as the very minimum.

## Discipline

The school's positive behaviour policy is aimed at generating a secure, friendly atmosphere with an effective and safe learning environment. This is achieved through a variety of means from teaching styles, constructive relationships between staff and pupils, the structure of the curriculum and adherence to the SAFE philosophy of encouraging positive behaviour.

Children are expected to behave at all times with good manners and follow the common sense school rules. When needed, sanctions are verbal reprimand, following a course of positive behaviour rewards, detention during interval and withdrawal of privileges. In extreme cases exclusion would be considered.

The school has an anti-bullying policy and parents will be informed, and their support welcomed, in cases of protracted or severe in discipline. [https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## Health Care

We are a Health Promoting School achieved through various means ranging from offering a varied, healthy diet at lunchtime, healthy playtime snacks, promoting personal hygiene and teeth cleaning to creating a progressive attitude and environment in which pupils can learn positively about themselves and their lifestyle.

Parents are encouraged to make sure their children have adequate sleep.

We work in partnership with a variety of health professionals including the dental health practitioner, the school nurse and doctor and the Speech and Language Therapy (SALT) Service. When required, other agencies can also be involved such as Occupational Therapy & Educational Psychologist.

## School Meals

School Meals are provided by Highland Catering and Cleaning Contract Services and are cooked on the premises. They currently cost £2.40 and money for the week should be paid to the cook via the school office on a Monday morning. The children can bring along the money in an envelope or a wallet/purse. Children choose from menus issued in advance and these include vegetarian/ vegan options, subject to a Special Diet Request. Children are encouraged to try all meals and to leave an empty plate. Menus are varied and conform to a healthy diet. Yoghurt and fruit are available as an alternative to a hot pudding.

Pupils are eligible for free school meals if their parents are in receipt of Income Support or are in P1-3. Forms of application are available in the school or <http://www.highland.gov.uk/info/899/schools-grants-and-benefits/10/free-school-meals-and-assistance-with-clothing>

Application forms are available from the school reception. Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details, please see: <http://www.highland.gov.uk/info/878/schools/9/school-meals/2>

Issue and return of these forms is confidential as is the number and names of those receiving free school meals. As part of a Scottish Government initiative, P1-3 pupils currently receive free school meals, regardless of their parents' income. Pupils may also bring a packed lunch. These are eaten in the canteen with all the other pupils.

## Administration of Medicines

Staff will only administer prescription medication when there is clear written guidance from the parents on: The name of the medicine, the quantity of the medicine to be given, the time it has to be given. Staff cannot administer medication which has not been prescribed by a qualified medical professional.

### Minor injuries

Our First Aider will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. Anything more serious will be referred to the local GP and parents informed. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.



Halloween Fun 2023

## Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Parents wishing to enquire about a pupil's progress are invited to get in touch with Ms Lee in the first instance. Parents are also invited in for an appointment with the class teacher every term to discuss progress and next steps. There are also numerous and regular opportunities when parents are invited in to school to share the learning of pupils from P1-P7. Pupils are always keen to take their parents or any visitors to the school on a 'learning walk' to discuss their learning. End of year pupil reports are issued to parents in June each year.

## Contact between Home and School

The school runs a very open policy on contact between parents and teachers and you are always welcome to make an appointment to come along to discuss your child's progress. Indeed, you are welcome to come and have a look round just to see what is going on. There are two appointments per year when you can come to school and meet with your child's teacher. If we have any concerns, we will get in touch with you.

Parents are also encouraged to help, when specialised skills are required in connection with project work, e.g. baking, craft skills and for transport and supervision on outings.

Newsletters, which are issued frequently, keep you up to date with events, dates, schoolwork, changes or reminders to school policy, etc.

Parents are encouraged to contact the school if there are ever any issues that need to be discussed. Parents can phone the school and speak to the clerical assistant, teachers or the head teacher. The Seesaw app is used across our ASG to share learning from school with families. Your child's class teacher will supply you with the required details to access the correct classroom. Families enjoy being able to ask children at home about the photos & pieces of work that teachers have uploaded.



The P7s join the S1-3 pupils on a guided tour of Culloden Battlefield

November 2023

## Parental Assistance and Support

Parents have many responsibilities, but the following could be summed up as those directly linked to school.

- 1 – to show by their example that they support the school in striving for a high standard in all that it does.
- 2 – to ensure that their children come to school regularly, on time, refreshed, alert and correctly dressed for work.
- 3 – to take an active and supportive interest in their children’s work and progress.
- 4 – to support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
- 5 – to control the development of their children’s leisure time.

In practical pursuit of the above, parents could:

- spend time talking to their children, discussing homework and schoolwork, emphasising their commitment to education
- encourage their children to read
- promote good home study habits: find a place away from TV and computers, use a work surface not the floor, concentrate and try not to daydream
- provide materials to stimulate interest – books and magazines, paint, paper, musical instruments, construction toys
- develop their children’s practical skills – shopping, counting change, writing letters, making telephone calls, helping with household chores
- encourage their children to join local clubs and take part in local events
- encourage their children to come to school prepared

## Parent Council

As we function as North West Sutherland Schools, we have one parent council to cover all 4 schools. Every parent is a member of this parent council & welcome to attend the meetings which take place once each term.

The current office bearers are:

Chair: Denise MacDonald—[nws@highlandpc.co.uk](mailto:nws@highlandpc.co.uk)

Secretary: Kate MacLure— [nws@highlandpc.co.uk](mailto:nws@highlandpc.co.uk)

Treasurer: Iona Shaw—[nws@highlandpc.co.uk](mailto:nws@highlandpc.co.uk)

Individual fund raising meetings are also held in each location, giving parents an opportunity to discuss subjects specific to their school.

## Complaints And Requests For Service

If a parent has any concerns, they should contact their child’s class teacher (Ms Catriona Maddocks P1-4; Ms Abby Forrest P5-7) or the Head Teacher, John Naples-Campbell, in the first instance, or the Senior Management Team for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Should a situation not be resolved, parents can contact the Area Education Manager, Annika Jansson

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](mailto:transport@highland.gov.uk)

ParentLine Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year.

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

The number is: **08000 28 22 33** or email: [parentlinescotland@children1st.org.uk](mailto:parentlinescotland@children1st.org.uk)

## Support for Learning

At present, we have three part-time Pupil Support Assistants, plus an additional Support for Learning teacher one day a week. Our Support for Learning team supports all the pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas of curriculum. The SfL teacher also assists the Class Teachers in designing and obtaining appropriate materials/resources for use in the classroom. Where a child has specific needs, the most appropriate help is given through negotiation and consultation between Head Teacher, Class Teacher, Support for Learning Staff, parents, and where appropriate, pupils. We hold inter-agency meetings involving all the above plus other agencies such as School Doctor, Nurse, Social Workers, Support Specialists, etc when required. If necessary a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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 01971 521767. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[https://www.highland.gov.uk/info/886/schools\\_additional\\_support\\_needs/1/support\\_for\\_learners](https://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners)

If a child's needs are such that further guidance is necessary, then it may be necessary to refer the child to specialists, e.g. Educational Psychologist, Speech Therapist, English as an Additional Language Teacher, Occupational Therapists, Outreach Workers. Their expertise lies in assessing how the child is learning and where difficulties lie. As with any learning problem, the parents/guardians would be involved at every step of the way. Pupils with identified needs are monitored and reviewed regularly and Individual Education Programmes (IEPs) are set for pupils with specific needs.

Further advice and information for parents of children with additional support needs is available from:

Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk>

Scottish Independent Advocacy Alliance SC033576 [www.siaa.org.uk/](http://www.siaa.org.uk/)

Scottish Child Law Centre SC012741 [www.sclc.org.uk](http://www.sclc.org.uk)

Information about the 2009 Additional Support for Learning Act can be found in the Appendix at the end of the Handbook.

## All together Thursdays

Each Thursday, we transport the primary pupils from Scourie & Durness to Kinlochbervie to spend the day with their peers in bigger classes according to their ages.

Subject areas covered on a Thursday include Literacy, Numeracy, Science, RME, PE and Spanish. The primary pupils sometimes join the secondary pupils for assemblies, fund raising events, guest speakers, sporting events and a wide variety of activities.

These together days give our pupils, who are usually based in small schools with multi-composite classes, the opportunity to socialize with peers from neighbouring villages, to be challenged with larger groups they are less comfortable with & to become familiar with the secondary building & staff before they transfer to high school.

Visiting chanter & fiddle tutors visit Kinlochbervie each Thursday, giving every age-appropriate pupil from across our group of schools, the opportunity to participate in instrumental instruction.

## Extra-Curricular Activities

At various times throughout the year, we may run science clubs, gardening clubs, after school clubs, dancing, etc depending on teachers/tutors available. Details are given when dates have been arranged.

## Out of School Activities

Throughout the year, we have sports activities (badminton, athletics, cross-country, etc) run by the Highlife Highland Active Schools Co-ordinator, vacant post at the moment, plus other activities. Again, details will be given when dates have been decided.

## Global Citizenship through Connecting Classrooms: Kenya

Our North West Sutherland Schools are partnered with two schools in Kenya; Sachangwan High School and Nguzu River Primary School.

Together we have worked on a number of projects: outdoor learning, numeracy strategies, gender equality and the UN Rights of the Child. For 2021/22, our project will be developing a social enterprise.

### **Desired Outcomes for Connecting Classrooms Kenya**

- Through global citizenship education empower young people to be active citizens, willing and able to contribute to the development of a fair, sustainable society, locally and globally.
- To develop skills that enable children and young people to participate in their communities, to think critically, to challenge discrimination and stereotyping and to value all human beings as equal.
- To join together two associated school groups in Kenya and Scotland through a collaborative global citizenship projects.
- Through the context of the British Council core skills work together towards the development of a professional network to support teacher learning and practice in global citizenship.
- To further extend and embed the partnerships between NW Sutherland and Molo District, Nakuru County school communities.





## Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils' progress is continuously monitored and tracked in line with HC guidance. A range of assessments are used to inform this process:

School arrangements for tracking & assessing pupils' progress and planning future learning:

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

Highland Curriculum for Excellence

[https://www.highland.gov.uk/info/878/schools/17/school\\_curriculum](https://www.highland.gov.uk/info/878/schools/17/school_curriculum)

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning. Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information. Pupils will reflect on their progress, achievement and best work on their e-portfolio.

School reports are given out once a year. A report is issued in May which indicates each child's progress through the levels of work in a Curriculum for Excellence. Assessment is continuously monitored throughout the year and progress is recorded in personal progress folders which are updated every term. These folders include Key assessment tasks, learner's conversations, attendance audits amongst other information about your child's learning. Folders will come home each term & we would appreciate you signing them appropriately, then returning to school.

Opportunities are given in the year when parents are invited to come in to look at the work being done and to have an interview with the class teacher. Parents are encouraged to come in at other times if they want to meet with the teachers. It's a good idea to come along and have a look at your child's work – they always value your positive input and encouragement.

## The Highland Council - Primary Curriculum Rationale

### THE SEVEN PRINCIPLES

In constructing our curriculum, we take full account of the seven principles of curriculum design identified in BtC3. These apply at all stages of learning, with different emphases at different stages. They also apply to the curriculum at a strategic level, in the classroom and in other settings where children and young people are learners.

When planning learning experiences, our teaching staff ensure that the curriculum accords with the seven principles:

#### **Challenge and Enjoyment**

*Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their effort.*

We plan for challenge and enjoyment by:

- setting learners challenging goals
- making learners think hard about their learning
- ensuring that learning is active and engaging to motivate all learners.

#### **Breadth**

*All learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life*

We plan for breadth by:

- using a variety of contexts through which to develop and demonstrate learning
- giving all pupils the opportunity to be involved in all aspects of school life.

**NB: The final outcomes and experiences by design are intended to provide the overall breadth of the curriculum across all curricular areas.**

#### **Progression**

*Learners and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.*

We plan for progression by:

- ensuring that all learners have the opportunity to achieve appropriate success
- sharing expectations and standards with learners
- reviewing and evaluating learners' progress
- providing timely, accurate verbal and written feedback on learning.

#### **Depth**

*There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.*

We plan for depth by:

- giving learners the opportunity to develop and apply greater intellectual rigour
- giving learners the opportunity to develop secure understanding.

Continued over

### **Personalisation and choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

We plan for personalisation and choice by:

- taking account of their prior learning
- ensuring that all learners have ownership of the learning
- taking account of different learning styles.

### **Coherence**

Taken as a whole, learners' learning activities should combine to form a coherent experience. There should be clear links between the different aspects of learners' learning, including opportunities for extended activities which draw different strands of learning together.

We plan for coherence by:

- helping learners see the links between different aspects of learning
- providing opportunities for learners to transfer and apply learning in different contexts.

### **Relevance**

Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

We plan for relevance by:

- ensuring learners understand the purpose of the activity
- making links with learners' experiences, learning and interests within and beyond the school

The following are the eight curricular areas, although it is worth remembering that the curriculum is more than a sum of subjects and that much of the work in school is carried out across several curricular areas:

- Languages
- Mathematics
- Expressive Arts
- Health and Wellbeing
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Curriculum for Excellence details expectations of learning and progression through a series of levels – Early to Fourth. Within these levels the children are experiencing ways of developing their skills and attributes, to enhance their knowledge and understanding.

Level	Stage
Early	The pre-school years and Primary 1 or later for some
First	To the end of Primary 4, but earlier or later for some
Second	To the end of Primary 7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some and the fourth level broadly equates to SCQF level 4

## Languages

This curricular area consists of:

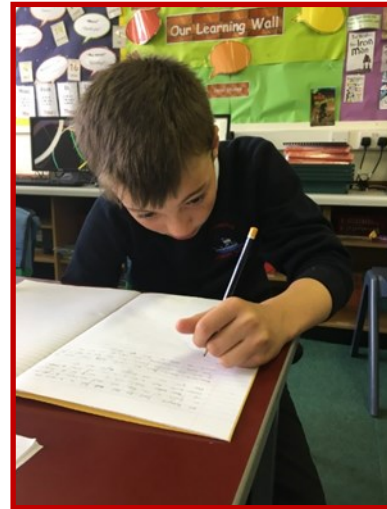
- Literacy and English – listening and talking, reading and writing
- Modern languages – French (P5-7), Spanish (P5-7)

Language is a key aspect of our culture and literacy, and is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities through all aspects of life. Our school provides a broad range of learning opportunities which will contribute to the development of literacy and English. Literacy is taught through all subjects, not just during English lessons.

We teach Literacy and English through relevant, real-life, enjoyable contexts often building on the children's own experiences. It may be taught through play and other planned activities. Children are encouraged to work collaboratively – with partners, as well as on their own. Pupils often communicate their work to others, eg online, to other schools and classes, to a wider audience. ICT is widely used throughout all Literacy and English work. Throughout all the levels teachers plan to enable their learners to develop their skills with increasing depth.

**Scots** language studies are very much included in their English work. Scottish texts are used to help develop an appreciation of Scotland's vibrant literary heritage. There are some lessons which encourage an understanding of our **Gaelic** heritage. **French** is taught to Primary 5-7. Learning other languages enables children to make connections with different people and their cultures. Much of this learning is through songs and games and children are encouraged to join in and have fun and learn at the same time.

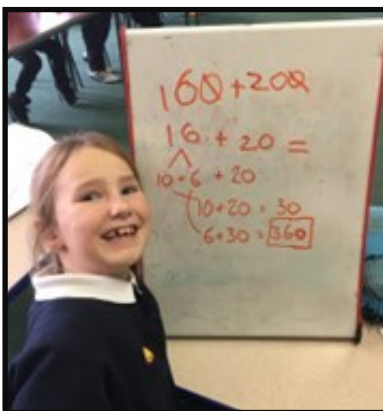
**Spanish** is taught to P5-7 on Thursdays as part of the ASG learning days.



## Mathematics

Mathematics consists of studies in:

- Number, money and measure
- Shape, position and movement
- Information Handling



We recognise that maths is important in our everyday life. It allows us to make sense of the world around us and to manage our lives. Maths plays an important role in other subject areas like science or technologies. We aim to make all our maths lessons rich and stimulating and to engage all our learners from Primary 1 to Primary 7.

All children are encouraged, through experiencing success in maths, to develop their confidence in taking risks, asking questions and exploring alternative solutions to problems without fear of being wrong. They will work collaboratively – with partners - to help them to reason logically and creatively through discussion of maths ideas and concepts.

Teachers use active learning situations in the class to provide opportunities for all the children to observe, explore, investigate, experiment, play, discuss and reflect. Children are helped to develop their mental agility. There is appropriate use of technology.

### **Expressive Arts**

The areas of the curriculum which we describe as the Expressive Arts include music, art and design, drama, PE, dance and movement. The sharing of expertise between the specialist teacher and the class teacher gives rise throughout the year to a great deal of lively work.

The Expressive Arts is an essential part of the pupil's curriculum and develops and provides an outlet for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, our specialist teachers ensure that a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Expressive Arts aims to promote pupils' development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity. The children's artwork is constantly on display inside and outside the school. We have original mosaic murals decorating our entrance and an art gallery in our link corridor to the High School.

Chanter instruction is available as an option, usually from P5. The instructor comes weekly. This normally leads on to bagpipe playing in secondary school. Pupils also have the opportunity of learning fiddle through weekly fiddle lessons from a visiting instructor.

The school stages a major production every Christmas. This varies from a straightforward nativity to a well-known musical show. Consequently, we have built up a considerable wardrobe of properties and costumes. If further items are required, a note will be sent home.



### **Health and Wellbeing**

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions. We have a comprehensive Health Programme that considers the above three dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, to develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks, providing drinking water, sporting activities and promoting citizenship and achieved our award as a Health Promoting School at Level 4 in October 2005.

The children receive swimming lessons at Ullapool, which is the nearest pool (50 miles).

All children, both boys and girls, participate in all aspects of PE. We use the first class P.Ed facilities in our adjoining High School, which includes the Astroturf pitch for outdoor sports. The major sporting event of the year is the North-west Schools Sports, held in May, either in Durness, Scourie or Kinlochbervie. We participate in a number of events, both at local and county level, throughout the year, as well as award schemes in swimming, gymnastics and athletics.

The pupils are lucky enough to have kayaking and sailing lessons in the summer. These are held on Loch Innis, which is beside the school. Golf lessons are available at Durness Golf Course and run throughout the summer.

Our school works closely with the local Countryside Ranger, who is involved in various outdoor activities

## **Religious and Moral Education**

Religious Education in Kinlochbervie Primary School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories from the Bible, the moral values and attitudes they impart and an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes. We have weekly assemblies which are conducted by the local Church of Scotland minister or the Head Teacher.

Moral issues are dealt with in a sensitive way in the classroom or at assemblies. We have Personal and Social Development Policy in which our aims are:

To help the pupils have an appropriately positive regard for themselves, and for others and their needs.  
To develop life skills to enable them to participate effectively and safely in society.  
To identify values held by pupils and society and how they affect thoughts and actions, and to encourage increasing responsibility for their own lives.

We also have a programme for developing Citizenship.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

## **Social Studies**

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.

Pupils should:

- Develop an understanding of the environment, their place within it and the factors past and present that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.



## Technologies

The technologies curriculum aims to provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Children will have experiences which can be applied in business, computing science, food, textiles, craft and design.

We have excellent Information Communication Technology resources including PC computers with access to the internet, scanners, digital cameras, flip cameras and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils' curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

The children have opportunities for cooking and baking. We have very good resources to enable them to design and make items using textiles and other craft materials.

P7 pupils have the opportunity to work on the Goblin Car Racing Car Project with their peers from Durness and Scourie. This involves build an electrically-powered kit car and entering the Scottish Goblin Car rally, held annually in Alford, Aberdeenshire.



## Homework

Some families love it & some families hate it! Guidelines of homework will be supplied by the class teacher, (but will usually consist of a reading book personal choice or core reader), spelling activity, maths activity and possibly other topic linked activities. The main purpose of homework is to reinforce & practice what has been taught in school; to share learning with parents & to encourage self-study within pupils.

## School Improvement

The main achievements of the school over the last 12 months are found on our website [Nws-schools.com](https://www.nws-schools.com) which is regularly updated and this includes our [Standards & Quality Report](#).

The latest HMIE report can be found at the following link: <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

## Equal Opportunities

- Kinlochbervie Primary School is an Equal Opportunities School and:
- has an Equal Opportunities Policy
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices
- promotes understanding and respect of other people's cultural identity and beliefs;
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997).
- actively discourages bullying whilst promoting positive relationships.

## Data Protection

Any information you supply or any information gathered from or about your child will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

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.

ParentLine Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year.

The number is: **08000 28 22 33** or email: [parentlinescotland@children1st.org.uk](mailto:parentlinescotland@children1st.org.uk)



Our first all together Thursday of session 2023-24



## APPENDIX

### USEFUL INFORMATION/LINKS:

#### **Education Scotland - Building Your Curriculum:**

[Policy for Scottish education](#) | [Scottish education system](#) | [Education Scotland](#)

#### **Support for Learning**

[Information about the 2009 Additional Support for Learning 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.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

#### **Highland Curriculum Design GLOW Group:**

<http://highlandcfeassessmentblog.wordpress.com/>

#### **Highland CfE Assessment Blog:**

<https://portal.glowscotland.org.uk/establishments/thehighlandcouncil/CfE%20Curriculum%20Design/default.aspx>